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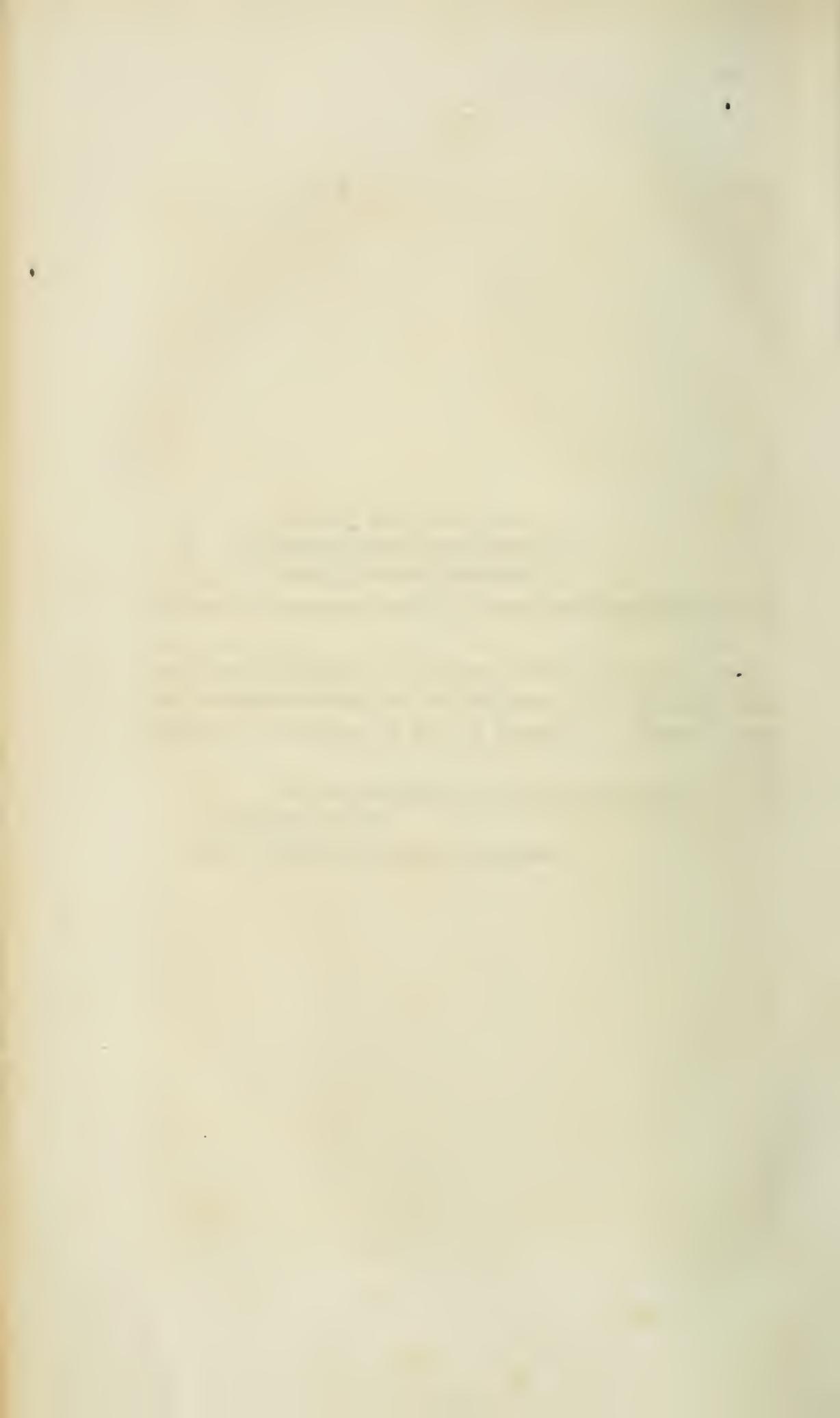
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STATE OF NEW JERSEY,
Department of Public Instruction, }
NEWARK, January 15, 1861.

To his Excellency CHARLES S. OLDEN, *Governor of New Jersey :*

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

Very respectfully, your obedient servant,
F. W. RICORD,
State Superintendent of Public Schools.



REPORT.

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

In obedience to the requirements of the law, I have the honor to present to you "a written report, containing a statement of the condition of the public schools throughout the State," with other matters to which I deem it important to call your attention; and, in so doing, it will not be out of place to state, that in addition to the documentary evidence herewith produced, I am able to testify, from personal observation, to the lively interest manifested by the people of New Jersey in the subject of education, and especially to their sensibility of the importance of maintaining a good system of common schools as the surest means of preserving our free institutions, and as the only security for public happiness. Nevertheless, you will perceive that our public schools are not so generally what they should be, in view of the fact that our State is one of the oldest of the confederacy, and that she can, moreover, point to so many of her sons among those whose names are known and dear, all over the world, to the christian, the patriot, and the scholar.

We are not, however, so very far behind our sister States in educational affairs, if we take into consideration the fact that some of our institutions of learning are among the most venerable and most distinguished of our country; if we also bear in mind that we have at our Capital a school maintained from the public treasury for the preparation of teachers,

which is everywhere admitted to hold a most enviable position among similar institutions of the land; if we remember, too, that in most of our larger towns the public schools are said to afford advantages equal, if not superior to any other schools whatever. But however favorable may be our position, or however great may be our advantages, we have not yet arrived at that point, nor shall we, perhaps, ever reach it, when no defects can be found in our system of education, when no fault can be discovered in its workings, when no neglect of duty can be charged upon our school officers, when everything shall move on like a piece of polished mechanism.—Such a condition is certainly desirable; and if it be not absolutely attainable, the aim to approximate to it is no less the duty of those to whom such great interests are intrusted.

In order that I might be able to act intelligently in my official capacity, I have during the past year inquired somewhat minutely into the condition of our educational affairs, and perhaps may have rendered myself somewhat annoying

school officers by means of my numerous questions and circulars; but it gives me great pleasure to say that I have, in every instance, been treated with the greatest courtesy, and that the utmost willingness has been exhibited to put me in possession of such facts as have seemed to me essential to the performance of my duties with satisfaction to myself and with advantage to the State. What has been the result of these inquiries will appear in the various items of information hereinafter given, as well as in the views which I have expressed upon the various subjects treated of in this report; and if it might be proper in this connection to express my obligation to the various town superintendents and other officers throughout the State, nothing would afford me greater pleasure, nor could I perhaps find a better opportunity to testify to their interest generally in the great cause in which they are engaged.

While I regret very much to say that the reports required by law have not been received by me from all the townships

in the State, I am glad to believe that in some instances the fault is not on the part of the officers whose duty it has been to transmit them. Those townships from which I have not heard, are indicated by an asterisk in the statistical tables herewith presented. It will be perceived that the number is comparatively small; but it will be perceived at the same time that the reports from a great many townships are very incomplete, for the reason chiefly that so little attention is given to the keeping of the registers so strictly provided for by law. In order to present as nearly as possible the condition of affairs in each county, I have filled up, from last year's report, the blanks which would otherwise exist in consequence of the non-reception of the annual township reports.

The tables herewith presented show the whole number of public schools in the State to be sixteen hundred and sixty, and the number of children that have attended these schools during the year to be one hundred and twenty-six thousand three hundred and thirty-one; while the whole number of children between the ages of five and eighteen years is one hundred and ninety-two thousand and seventy-five.

While it is not to be expected that every child in the State will be constantly in attendance at school, it is to be lamented that so large a number should be suffered to lose the advantages afforded for early instruction. This is a matter into which the Legislature can with great propriety inquire, especially in view of the fact that the value and permanency of our institutions must depend upon the moral and intellectual culture of the people.

I beg leave to call attention to the summary of abstracts which follows the statistical tables arranged from the reports of the township superintendents. The information required by law is therein very concisely given. As some of the items demand a few words of explanation, I beg leave to introduce them in this connection.

In the first place it will be observed that the whole number of public schools established in the State is 1660. This

information is, of course, derived from the reports of town officers, but I have reason to believe that the real number is considerably greater. Some districts lying partly in one township and partly in another, fail to be properly reported, and in some instances I am certain that no account of them whatever is rendered.

The whole number of children between the ages of five and eighteen years, appears to be 192,075, which is probably nearly correct, for as the apportionment of the State fund to each township is in the ratio of the number of these children, care is generally taken to ascertain it.

The number reported to have attended school during the year is 126,331; but as fourteen townships have made no report upon this point, the number must be considerably greater.

The average number of children in daily attendance, is reported to be 53,585; but no great value will be placed upon this estimate, when it is known that thirty-eight townships have also failed to report in this particular.

The average number of months that the schools have been kept open during the year, is $9\frac{1}{4}$, which is a very slight increase over the preceding year.

The average amount paid per quarter for tuition is \$2.16. It is gratifying, however, to know that free schools have been maintained in thirty-one of the cities and townships; in seventeen no tax has been raised for their support.

The total amount of money raised and appropriated for educational purposes during the year ending December 15, 1860, was	-	-	-	-	\$536,882 05
Raised by tax for the support of Schools,					353,251 06
“ “ for building, repairing and furnishing school houses,					46,843 71
Received from the State,					87,523 17
“ from other sources,					49,264 11

The amount received from the State was, in fact, but \$80,000, and the discrepancy between this sum and that

above reported, is occasioned by a want of care in separating the amount received from the State from that received from other sources.

As full reports have not been received from all the townships in the State, it is impossible to give the exact sum expended for educational purposes during the year; still an approximation to it may be made, as follows:

By the State for the support of the Normal School, - - - -	\$10,000 00
By the State for the support of the Farnum Preparatory School, - - -	1,200 00
By the State for the support of Public Schools,	80,000 00
Raised by tax for the support of Public Schools,	353,251 06
Raised by tax for building, repairing and furnishing school houses, - -	46,843 71
Received from other sources, - -	49,264 11
	<hr/>
	\$540,558 88

STATISTICS.

In order to ascertain how much reliance might be placed upon the school statistics required by law, I addressed, on the 24th of September last, among other questions to town superintendents, the following: "In how many of the schools of your township are the registers of attendance kept agreeably to law?" I also asked: "In how many schools are they not kept?"

While the first question was generally answered, the second was not, and I have therefore been obliged to obtain the desired information by comparing the number of schools in which registers have been kept with the number of school houses; from which comparison I ascertain that these registers so strictly required by law, are kept in only about one half of the public schools. While such a result of my enquiries must diminish very much the interest that would

otherwise be felt in the statistical tables herewith presented, I hope that it will have the effect to awaken the Legislature to the importance of a more thorough supervision of our educational affairs.

The general excuse for this neglect of duty is that no blank forms have been prepared by the State suitable for keeping these registers. This would be a sufficient excuse, if the law did not distinctly declare at section three of the supplement approved March 13, 1856, how these registers shall be kept, and what shall be the different items therein entered. That there would be great advantage in distributing printed forms throughout the State, is very true, while, at the same time, the difficulty attending their distribution would not be very great; but the want of such forms is not a good excuse for the utter neglect of a plain requirement of the law.

It will be observed that the tables herewith submitted are very incomplete, some townships not having reported fully, while others have made no report whatever. In some instances, reasons have been assigned for this on the part of those upon whom this duty has devolved; in others none; and I am inclined to believe that in a few, it is not due to neglect, but to accident in the transmission of reports.

DISTRICT SCHOOL HOUSES.

I am not able to give the exact number of public school houses in the State, in consequence of the omission on the part of some school officers to furnish replies to my enquiries upon this subject. While this would form an interesting item of information, it would not add materially to the interest of other matters connected with it into which I have enquired, and to which I desire to call especial attention.

Of the two hundred and five townships in the State, I have ascertained the character of the school accommodations of one hundred and seventy-six, in which I find that there are 1423 school houses, making the average number of eight

to each township. Owing, however, to the fact that many school districts are formed of portions of adjacent townships, and that these districts, in consequence of a divided superintendence, are often overlooked entirely in the township reports, I am inclined to believe that the total number of school houses in the State does not fall far short of eighteen hundred.

Of the 1423 school houses, concerning which I have been able to obtain any accurate information, 1216 are owned by the districts in which they are respectively situated: 143 are built of stone; 119 of brick; 2 of logs, and the remaining 1159 are frame buildings. The whole number reported to be in good condition is 988, of which 64 were erected during the past year; 830 are furnished with suitable seats and desks, and 593 have no other conveniences for study than benches and forms arranged around the room; 688 have no provision for ventilation except doors and windows; 513 have no suitable privies for both sexes, and 505 are without any other play grounds than the street.

In these statistics there is much for congratulation and much for regret.

So far as I can ascertain, the schools already established in the State are nearly sufficient to meet the present wants of the people, only 70 being needed in the 176 districts from which I have been able to obtain reports on this subject; but on the other hand, very many of the houses in which these schools are kept, appear to be in a wretched condition, and some, I learn, are totally unfit for educational purposes. I regret to say that the excellent condition of a large number of district school houses is maintained by a misuse of the public fund intended exclusively for the payment of teachers. The opinion is prevalent in some sections of the State that a portion of this fund is appropriated by law to the repairs of public school houses, and it is regularly devoted to this purpose. In other sections, where the law is differently understood, the miserable pittance annually required to keep the

school house from decay cannot always be raised, and it sometimes happens that a district has the means necessary to employ a teacher, but no building suitable for the accommodation of a school.

More than half of our school houses, as above shown, are furnished with seats and desks. This is creditable, in view of the fact that very many of these houses were originally provided with nothing more than the old fashioned and uncomfortable benches and forms so well calculated to make the school room a prison and study a punishment. It gives me pleasure to state, that the importance of providing proper seats for children while employed in study, is becoming more generally felt. Suitable accommodations of this kind are not only desirable for the comfort which they afford, but absolutely essential to health. It is nothing short of cruelty to compel a tender child to sit for hours upon a backless bench, with a book before him; and every one will admit that in this way the seeds of disease and death must have been often planted.

A subject of equal moment is VENTILATION; and I regret that my enquiries should have elicited so much proof of an utter disregard of this matter. In nearly one half of our district school houses, it appears that no protection whatever has been provided against the pestilential atmosphere of a crowded room. Before science revealed to us the change which the air undergoes in passing through the lungs, there might have been some excuse for negligence of this kind; but now within temples, or, at least, chapels, dedicated to her service, that her revelations should be ignored, is positively disgraceful. It is a fact worthy of notice, that some of our largest and best school houses have no other provision for ventilation than doors and windows. As a matter of course, the air of such houses, when occupied by their scores of inmates, soon becomes insupportable, and a door or window is thrown open to relieve the sufferers. The welfare of the few is sacrificed to that of the many, and the consequence is that

the luckless children who sit by the open door or window, with a December's blast upon their unprotected heads, go home with a cold, and are fortunate if they escape with only the loss of a quarter's schooling. It would require but a trifling expense to provide the means of maintaining a current of wholesome air through any ordinary room whatever be its shape or location.

But the most remarkable tendency to barbarism observable among us is in the construction, or rather non-construction, of school house privies. While it is the duty of every parent, before sending his children into the highway, to cover them with suitable clothing, the obligation upon him to use every other means in his power to guard them against vice and immodesty is equally binding; but if any reliance may be placed upon the information which I have been able to collect in regard to the surroundings of district school houses, there is great reason to fear that some communities are in imminent danger of lapsing into positive heathenism. That 513 school houses in the State of New Jersey have no suitable privies attached to them for both sexes, is a fact calculated to startle any one whose knowledge of human nature extends beyond the nursery walls. Positively 513 pig pens, whose inmates of either sex run grunting into the woods, the bushes and the fence corners, learning to expose their nakedness without shame, and to practice all manner of indecency without a blush. I should be an unfaithful public servant were I to neglect this opportunity to call attention to so scandalous an evil, for while legislation may not be able to suppress it, just indignation, with the finger of scorn pointed at those who tolerate it, may.

The number of school houses without play grounds is only eight less than the number of those without privies, and thus the one fact accounts almost perfectly for the other. These school houses are generally built upon the side of a highway, at the edge of a grove or between the forks of a road, barely enough ground being allotted to accommodate their four

walls. It is to be regretted that so little importance should be attached to the subject of providing yards and play grounds to school houses. In rural districts such provision could be made at no very great expense, and it seems hardly necessary to dwell upon the advantages attending it.

SCHOOL BOOKS, MAPS, AND APPARATUS.

The results of my enquiries on the subject of school books, maps, and school apparatus, exhibit a lamentable disregard of the importance of supplying the articles so indispensable to the enjoyment of the full benefits of the school room. A great many school districts are so poorly furnished with books that the business of teaching is greatly embarrassed, and, in many instances, pupils, to a greater or less extent, absolutely waste much of the time that might be employed in study. Nor is the embarrassment less felt in those schools where there is no want of books, but where there is such a diversity of books on the same subject that pupils cannot be properly classified, and their studies advantageously pursued. It seems unjust to compel parents to purchase new books when their children are already supplied, but in the school room it is necessary to consult the interests of all, not of the few, and the cost of a small number of books is not to be compared to the value of uniformity therein, which not only favors an economical use of time in imparting instruction, but enables the teacher to render such instructions far more profitable. The attention of school officers cannot be too earnestly called to this subject, and, if necessary, authority should be given to them sufficient to guard against the evils incident to a want of uniformity in the text books used in the schools respectively under their charge.

In all our public schools a very prominent place is always assigned to the study of geography, and there is eminent propriety in this, where this branch of knowledge is rightly taught, and all the advantages to be derived from its pursuit

thoroughly understood and appreciated. But the common method of imparting it, without the assistance of suitable maps or globes, is comparatively of little service. Of what value, for instance, is it to a child to know by heart the definitions of the words continent, ocean, river, cape, etc., or even the names of the most remarkable cities, or the boundaries of the most noted kingdoms and republics of the earth? This is all useful knowledge, to be sure, but its acquirement alone is but a small portion of the benefit to be obtained from a proper study of geography.

With a view to ascertain the degree of thoroughness attained in study and instruction in our public schools, I have enquired carefully into the manner in which this useful and common branch of learning is taught, justly assuming that the mode of imparting it must indicate to some extent what are the benefits derived in our schools from the pursuit of other studies. As the result of my enquiries, I find that wherever the proper facilities are afforded, this branch of study is not only taught intelligently, but rendered of great service in the cultivation of the faculty of observation, and in the development of the powers of imitation and design. In a very large proportion of instances, however, the full advantages to be derived from it, and indeed from any other study, are not only lost, but scarcely understood; and one reason of this is that so many teachers are not cultivated beyond the point necessary to be attained in order to hear a pupil repeat the lesson as given in his book. But another difficulty, and one which may be to some extent obviated, is the want of the proper facilities for imparting instruction. It is not sufficient that a teacher should be well instructed himself. His attainments will be of comparatively small service to his pupils, unless he have the means of communicating with them fully and freely—unless he have the machinery, the tools adapted to his purpose. Pens, ink, pencils, paper, slates, and black boards, are indispensable in a school room, because, in the first place, there should be no idlers within the master's

presence, and in the second place because his instructions are, or should be, of a character to render these articles absolutely necessary. An ordinary text book is, after all, a mere compendium of suggestions, calculated at most to remind the teacher of his own treasure, whence like a "householder" he may "bring forth things both new and old," for the benefit of those around him. To learn parrot-like every word of a common text book is little better than sheer misuse of time. To study is not to read, to repeat; it is to ponder; it is to exercise the powers of reflection, not the faculty of memory; and it is through ignorance of this, or at least through inattention to it, that so little is done in our public schools to secure all the benefits to be derived from a judicious use of the means afforded by the State. There is to me nothing more clear than that the inefficiency of the majority of our public schools is due, to a very great extent, to a want of the proper facilities for exercising the reflective and constructive powers of those for whose benefit such schools are established. Most clearly is this to be seen in the manner in which the study of geography is pursued. This is a branch of learning to which the child is generally first introduced. But what is the course usually adopted. Dry, abstract definitions, which are to his mind only a continuation of meaningless sounds are committed to memory. In the words which he is taught to repeat, he sees no relation to any thing within the range of his own experience, and consequently, fancying himself to be a fool, yet desirous of concealing his own suspicions, he asks no explanations, but on the other hand makes bold pretensions to a generous share of wisdom. Thus he is early trained to depreciate his own abilities, to smother his desire for knowledge, to assume an air of sagacity, and to hate books and everything associated with the acquisition of learning.

Now, there is no study to which a child may be introduced which can be more useful to him, and in which he can become more interested, than geography; but it must be properly presented to him. His first lessons must be from the very

scenes by which he is surrounded, and his interest must be awakened by such practical illustrations as every locality will afford. In the study of grammar or arithmetic, the same is just as true. The school-room and play-ground are replete with the most striking examples of false syntax, and games and pastimes may be made to afford arithmetical problems that cannot fail to be interesting and instructive. But the pursuit of the latter studies is not generally so profitless as that of geography, for the facilities for their pursuit are more simple, and the diversity of knowledge necessary on the part of the teacher not so great. But the study of geography is not only the study of the abode of man, but the study of man himself—the study of his habits, his interests, his vicissitudes, his progress, his whole history—it is a study of the laws of nature. Mountains are not mere elevations of land, nor are rivers mere bodies of flowing water. There is an effluence from both which often decrees a different destiny to the plains which lie upon their opposing sides. Here is a pleasing and vast subject for enquiry. Parallels of latitude are not mere circles of the terrestrial sphere, parallel with the equator, but every one of them, from that point to either of the earth's poles, gives a peculiar character to vegetation, to animal life, and even to society and civilization, affording themes for boundless investigation.

That all the teachers of our common schools should possess the variety of knowledge necessary to render the study of geography as interesting and useful as it may be made, is not to be expected; but, as I have before intimated, a great deal may be done to supply their deficiencies and to prompt them to more enlarged views upon this and other subjects within their field of labor. I am confident that this will be admitted when I say, that of 1423 school houses of which I have particular information, only 365 are supplied with outline maps, and 94 alone have globes. Could there be any more conclusive evidence of the necessity of closer scrutiny into the manner in which the matter of education is conducted in our pub-

ic schools? The State is so much interested in this subject as to appropriate, annually, a very considerable sum of money to educate its youth; will she not provide, in some way, that this education shall be systematic and thorough so far as it can be pursued? If she be careful to select good teachers for her schools, should she not be equally careful to provide them with the means absolutely necessary to render themselves efficient in the discharge of the duties devolving upon them? A quarto Dictionary and a Pronouncing Gazetteer are furnished by law to every school district in the State, and there is great propriety in this, no doubt; but, for the purposes of education, are there not other things that might be more advantageously supplied? Is a book, for instance, whose object is to give the exact pronunciation of every foreign town and province, to be compared to a map that represents boldly and accurately to the eye the physical structure of the earth's surface; that exhibits the currents and isothermal lines; that gives profiles of the valleys, plains and mountains; that lets us into the secrets of animal and vegetable life, and unfolds whatever affects the physical, mental and moral condition of the race? It appears to me that the two things cannot be compared; and furthermore, that every one will admit the importance of providing all our public schools with the latter.

It gives me great pleasure to state that nearly three fourths of our schools are provided with that indispensable article of furniture known as the blackboard. Its value can be properly felt by those alone who have been accustomed to its use. For purposes of instruction, explanation and illustration, it is of incalculable service to the teacher. Not a school house in the State should be in want of one, nay of as many as can be conveniently accommodated upon its walls. There is no branch of study in which they cannot be made of eminent use, and in connection with geography they may be of benefit, not only in fixing upon the mind the forms of the various divisions of the earth's surface, but in cultivating the faculty

of observation and in training the eye and hand to the business of delineating any objects upon which it may be desirable to exercise their skill.

TEACHERS' INSTITUTES.

During the past year nineteen Teachers' Institutes were held under the law providing for the same, at an aggregate expense, as shown by vouchers on file, of \$1900. The following table will show the time and place at which these Institutes were held:

Counties.	Time of Meeting.	Place.
Atlantic,	August 27,	Unionville.
Bergen,	November 12,	Lower Pascack.
Cape May,	September 5,	Cape May C. H.
Burlington,	December 10,	Tuckerton.
Cumberland,	May 14,	Millville.
Essex,	March 26,	Newark.
Gloucester,	July 30,	Clarksboro.
Hudson,	June 25,	Hudson City.
Hunterdon,	May 28,	Clinton.
Mercer,	November 19,	Trenton.
Middlesex,	August 6,	New Brooklyn.
Monmouth,	December 24,	Holmdel.
Morris,	August 26,	Rockaway.
Ocean,	July 2,	Tom's River.
Salem,	August 27,	Pennsgrove.
Somerset,	July 23,	East Millstone.
Sussex,	August 27,	Deckertown.
Union,	March 26,	Elizabeth.
Warren,	December 17,	Hackettstown.

I am able to say, from personal observation, that most of these Institutes were well attended, both by the teachers and by the citizens of the various places in which they were held, and in almost every instance the greatest interest seemed to be manifested in the exercises. These exercises during the day consisted chiefly of illustrations of different modes of

instruction, class-drills, and discussions of various topics interesting and important to those engaged in the work of educating the young. The evening sessions were generally held in churches or public halls, and were devoted mainly to lectures on science and education.

There is great propriety in mentioning the names of those who by their lectures have contributed to the interest of these occasions. It is possible that some names may have been omitted, but so far as I have been able to ascertain, the following list is correct: Prof. John S. Hart, of Philadelphia; John Q. Johnson, of Elizabeth; Isaiah Peckham, Esq., of Newark; Prof. W. F. Phelps, of Trenton; Prof. C. W. Sanders, of New York; Rev. J. S. Smith, of Andover, N. J.; Mr. Halsey, of Newton; B. Harrison, Esq., of Morristown; Hon. Lyman A. Chandler, of Rockaway; Rev. Henry Thompson and Rev. J. B. Thompson, of Metuchen; J. S. Vandyke, Esq., of Princeton; Rev. Mr. Beattie, Rev. Mr. Walton, S. A. Potter, of Philadelphia; De Witt Riley, Esq., of Holmdel; A. Culver, Esq., of Pa.; Rev. Joseph W. Hubbard, of Bridgeton; Professor Calkins, of New York; Rev. Mr. Darrow, of Trenton; Professor E. G. Dalton.

In addition to the valuable aid furnished by these gentlemen, it is proper to say, that there is scarcely a place in which these Institutes have been held, where the inhabitants have not, by every means in their power, contributed to their usefulness, sometimes taking an active part in the exercises, and frequently, I might say generally, opening their houses for the entertainment of teachers and others attending from a distance.

The value of these Institutes does not lie wholly in the advantages which they afford to teachers; in fact the attendance of those not engaged in teaching is by far the greatest, especially in rural districts, and it is in such places that their healthful influence is chiefly felt. In some localities I have seen churches filled to overflowing by persons who had travelled for miles, from every direction, in order to hear a lec-

ture on education; and I have afterwards marked the effect of such gatherings in the increased interest awakened in the cause of common schools. I believe that there is no way in which the State can more advantageously expend money for educational purposes, than in the thorough organization of Teachers' Institutes. These Institutes must, however, be under proper management; they must be conducted by persons who are alive to the work of education. The hearty coöperation of county examiners, town superintendents and district trustees must be enlisted in them, and these officers, as well as the people over whose interests they watch, must be convinced of their incalculable value.

I have recommended, elsewhere, two or three alterations of the law, with a view of giving greater efficiency to Teachers' Institutes. Not the least desirable among these amendments is that which is intended to secure the appointment of county examiners and visitors, officers who, if they possess the requisite qualifications, will be able to render valuable aid in this direction. It is very true, that the present law virtually gives the State Superintendent the power to appoint and to manage these Institutes; but usage has, to a certain extent, made him somewhat dependent upon the wishes of teachers, and the efforts of persons whose experience in these matters enable them thereby to increase an insufficient income. Although the conductors of these Institutes have thus far been men of undoubted ability, and although they have given the greatest satisfaction wherever they have labored, still, as they occupy the position of conductors only, they must lack the influence and authority so essential to the attainment of the utmost good to be derived from these agencies. It is important that these Institutes should be under the supervision of officers appointed by the law, men who are identified with the educational affairs of the localities in which they are respectively held; who possess influence among township and district officers, and who can exercise some authority among teachers. The necessity of this will perhaps be more readily

admitted when I say that, of 1585 teachers, a list of whom is in my possession, only 449 have attended Institutes during the past year. (The former is not the whole number of teachers employed in the State, nor is the latter the whole number who have attended Institutes, but they serve to show the proportion of the one to the other.) Now the disproportion between these numbers is not only to be regretted, but it may be prevented. These Institutes are established by the State for the benefit of her public schools. They form a part of her system of education. It is her privilege and her right to derive all the benefit from them that they can afford; and as the primary object of their establishment was not to afford to such of her teachers as might choose it, an opportunity to enjoy a little innocent recreation, but rather to render them more and more fit for the service required of them, she has a right to demand an attendance at these Institutes, as one of the conditions upon which they shall receive a portion of the money appropriated for the maintenance of her educational system. I do not go so far as to recommend any compulsory proceedings, but I am sure that we should have better schools, if some means could be devised whereby teachers could not only be enabled, but also placed under some moral obligation, to attend these Institutes; and I believe that this may be accomplished without direct legislation, through the instrumentality of county examiners, with the coöperation of town superintendents, whose organization into county boards, as elsewhere recommended, must be attended with the most salutary results.

I have matured a plan for organizing and conducting Institutes during the ensuing year, which, I believe, will add materially to their efficiency; and although it is a plan which might be carried out under the existing laws, it would be attended with less difficulty could the law providing for the appointment of county examiners be amended as I have likewise proposed.

UNLAWFUL APPLICATION OF THE SCHOOL FUND.

The act to establish public schools, approved April 17, 1846, at section 20, provides that all moneys received by the town superintendent, "shall be applied exclusively to the purposes of education." Again, section 7 of the supplement approved March 14, 1851, provides that "it shall be the duty of the trustees of the several school districts to apply the money apportioned to their respective districts, or raised therein, to the establishment and maintenance of free schools in said district." Notwithstanding the clearness of the law upon this point, disputes are constantly occurring in different sections of the State, as to the legality of such and such an application of the public money. It is a very common complaint to me that a part of the money apportioned to a district is paid to one or more of the private schools in such district, in the ratio of the number of children attending it; or that the money is sometimes paid to parents to be used for schooling their children in a neighboring district, and sometimes in a distant State; or that it is spent for the repairs of school houses; or that it is suffered to accumulate in the hands of trustees for a number of years, in order therewith to erect a new school house; in all which cases I have decided that the money is unlawfully applied. While there is no necessity for making the law more explicit upon this point, the violations of its requirements may be rendered less frequent by calling attention thereto in this connection.

TEACHERS.

No complaint is more common than that of incompetency on the part of those employed to teach in our common schools. It is the source of endless controversies between school officers and people, and of incalculable damage to the young, whose interests the law intends shall be guarded with a jealous eye. It gives me great pleasure to be able to say that there

are hundreds of excellent teachers employed in different portions of the State; teachers who would be a credit to any institution of learning in the land. But there are by far too many who take no interest in their occupation, who resort to it without any suitable preparation, and who continue in it simply because they can find nothing else to do. I should be unfaithful to my trust were I to neglect this opportunity to call public attention to this evil, to raise a warning voice against it, and to make use of every means in my power to remove it. An incompetent teacher ought not to be tolerated for a single hour, and yet (I am ashamed to say it,) such a teacher is sometimes preferred to a good one, merely because his services can be obtained at a cheaper rate. I have sometimes been applied to for a teacher by the trustees of a district school. "What kind of a teacher do you wish?" I have inquired. "Well, we've got a small school in our deistrict, mostly all little children that might get along with most any one; we'd like to have a fair sort of a teacher if we could get one; but we don't raise much money in our deistrict, and I suppose we'll have to put up with what's to be had."

It is this deplorable ignorance of the incalculable importance of skillful training to a child, from the moment that he tottles away from his mother's knee, that has been the cause of so much intellectual and moral ruin. The idea that almost any one may be entrusted with the education of a tender child is absolutely horrible. More care, in fact, should be exercised in the selection of primary teachers than of any others. There may be comparative safety in trusting the instruction of full grown youth to a teacher of doubtful ability; but the little being whose bright eye and sunny smile are just beginning to give evidence of its immortality, whose thoughts, words and actions are but so many tokens of innocence; to trust the education of such to unskillful hands is a sin unpardonable. That unskillful hand, as some one has forcibly said, may write a falsehood on the pupil's

slate, or draw a grotesque figure upon the blackboard, and afterwards erase every trace of both, but that pupil's mind is, as it were, a tablet of glass, whereupon that unskillful hand writes as with a diamond's point."

What a responsibility, then, rests upon those to whom is assigned the duty of selecting the educators of youth! How important that they themselves should be wise and conscientious men; that in their action they should be governed not by selfish or political considerations, but by a sense of the sacredness of the interests committed to their charge! If there be any subject to which I could wish to draw the earnest attention of the inhabitants of every school district of New Jersey, it is this; and if there be any subject worthy of the attention of the legislators of a commonwealth, it is that of guarding against the danger of employing teachers for our common schools who do not possess the requisite qualifications, mental and moral, for a profession which may be regarded as second in importance to no other.

No item of the information that I have collected during the past year shows more forcibly the necessity of careful and systematic supervision of our educational affairs, than that which gives the number of teachers employed in our public schools without previous examination and license. Such examination and license are most strictly required by the law, and yet school officers, I find, neglect to a surprising degree this among the other means of securing competent instructors. More than one third of the teachers employed in our public schools during the past year have entered upon their duties without such examination and license. No teacher should be employed who cannot, in the first place, produce ample evidence of good moral character, and who cannot, in the second place, prove to men qualified to examine, that he understands thoroughly the branches he may be called upon to teach. But a good teacher ought to be a person possessed of far more knowledge than he can be required to impart, in order that he may teach intelligently and command the

respect of his pupils, while he enjoys also a respect for himself. He ought to be a man of refinement, a man of cultivated taste, whose example should be salutary not only in the school room but in the neighborhood; he ought to be a man of diversified attainments, and capable, if called upon, to enlighten and counsel the patrons of his school; a man devoted to his business, and willing to live and die in laboring for the welfare of his fellow beings. Such teachers are to be found occasionally, and I am persuaded that they would be far less rare, if both State and communities would unite to provide with more liberality for their support.

THE NORMAL SCHOOL.

The full report that has been made to me by the Principal of the Normal School, and which is herewith presented, leaves but little to be said respecting the present condition and prospects of this Institution. I am able, however, to testify, from personal observation and from correspondence with school officers, that much has already been done through its instrumentality for the cause of education throughout the State.

There is not a county in which pupils from this Institution are not employed as teachers; and these teachers are distributed throughout more than one-third of the whole number of townships. I have received particular information concerning a large majority of them, and it gives me pleasure to be able to say that, although they have not, in every instance, been as successful as could be desired, the greater part of them are spoken of favorably, and many of them in the highest terms. They are most numerous in Burlington, Mercer, Morris and Union counties, and the terms used in regard to them in these counties, indicate very fairly the opinion that is generally entertained concerning them. In Burlington county, for example, they are described as "comparing very favorably indeed with other teachers"—as "good teachers"—as "doing very well." One is said to be "a good

teacher, but not superior to two others who are not graduates of the Normal School. One (a female) is described as "very young, but doing very well." In Mercer county most of them are described as "very good teachers;" in one township they are spoken of to be "about equal" to the teachers obtained elsewhere. In Morris county, two of them are described as "better" than the other teachers of the township in which they are employed; in another township one of them is described as "a good teacher;" two others are elsewhere described as "above the average;" in another township, three are regarded as "superior to some—not equal to others;" and in another township, one is said to compare "favorably" with the other teachers. In Union county, one of the town superintendents writes to me, "our Normal graduate, a female, is doing admirably;" another says that the Normal teacher in his township compares "favorably" with the other teachers. Another says: the comparison between our Normal teachers and those otherwise prepared "is striking; the Normal teacher engages the attention and interest of the class, and the methods he employs are analytical and exhaustive." Another superintendent says: "We consider them much more thorough and efficient than teachers not so instructed."

In some counties, as I have before intimated, the pupils of the Normal School have not succeeded in teaching as well as could have been desired; but the reasons for this are various, and by no means derogatory to the Institution. Some who thus engage in teaching have not completed their course in the School; others are not adapted at all to the profession, and would not make teachers under any circumstances. Failures of this kind are to be regretted, and they cannot well be avoided; they occur in all professions, in all the avocations of life.

Our Normal School enjoys an enviable reputation throughout the country, and some of its graduates rank among the foremost teachers of the land. Its establishment, and the generous support which has always been afforded to it, are

often spoken of as among the chief glories of the State. Schools of this kind are all, yet, comparatively in their infancy, and every where there is more or less opposition to them; but when they shall be placed in the same category with schools of law, medicine and theology, a day not far distant, and when the State shall require of her teachers, as she will eventually, the training therein afforded, then will the profession of teaching be in reality, what it now is only in theory—a learned profession, a profession equal to, nay, above all other professions.

ATLANTIC COUNTY—APPORTIONMENT \$1,464 40.

The obstacles to education in this county are very much increased in consequence of the extreme sparseness of the population, which renders it necessary to make the subdivisions into townships and school districts few in number and great in extent. Mullica township, for example, is thirteen miles in length and eight in width, and is divided into only six districts; and as in this township there are but 516 children between the ages of five and eighteen years, the amount of money received from the State is very small. Notwithstanding these disadvantages, the condition of educational affairs shows a proper appreciation of their importance on the part of the people. In the forty-three districts into which the county is divided, there are forty-three school houses, twenty-nine of which are in good condition, and seventeen furnished with comfortable seats and desks. The amount of money received from the State is only \$1,464 40, but enough is raised by tax and otherwise to increase the sum to \$7,152 80. A great deal of interest is here manifested in education, and there is evidently a strong disposition to do every thing that can be done under adverse circumstances, to multiply schools and increase the advantages which they afford. It is a remarkable fact that in this county fifteen schools are supplied with outline maps, and five with globes, while there are many

counties having far more schools and incomparably greater means, that do not exhibit half the regard for these indispensable aids to study.

This is one of the few counties in which examiners and visitors have been appointed according to law, and much is said in praise of their efforts in behalf of education. Some complaint is made as to the imperfect manner in which the school registers are kept, and the reports herewith submitted show that these complaints are not without foundation.

I regret to say that the Teachers' Institute held here during the latter part of August, was not as well attended as could have been desired, or even expected. There was, however, a good deal of interest manifested in it by the people of the vicinity in which it was held, and I have reason to believe, from what I witnessed on the occasion, that it exerted a salutary influence that will be long felt.

BERGEN COUNTY—APPORTIONMENT \$2,402.76.

To say that much interest is taken in education in this county, would hardly do justice to the zeal here manifested in this subject. The people exhibit an extraordinary desire to establish and maintain good schools; and during the past year have used the most efficient means to this end. Last spring, two experienced teachers were appointed county examiners. These gentlemen have been indefatigable in the discharge of their official duties; and I believe that there is not now a teacher in the county that has not been subjected to a thorough examination, and I am sure that no pains have been spared to secure teachers of undoubted ability.

With the exception of Saddle River township, I have ascertained definitely the condition of every portion of the county, and find that in the other eight townships there are fifty school houses, all the property of the districts in which they are respectively located. Forty-five of these buildings are in good repair, and nearly all are provided with modern

improvements. No new school houses have been erected during the past year, though eight are still needed; the sum of \$2,303 80 has been raised for building, repairing, etc., and there is reason to believe that any requisite amount can be obtained for this purpose.

The same difficulties are encountered here as elsewhere in regard to the keeping of school registers, and the collection of statistics. Such a modification of the law as shall remedy this evil is here strongly urged.

It was in conversation with some of the town superintendents and other school officers of this county, that I first mentioned the plan, hereinafter proposed, for the establishment of a county organization, which should secure an interchange of opinions and, as far as desirable, a uniformity of practice among the various townships; and it was the favorable reception which this plan here met, that has induced me to advocate such an amendment of the law as shall insure it. Here, also, my opinions in regard to Teachers' Institutes, and in regard to the importance of requiring the attendance thereat of all the teachers of the county, received a most hearty approval. In fact, the school officers and people of this county are anxious for any and all alterations of the law that may be advantageous to our system of public instruction.

The Teachers' Institute held here during the month of November last, was one of the most interesting and largely attended in the State.

BURLINGTON COUNTY—APPORTIONMENT \$7,057.98.

It is to be regretted that the reports from the town superintendents of this county should be so incomplete, for the prosperous condition of the public schools in this section of the State would no doubt furnish material for valuable remarks.

Burlington, occupying nearly a central position in the State,

comprises eighteen townships, and is the largest county in New Jersey. These townships are subdivided into one hundred and twenty-eight districts, in which are kept one hundred and forty-one schools, about nine months, on an average, in the year. The whole number of scholars in the county, between the ages of five and eighteen years, is fourteen thousand six hundred and twenty-nine, of which ten thousand two hundred and ninety-two have been in attendance at the public schools. The amount of money raised by tax in the county for school purposes, was \$22,026.39, a sum not quite so large, in proportion, as that raised in some other counties, but indicative, nevertheless, of considerable interest in the subject of education.

Of the one hundred and fifteen school houses in Burlington county, concerning which I have been able to obtain any information, eighty (two of the number having been built this year) are in good repair, and eighty-four belong to the districts in which they are located.

Sixty school houses are furnished with seats and desks, the remaining fifty-four being supplied with temporary benches; eighty-seven are provided with black-boards; twenty-three with outline maps, and three with globes. Thirty-eight are properly ventilated, and thirty-six are made attractive by pleasant play-grounds.

A neglect, from which some inconvenience is experienced, and which has been alluded to in several of the town superintendent's reports, is the non-appointment of county examiners; and from this neglect it happens that nearly one-third of the teachers in this county have been permitted to teach without license.

A Teachers' Institute was held here in December, which was fully attended on the part of teachers and people.

That the interest in educational matters in Burlington is increasing, may be seen from the fact that the average increase in the duration of their schools has been nearly two months over that of last year.

CAMDEN COUNTY—APPORTIONMENT \$4,177.06.

I have received reports from all the townships in this county, except Gloucester and Winslow, for whose statistics I am obliged to resort to the tables furnished last year. It is to be regretted that none of the townships have furnished to me reports sufficiently extended to enable me to judge of the interest here felt in educational matters. Still, I have every assurance that a commendable zeal is exhibited in this direction, and that the schools throughout the county are in a healthy condition.

The number of school houses in the nine townships from which I have heard, is forty-nine, of which thirty-six belong to the districts in which they are located, and an equal number are in good repair. Thirty-nine of these houses are furnished with comfortable seats and desks, but I am sorry to say that only thirteen of them are supplied with outline maps, and two alone with globes. Six new buildings have been erected during the past year, one of which, in District No. 3 of Union township, cost \$6000. The erection of another in the same township is contemplated during the ensuing year.

A very large proportion of the amount of money furnished to this county by the State, is apportioned to the city of Camden, in which the number of children between the ages of five and eighteen years is 4,534. In this city there are twenty-four schools, under the care of an incorporated board of education, consisting of twenty-four members, elected by the people. There are nine buildings in which these schools are located, three of which belong to the city. The value of the school property is estimated at \$28,000.00. The whole expense of conducting these schools during the past year was \$15,429.93, of which sum \$12,430.23 was raised by tax. All of these schools appear to be well taught and well disciplined; the teachers being selected with great care by a committee appointed for this purpose.

CAPE MAY—APPORTIONMENT \$1,050 76.

Of the twenty-one counties in the State, Cape May contains the least number of townships and districts. Occupying the extreme southern portion of New Jersey, with a sparse population, and deprived of many advantages, she cannot be expected to compare with those counties more favorably situated. That her inhabitants are interested zealously in the free school system, judging from my own limited observation, and the encouraging reports, with but an exception, received from her school officers, admits not of doubt.

The Institute held at the Court House in Middle township was well attended, and a good degree of interest shown throughout the session.

The Superintendent of one of the townships failed to furnish me with statistics, and it was necessary to resort to last year's report in order to estimate the aggregate amount of money raised by tax, the average daily attendance, and the number of schools in the county.

The five townships in the county are divided into twenty-six districts, of which each respectively supports a *free* school, an average duration of nearly seven months in the year.

The whole number of pupils that have attended during the year is 2,278.

The number of school houses in the county appears to be twenty-six, the condition of twenty-one of which has been reported to me. Of this number, thirteen belong to the districts in which they are respectively located; but it is a fact demanding the attention of the inhabitants, that only seven are in good condition. Three school houses are still needed. It is worthy of remark that so much attention should be paid here to the subject of school furniture; a conclusion to which I arrive from the fact that fifteen school buildings are provided with proper seats and desks, and twenty are supplied with blackboards. It is to be regretted, however, that there

is but one globe and one set of outline maps in the whole county.

There appears to be a cheerful coöperation here among the friends of education, and there is every reason to believe that the common schools will be heartily encouraged and sustained in this section of the State.

CUMBERLAND COUNTY—APPORTIONMENT \$2,777.68.

Although laboring under some disadvantages, this county will compare favorably with any other in the State in respect to the efforts therein made to furnish the best facilities for education. By comparing the amount of money raised here by tax this year with that of last year, it will be seen that the increase is very considerable. Its sixty-three districts sustain sixty-eight schools nearly nine months of the year; and of the fifty-five school houses of which I have been able to gather any correct information, forty-six are in good repair, ten having been erected during the past year; forty-three are the property of the districts in which they are located. Five school houses are yet needed, and there is every reason to believe that these will speedily be built. But what is especially worthy of notice, thirty-seven of these houses are furnished with modern seats and desks, thirty-four are supplied with blackboards, eight with outline maps, three with globes, and in twenty provision has been made for ventilation. In eight townships, the whole number of teachers who have been permitted to teach without license is only six, which is very small, while the average salary is also small. It is also worthy of notice that there is little complaint here of neglect in the keeping of the registers of attendance.

A Teacher's Institute was held here in May last, which was very largely attended.

ESSEX COUNTY—APPORTIONMENT \$9,331.40.

The information which I have been able to gather from the eight townships (including the city of Newark,) into which this county is subdivided, is, perhaps, as full and accurate as that obtained from any other county in the State. Two of the townships, however, are silent on the subject of school registers, and the superintendent of one has omitted to give the desired information in respect to blackboards, outline maps, globes, libraries and vocal music.

The whole number of teachers employed in this county on the 1st of October was 175, of which number 112 were employed in the public schools of the city of Newark. Only six of the whole number are graduates of the State Normal School, a fact which will not be wondered at, when it is known that a Normal School was, some years since, established by the Board of Education of the city of Newark for the benefit of its public school teachers, as well as of all others who might choose to avail themselves of its advantages. It is from the pupils of this school that nearly all the public school teachers of that city below the grade of Principal are selected; and the institution has proved of great service, as well in qualifying teachers as in promoting a uniform system of instruction and discipline.

Most of the graduates of the State Normal School employed in this county are spoken of in the highest terms, though in one instance it is said that no marked difference can be observed between a teacher procured from this school and the other teachers employed in the same place.

Of the eighty-seven public schools in this county, forty-nine are reported to be well disciplined and well taught. In one township all the schools are thus characterized, while in another township the superintendent makes the somewhat ambiguous statement that they have "all been as well taught as the salary of the teacher would lead him to expect."

A large proportion of the school houses in this county are

substantially built and well furnished. The whole number is 72, of which 55 are in good condition. Forty-nine of them are provided with suitable blackboards, twenty-nine with outline maps, and eight with globes. Eight school buildings have been erected during the year, but as many more are still needed.

GLOUCESTER COUNTY—APPORTIONMENT \$2,393.78.

During the early part of August last, I met a large number of the teachers and friends of education in this county, at an Institute held in Clarksboro', and it gives me pleasure to state that I have nowhere witnessed a more general zeal in educational matters than here. The attendance of teachers was very large, and the interest of the people remarkable, nearly all present taking an active part in the various exercises of the occasion. I was especially pleased with the teachers themselves, who seemed, with very few exceptions, to be admirably well qualified, in point of intellectual attainments, for the discharge of their professional duties.

The people of this county, and even the school officers, are, apparently, dissatisfied with their condition, educationally, and look forward to a time when their schools shall be more in accordance with their cherished wishes. I find, however, that in many respects these schools compare favorably with those of many other counties. In the fifty-nine districts into which the county is divided, there are sixty-three school houses, fifty-five of which belong to the districts in which they are respectively located. Of this number, forty-four are in good condition, and forty-one provided with comfortable seats and desks. Thirty-eight of the schools maintained in them are described as being well taught and disciplined; and in thirty-four the requirements of the law in regard to the keeping of school registers are strictly observed. This is somewhat remarkable, in view of the fact that, during the past year, there have been one hundred and twelve different

teachers employed here, while the whole number required is reported to be but fifty-eight: I say it is remarkable, because the fidelity with which these registers are kept, depends very much upon the permanency of the teacher on whom the duty of keeping them must necessarily devolve.

Much regret has been expressed that no county examiners were appointed here during the past year, a matter which I hope will not be complained of in future.

HUDSON COUNTY—APPORTIONMENT \$3,573.42.

The statistical returns from this county are not so complete as could have been desired, yet I have gathered sufficient information by personal inspection and otherwise, to enable me to form a very correct idea of its educational affairs. Though not very great in extent, the county is one of the most important, and its schools among the very best of the State. Most of its school edifices are owned by the districts in which they are respectively located, and nearly all of them are in good condition, provided with the modern improvements, and well supplied with blackboards, outline maps, globes, and other essential aids to study.

The most important points in the county are Jersey City, Hoboken, and Hudson City, in each of which places the schools are under the charge of a board of education, elected by the people or appointed by the local authorities.

In Jersey City this board consists of fifteen members, three of which number are the mayor, the city superintendent, and chairman of the school committee of the common council *ex officio*. It is, however, an establishment of the city government, and in many important particulars wholly subservient to the common council in its action. Under its direction, notwithstanding, the cause of education has steadily advanced, and, as to schools, the city has really much whereof to boast. The school property is valued at \$70,000, and the amount of money expended for educational purposes during

the last year was \$13,000. The whole number of teachers employed in the city is forty-four, for whose benefit a Normal class has been established, the advantages of which are also free to such persons as may desire to qualify themselves to teach.

The educational interests of the City of Hoboken are also entrusted to a board of education, of which the city superintendent is, by virtue of his office, president. It is a little remarkable that a place of so much wealth as this, should not own a single dollar's worth of real estate for educational purposes; yet such is the case, and it is almost entirely to the generosity of Edwin A. Stevens, Esq., that it is indebted for its present facilities for affording public instruction. This gentleman has, during the last three or four years, expended over \$20,000 in erecting school buildings, as a free gift to the city, nor has he yet finished his noble labors in this direction.

Much activity in behalf of education has been recently exhibited in Hudson City, the members of whose board of education are appointed by the common council. The school houses here are not in a very good condition; but, quite recently, serip to the amount of \$20,000 has been negotiated for erecting two new houses, the plans for which are already prepared. In this city there is also a Normal class, for the benefit of teachers and such others as may desire to become qualified for this profession.

I regret to say that the 'Teachers' Institute held in this county, in June last, was not so numerously attended as it should have been.

HUNTERDON COUNTY—APPORTIONMENT \$4,748.04.

The interest manifested in education in this county, varies very much in different townships. In some, the schools are in a flourishing condition, provided with good teachers, and generously supported by the inhabitants, while in others the

very reverse is the case. This is not, perhaps, to be wondered at in a large county divided into fourteen townships, and containing about a hundred and forty schools. It is gratifying, however, to find that in some of those sections in which the schools are poorest, there is promise of improvement, at least an assurance that they cannot be worse. No examiners and visitors have been appointed here, and a want of these officers has no doubt had a detrimental effect upon the educational interests of the county. The frequent change of teachers, too, has been attended with injurious results. This, indeed, has been a subject of complaint on the part of those who know the importance of securing instructors, whose qualifications are such as to render permanent engagements with them desirable.

With the exception of Union and East Amwell townships, I have received very full information as to the condition of education in this county. In those townships from which I have heard, there are one hundred and nineteen school houses, two of which have been erected during the past year, and one hundred and twelve of the whole number belong to the districts in which they are respectively located. Forty-one are built of stone, four of brick, and the remainder are frame buildings. Many of them, I regret to say, are in very bad order, some hardly fit for school purposes, and others becoming worse and worse from year to year. The number furnished with seats and desks is seventy-seven. Only forty-four are supplied with blackboards, while not more than twenty-nine have outline maps.

The importance of suitable school furniture is alluded to in the report of the town superintendent of Franklin, and his comments upon the deficiency of it in his own township are very just. The want of a blackboard in a school house is inexcusable, and betrays gross ignorance or carelessness on the part of school trustees.

The same complaints are made here as in other counties in regard to the keeping of school registers, and I receive the

usual notification that little reliance is to be placed upon the statistical information. There is, perhaps, no county in the State that furnishes better evidence of the importance of so modifying our School laws as to secure a more thorough supervision of educational affairs.

MERCER COUNTY—APPORTIONMENT \$4,572.74.

The fulness of the reports from this county, and the promptness with which they have been furnished, is very good evidence of the efficiency of the officers appointed to manage its educational affairs. There is not a township from which I have not received the most satisfactory replies to all my circulars and queries; and, so far as I have been able to judge from personal examination, a growing interest is here felt in the cause of education. This is particularly gratifying in view of the fact that in this county is the seat of the State legislature, as well as that of one of the oldest and most renowned institutions of learning in the land.

So far as I have been able to ascertain, but two additional schools are needed here, and these in the city of Trenton. The present number of school edifices is 62, all of which, with the exception of four, belong to the districts in which they are located. Of this number 51 are in good condition, and thirty-six provided with comfortable seats and desks. It is to be regretted, however, that the proportion of those supplied with blackboards, maps and globes should be so small. The first of these articles of school furniture can be so cheaply supplied that no excuse can be made for the want of it.

MIDDLESEX COUNTY—APPORTIONMENT \$4,683.84.

In looking into the educational affairs of this county, nothing, perhaps, is more remarkable than the diversity of character in the schools, and the difference in degree of interest manifested in them by the people. The school houses are of every

possible variety, from the primitive shanty with scarcely a comfort or convenience, to the modern edifice, surrounded with cheerful grounds and furnished with every thing that can make study pleasing and profitable. In some sections the inhabitants take the deepest interest in the cause of education, promoting it, as far as they can, by visiting the schools and encouraging both teachers and pupils by every means in their power. In other sections there seems to be no life even among the school officers themselves, and the schools are languishing, and in some instances hardly worth maintaining.

There are two townships in this county from which I have not been able to obtain very full information, still the condition of education here may be ascertained with sufficient accuracy by what has been gleaned from the rest.

The number of school buildings of which any correct account can be given, is sixty-two. Fifty-nine of these belong to the districts in which they are located, and a very large proportion of them are in very good repair; some are quite new, and in one township two are soon to be erected. Half of the whole number are provided with modern seats and desks, and, in as many, proper regard has been paid to the subject of ventilation. Numerous examples of the ease and cheapness with which this may be done are here afforded. It is gratifying to know that a large number of the schools of this county are supplied with suitable school apparatus, forty-three of them being furnished with blackboards and twenty-four with outline maps. Although sufficient attention has not been paid to the keeping of school registers, yet great care has been taken to secure good instructors, as may be inferred from the fact that out of ninety teachers only nine entered last year upon their duties without a license. The pupils of the State Normal School are very highly in favor here as teachers: twelve are employed in the city of New Brunswick alone. I have not been informed as to their merits individually but am assured that they are considered valuable instructors.

Two of the town superintendents complain in their reports of the delay to which they are subjected in receiving their apportionment of the State fund. On this subject it may be well to remark that the last apportionment of this fund was payable on the 25th of November, and, although all the county collectors were notified to this effect by the State treasurer, there is still in his hands a large amount of this money which has not been drawn.

MONMOUTH COUNTY—APPORTIONMENT \$4,939.16.

The character of our public schools must depend very much upon the character of our school officers. If they are men of culture, the schools under their supervision will, as a general rule, be entrusted only to well qualified teachers; and if they take an interest in the cause of education, and be enterprising, energetic men, their spirit will not fail to pervade the community in which it is their province to lead. I have been repeatedly struck with the truth of this in remarking the condition of education in different sections of the State; and while I am well aware that circumstances may conspire to render useless the best efforts of the best of men, I cannot avoid the conclusion that where a township or county is suffering for the want of proper schools, the fault is more or less on the part of those to whom its educational interests are entrusted. I might allude to this in connection with what I have to say on the educational affairs of any county, and I do it here, not because the school officers of this county are superior in point of culture or zeal to those of any other, but simply because it occurs to me at the moment, and because the character of their reports to me, and the condition of their county, give no ground to believe that I do not entertain for them the very highest respect. I refer with pleasure to their communications appended to this report, regretting only that the number of these communications does not correspond with the number of townships in the county.

There are fourteen townships in this county, and while all, with the exception of Manalapan, have furnished the statistics annually required, I have failed to receive other and equally valuable information from the townships of Howell, Atlantic and Holmdel. In the remaining eleven townships there are 99 school buildings, 4 of which have been erected during the past year, and 88 are the property of the several districts in which they are situated. Seventy-nine of these buildings are in good condition and provided with comfortable seats and desks. With only six exceptions they are furnished with blackboards; and nearly one half of them are supplied with outline maps or globes. The number of teachers who have entered upon their duties in this county without license, is comparatively small, though greater than I could desire to see. The employment of teachers without license appears to be deprecated on the part of the town superintendents, who throw the blame upon the district trustees, suggesting very properly that trustees in such instances ought to be made responsible for the payment of the salary of such teachers, in case they are not found, upon examination, to be well qualified.

The usual complaint is made here in regard to the imperfect manner in which school registers are kept, and it is recommended that teachers who are delinquent in this matter should be subjected to a suitable penalty.

A very interesting and profitable Teachers' Institute was held in this county during the month of December.

MORRIS COUNTY—APPORTIONMENT \$4,929.20.

Although there are some things that appear discouraging in the aspect of educational affairs in this county, there is abundant evidence of a warm interest in common schools on the part of the people, and especially on the part of school officers. It is a fact worthy of notice, that the teachers are spoken of, generally, in the highest terms, and this is, no doubt, to be accounted for by another fact, viz: that unusual

pains are taken to secure those that are faithful and well qualified. This is not true of every portion of the county, for, while in one township where there are eighteen teachers and all licensed, in another township where there are fourteen, thirteen are not licensed. In the majority of townships, however, there is evidently a strong disposition to employ only the best of teachers; and this disposition, I learn, is becoming more and more general. Seventy-one of the schools have been described to me as well taught and disciplined; and this being so large a proportion of the whole number, there is propriety in giving it especial mention.

Of the one hundred and thirteen school houses in the county, eighty-nine are the property of the districts. Sixty-five of these houses are in good condition, and fifty-eight fitted up in modern style. The advantage of good blackboards has not been entirely overlooked, though there is too much neglect in this matter. Of outline maps there are but twenty sets in the whole county, and of globes only three.

The Teachers' Institute held here during the last year, was largely attended, both by teachers and the people generally.

OCEAN COUNTY—APPORTIONMENT \$1,640.66.

In spite of many adverse circumstances, the condition of the educational affairs of this county is very favorable. There is evidently a desire on the part of school officers to maintain good schools, as may be seen in the fact that of twenty-seven teachers employed during the month of October last, only four were unlicensed. Of this number, twenty had attended the Institute held during the month of July.

In the five townships from which I have been able to gather any information, there are forty-one school houses, twenty-seven of which are represented as being in good condition, and twenty-three as the property of the districts in which they are located; seventeen are provided with modern furniture, blackboards and other conveniences, and eight

are supplied with outline maps. Two houses were erected during the past year, and one which is still needed will no doubt soon be built.

Frequent change of teachers is a subject of great complaint in some of the townships, as well as the neglect of the law requiring the keeping of school registers.

PASSAIC COUNTY—APPORTIONMENT \$3,688.28.

This county is a striking example of the advantages attending the appointment of county examiners and visitors. Of the seventy-one teachers actively employed on the first of October, only five had entered upon their duties without examination, and there is little or no complaint made here against those engaged in public instruction; on the contrary they are generally commended for their faithfulness and superior attainments. It is true that the schools throughout the county are not equally good, and that the changing of teachers is of frequent occurrence, but this is due chiefly to the fact that the same interest is not everywhere manifested in education. In some districts it is impossible to keep the schools open during more than six or seven months of the year, on account of an unwillingness on the part of the people to be taxed for this purpose.

The schools of the city of Paterson are under the charge of a board of education annually elected, three from each ward. These schools are in a flourishing condition, being provided with teachers who are spoken of in the highest terms.

The number of school buildings in this county is forty-four; thirty-nine of which are public property. Nearly all are in good repair. Twenty-eight are provided with modern seats and desks, and thirty-four with that indispensable article the blackboard. Very little attention seems to have been paid to the provision of other articles of school furniture.

SALEM COUNTY—APPORTIONMENT \$3,185.60.

The reports received from the town superintendents in this county are full and interesting, and the feeling manifested in behalf of public schools, on the part of the people, is apparently increasing. In some districts the amount of money raised by tax for their support, has been considerably augmented. It is an astounding fact, however, that of fifty-six teachers who were actively employed during the month of October, forty-two were not licensed, and of course not entitled to draw any money for their services; and it is scarcely less astonishing that registers of attendance were kept in not more than one-third of the whole number of schools. It would be difficult for me to believe that in such a state of things, educational affairs could be in a very prosperous condition, yet I am forced to confess, from actual observation, that there are in this county many teachers of superior ability, and much earnestness in the cause of education. In the vicinity of the city of Salem, however, the popularity of the free school system is somewhat impaired by reason of the many private institutions there maintained.

The number of school houses in this county of which I have any account, is sixty-three, of which fifty-five belong to the public. Many of these are in very poor condition, and furnished only with the primitive benches, and very little attention seems to have been given to the subject of supplying suitable school apparatus.

SOMERSET COUNTY—APPORTIONMENT \$3,213.04.

The registers of attendance required to be kept in all the schools, are here kept in about half, and complaint is continually made by school officers that they are unable to give the information demanded of them by law. One town superintendent writes to me that all the schools of his township "keep registers of *some sort*;" another writes, "I do not

know of any law on this matter;" and nearly all agree that there is very little reliance to be placed upon their statistical statements. This might, perhaps, be said with equal truth of nearly every county in the State.

A great deal of praise is due to the school officers of this county for the efforts which they have made to call public attention to the importance of securing good teachers as the only, at least the chief, means of securing good schools. It is one of the few counties in the State in which there is a board of examiners and visitors; and the gentlemen who compose this board have, for many years, taken a deep interest in the cause of education, and during the past year have done much for the schools under their supervision. The teachers of this county are highly esteemed both for their attainments and for the interest which they feel in their work.

The number of school buildings in regard to which I have had any particular information, is sixty-three, all of which belong to the districts in which they are situated. Fifty-four are in good condition, two having been erected during the past year. Forty-eight are furnished with modern seats and desks; fifty-six are supplied with blackboards; twenty with outline maps, and nine with globes. While this state of things is very creditable, it is gratifying to find that it is not satisfactory to the people of the county, and that efforts will be made to place their schools in a still better condition.

SUSSEX COUNTY—APPORTIONMENT \$3,755.74.

The citizens of this county, in the management of their educational affairs, have not been unmindful of the importance of selecting school officers with some reference to their qualifications as well as to their predilections. Although the same thing is true of some other counties, it happens sometimes that very strict enquiry is not made as to the intellectual culture and peculiar tastes of those appointed to take charge of the interests of education. Where this is not done,

and an individual is elected to an office for which he is totally unfit, his election must of course be regarded as a frank concession, on the part of the people, of their incompetency to judge as to what is most for their advantage; but however worthy of admiration this may be, it is still a grave question whether a little affectation of wisdom would not be, after all, preferable to an exhibition of candor. Those who superintend the educational interests of a county, ought to be intelligent men, and that we have a great many such in New Jersey will be shown by the township reports herewith submitted. I would call attention to the interest manifested in the cause of education not only by the officers of this county, but by those of many others.

It is gratifying to find that in this county great care is taken in the selection of teachers. Very few have been employed without having been previously examined. Several of these teachers are graduates of the State Normal School, and with only one exception, they are spoken of in the highest terms; even the individual excepted is designated as an "average" teacher.

There are three townships from which I have not been able to collect any satisfactory information on certain points. In the remaining ten I find that there are one hundred and thirteen school houses, of which one hundred and seven are the property of the districts. Of these, sixty-three are described as good buildings and in good repair, fifty-three being furnished with modern seats and desks. Seventy-two of the whole number are supplied with blackboards, seventeen with outline maps, and two with globes. Only one school house has been built during the past year, while eleven are still needed to meet the wants of the county. The same complaint is made here, as elsewhere, in regard to the keeping of school registers; and this complaint will, perhaps, cease only when the State shall have provided suitable forms adapted to this purpose for all its schools.

UNION COUNTY—APPORTIONMENT \$2,756.74.

With the exception of a single township, this county has responded fully and promptly to the circulars issued by me, during the past year, with a view to making as complete a report as possible upon the condition of our public schools. A neglect of duty on the part of the officer, in this instance, may have been unavoidable, but it would be difficult to believe that such should have been the case in every instance of the kind which could be mentioned. It is a lamentable fact that offices will be accepted by persons who have no time or inclination to discharge the duties thereof, and it is a still more lamentable fact that such officers are often reappointed. The instance alluded to is sufficient to render a brief sketch of the condition of this county unsatisfactory; and it is the more to be regretted as the items of information due from this township are of considerable importance.

In looking at the educational affairs of this county I am reminded of a fact to which I have not yet alluded, viz: that among all the schools maintained in the one hundred and seventy-six townships concerning which I have gathered special information, *there are only thirty-four school libraries*. It seems incredible that such should be the case, incredible that so few school officers should not be aware of the inestimable value of such instrumentalities in the work of education, incredible that so few teachers should manifest so little enterprise, so small an interest in the welfare of the communities in which it may be their lot to labor. Is it not obvious that a district library is a school for the whole neighborhood in which it is located? that to it the old and the young may have recourse for instruction and entertainment? There should not be a district in the whole State unprovided for in this respect, and school officers and teachers who fail to attend to this matter are unfaithful to their trust.

In the six townships of Union county from which I have received full answers to my enquiries, there is evidence of

steady progress in the work of education. Of the forty-eight teachers in these townships, fifteen have been pupils of the State Normal School, all of whom are commended for their attainments, and for their efficiency. In these townships there are thirty school houses, twenty-eight of which belong to the districts in which they are located. Twenty-two of these are in good repair, sixteen being furnished in modern style. Twenty-three are supplied with blackboards, seventeen with outline maps, and six with globes. The number of unlicensed teachers is very small, but I regret to say that registers are not kept in a large proportion of the schools.

WARREN COUNTY—APPORTIONMENT \$3,657.72.

The reports of the superintendents of the various townships of this county are so full that there is little need of introducing here anything beyond the information collected with special reference to these sketches. I have observed with much pleasure that vocal music is practised to some extent in the schools of almost every township in this county. It is to be lamented that this matter should be so much neglected throughout the State. In not more than half the townships, and in not more than one quarter of the districts, is any attention paid to it whatever, and yet its influence in promoting order and good morals is never denied. It is seldom the case that some one cannot be found in a school who has sufficient knowledge of music to lead some simple tune; if the teacher cannot do it, a pupil may generally be found who can. School officers would do well to consider this subject, and to take such measures as may result in securing the benefits to be derived from proper attention to it.

The number of school houses in this county reported to me is eighty, of which sixty-nine are the property of the districts in which they are located. Fifty-seven are in good condition, thirty-nine are furnished in modern style, fifty-eight with blackboards, eighteen with outline maps, and eight

with globes. Great attention is paid here to the examination of teachers, several of whom are graduates of the Normal School.

EXPOSITION OF THE SCHOOL LAW.

The statute provides that the State Superintendent of Public Schools shall have power to decide any disputes or controversies that may arise respecting the true construction of the school law, and that his decision, made in writing, and, by him signed, and approved in writing by the Attorney General, and delivered to any town superintendent or district trustee, shall be conformed to by all persons having notice thereof, until a different decision shall be made by the Supreme Court, or any Circuit Court of this State.

It may be easily believed that among fifteen hundred school districts, the number of disputes, even under the most favorable circumstances, cannot be small: and as the law very properly furnishes a speedy mode of settling them, it is not to be wondered at that the time of the State Superintendent should be therewith occupied, with little intermission. Within a week after my appointment, and, consequently, some time previous to entering upon the discharge of my official duties, appeals began to pour in upon me from different sections of the State, nor has there been any very great cessation in this respect during the whole time that I have been in office. Many of the controversies that have been submitted to me, proved to be unimportant, and, in a large number of instances, to have originated in the misconstruction of the same section of an act. A decision then in one case has been made to serve in many cases, requiring only the trouble of copying and transmitting; and, so far as I have been able to ascertain, my decisions have been satisfactory to the parties concerned, who, I believe, have in every instance cheerfully acquiesced therein.

I have the honor to present, herewith, the most important

of these decisions, arranged, for the sake of convenience, in the form of questions and answers.

THE SCHOOL LAWS.

The "Act to establish Public Schools," approved April 17, 1846, makes it the duty of the State Superintendent "to ascertain from examination, and suggest from experience such amendments or alterations in the school law as may be required." In obedience to this plain injunction, I have directed my attention very closely to the operation of this law, and have enquired diligently in all directions as to its practical workings. So far as I have been able to ascertain, there is but one opinion concerning it, namely, that, while the system which it furnishes is by no means a bad one, the law itself is obscure by reason of its phraseology, and because it is composed of short supplementary acts, which successively modify or repeal certain provisions of preceding acts, and which collect, at random, divers other provisions, partly fashioning them in one place and completing them in another, to the utter confusion of one who does not make the whole a matter of the closest scrutiny. All, too, whom I have been able to consult, agree that this law should be revised and amended, as to certain of its provisions hereinafter specified; and my own experience satisfies me that the educational interests of the State demand this; and I am certain that the alterations proposed would not only prevent the controversies that are continually arising in the school districts of every portion of the State, but would also avert the serious injury so often done to the cause of common school instruction among us.

Believing that the suggestions required of me in the discharge of my official duties, would be best understood by submitting the entire law, with the amendments and alterations chiefly demanded, I beg leave so to do, premising that I have carefully abstained from proposing any material change in the judicious system already established by the State, but

have only aimed to secure for this system greater efficiency, while rendering the letter of the law less ambiguous.

In presenting herewith the code prepared by me, I would respectfully call attention to a few points which should be considered in connexion with the alterations proposed.

1. THE SCHOOL FUND.

The original appropriation for the support of public schools, provided for by the act of April 17, 1846, has been altered at two different periods, and yet the act and supplements thereto all remain upon the statute book, to the annoyance of those who do not readily perceive the operation of one upon the other, and who cannot distinguish what has been repealed from what is still in force. It is not, to be sure, of much importance that this matter should be comprehended at a glance, but there would be great propriety in reducing these several enactments to one.

The manner of apportioning these appropriations among the townships and districts, is also rendered somewhat obscure by reason of preserving upon the pages of the school law, portions of the act which are virtually repealed. The purposes to which the money apportioned to districts is to be applied, are stated apparently with sufficient explicitness; still the law in this respect seems to be either misunderstood or set at naught, for, as I have before stated, this money has, in many instances, been devoted to the support of private schools, and, in some cases, has been applied to the repairing and even building of school houses. A few verbal alterations, with an additional clause or two, will be sufficient to render this matter perfectly clear.

Complaints are sometimes made of what appears to be an unequal distribution of the public fund. The apportionment of this fund to the various townships being in the ratio of the number of children therein between the ages of five and eighteen years, it frequently happens that while some dis-

districts receive enough money to maintain their schools with little or no tax, others obtain so small an amount that they are obliged to resort to burdensome assessments. What is most to be regretted in this is, that those districts which receive the least from the State are those that need the most. It is claimed by some that the law ought to be so amended as to give to each school district an equal amount of the public fund. In some townships this would operate very well, provided there should be no diminution of the gross sum now appropriated to such townships; but the same reasons for adopting a different basis of distribution among the districts might be urged in favor of adopting a corresponding basis of distribution among the townships, and such a change could not fail to be attended with ruinous consequences. While, then, I admit that the money now apportioned to certain townships might be more advantageously sub-divided among its districts, I am of opinion that the proposed plan for distributing it would not only be attended with great embarrassment in consequence of the common practice of forming districts from portions of adjacent townships, but would be disastrous for the reason that it would virtually deprive the larger communities of any benefit of the public fund, while it would afford to the smaller but a miserable pittance.

2. TOWN SUPERINTENDENTS.

It is chiefly due to a want of proper supervision that so many poor schools are to be found in every section of the State; but this want of supervision is not to be attributed to any want of persons especially appointed to perform the duty, but rather to the want of systematic action on the part of those appointed. Town superintendents have no regular interchange of views in regard to educational matters; there is no bond of union between them; there is nothing to stimulate them to any extraordinary exertion in behalf of the schools under their care; each one moves on in the perform-

ance of his official duties with no ready means either of ascertaining the condition of his own township as compared with others, or of deriving any benefit from the experience and counsel of those engaged in similar labors. This is to be regretted, because the interests of education are thus needlessly permitted to suffer. The remedy is very simple as offered in a section of the revised law, entitled "BOARD OF TOWN SUPERINTENDENTS." I am certain that such an organization could not fail to be productive of good results, because it would not only give greater importance to the office of town superintendent, but it might be made to serve as a sort of tribunal before which the educational interests of each township might be regularly presented, and questions affecting the interests of each profitably discussed. The advantage to be derived from such an association would be enhanced not only by the regularity of its meetings and the full attendance of its members, but by making it obligatory upon each to report thereto either in person, or in writing, the condition of the schools under his especial charge. An interest would thus be continually kept up in matters of education; the advantages of different modes of instruction and discipline would be presented, and matters of general interest, such as the establishment of school libraries, the teaching of vocal music, taxation for educational purposes, etc., etc., would be discussed with results, the importance of which cannot be calculated. These meetings might, and should be prolonged during an entire afternoon and evening, care being taken by the officers of the board to secure the services of a person competent to address the people upon some topic suitable for the occasion. Every one must perceive the value of such meetings, not only in awakening attention to education in the communities in which they are held, but in stimulating school officers to more activity and vigilance in the discharge of their respective duties.

I would recommend that the selection of county examiners and visitors be entrusted to the board of town superintendents.

The appointment of these officers now devolves upon the Board of Chosen Freeholders, and in not more than half a dozen counties are they to be found. The services which might be rendered by them are so great that their appointment in every county of the State should be secured, and might be secured in the manner provided for by the revised school law herewith submitted.

COUNTY EXAMINERS AND VISITORS.

Section 8th of the act to establish public schools, approved April 17th, 1846, provides that the Chosen Freeholders of each county of the State shall appoint at their first annual meeting two persons, citizens of said county, who shall constitute a board of examiners and visitors in and for said county, whose duty it shall be especially to examine and license teachers, and generally to superintend the educational interests of the county.

There are not, as I have before stated, more than six counties in the State in which these officers are to be found. I have not been officially notified of their appointment in more than two, but have learned by report, and by the result of their labors, that they exist in others.

Many reasons might be urged in behalf of such a modification of the law as would secure the appointment of these officers, and not least among these reasons, perhaps, is the valuable aid which they might render in obtaining accurate and full information concerning the condition of the public schools throughout the State. Under the present system, the State Superintendent is, to this end, compelled to carry on a correspondence with more than two hundred town officers, the residence of many of whom it is almost impossible for him to ascertain. Many of his letters and circulars never reach their destination, and many others, after being forwarded and re-forwarded, finally elicit answers which by reason of their tardiness, are of no value. With efficient

county officers, it cannot be doubted that the information furnished through the annual report of the State Superintendent would be far more satisfactory.

But there are other reasons for securing the appointment of these officers, already provided for by the law; and not the least among these reasons is that, if these officers are selected with reference to their ability to perform the duties devolving upon them, better teachers will be employed in our public schools. That indifferent teachers are so frequently employed, is not always because those appointed to examine lack the education necessary to perform the duty, or because they neglect to perform it, but because they themselves have little or no practical knowledge of the art of teaching, and consequently do not know what is requisite to success therein; and above all, not being identified with the profession, and taking no special pride in its elevation, they are the less jealous of its interests, and the less careful to exclude from it those who are not in every way worthy of admission. For this reason I am of opinion that the cause of education among us would be better served by selecting examiners and visitors from among the best teachers of the several counties. The members of a profession ought to be the judges of the qualifications of those who desire to become entitled to its benefits.

Greater care might be given to the selection of teachers for our public schools, as can be easily shown by the results of my recent enquiries on this point. There is not a county in the State in which teachers are not employed without license, and as I am inclined to believe, without the requisite qualifications to teach. It is true that without a license they are not entitled to receive any portion of the public fund, but the recovery of such money from the officers who thus misuse it, would be attended with infinite trouble, and the evil arising from the employment of incompetent teachers would not be thereby counterbalanced. It is of the highest importance that measures should be taken to subject every

teacher in the service of the State to a thorough examination, and as this might be secured through county examiners, I am anxious that the Legislature should provide with more certainty for the appointment of these officers.

SCHOOL DISTRICTS.

The alteration of school districts has always been, and continues to be, a cause of difficulty between school officers and between the inhabitants of adjacent portions of a township. Good reasons for the alteration of these districts often exist, but these alterations are sometimes attempted without a due regard for the interests of all concerned, and it frequently happens that they result in serious injury, not only to personal interests, but to the educational interests of the townships in which they occur. The provisions of the law for the formation and alteration of districts are defective in so far as they are obscure, occurring episodically, in different acts and supplements.

The first of these provisions may be found at Section 5, of "An act to establish Public Schools," approved April 17th, 1846. Previous to all legislation on this subject, and while the townships were yet undivided, it was well enough; but its present form is now objectionable, because great prominence is given to a single duty devolving upon the town superintendent, which he should be seldom called upon to perform. In fact, an individual elected, for the first time, to this office, would, upon examining the law in order to ascertain his duties, naturally conclude that his first business was to revolutionize all the educational arrangements of the township with as little delay as possible. He would also be misled as to the exact power conferred upon him by law, instances of which are not of unfrequent occurrence.

There is a want of formality, and frequently a deplorable looseness, in the manner of conducting the business of district meetings. Proper records of their proceedings are not

always kept; and it sometimes happens that a history of the most important transactions is only preserved by tradition. To guard against these evils it is desirable that the law should be so amended as to secure the permanent organization of every board of trustees, as well as of every district, and to require proper records of their proceedings to be kept in readiness for the inspection of the town superintendent, or the State superintendent, whenever the same may be required. In order to prevent disorderly meetings, which I regret to say sometimes occur, it is desirable that the presiding officer of a district should be invested with the authority granted to the moderator of a town meeting. The propriety of this will be more readily admitted in view of the fact that these meetings are always for the exercise of the most sacred rights of citizenship, and their proceedings frequently of the greatest moment.

The formation of school districts from portions of adjacent townships is much to be regretted for several reasons, not the least of which is the difficulty that so frequently arises from the joint superintendence necessarily attending such formations. Two, and sometimes three, town superintendents, claiming authority in such districts, its business matters are often very much embarrassed, and its reports are often imperfectly rendered, and sometimes wholly overlooked. Such an amendment of the law, as shall designate which superintendent shall have the immediate supervision of such a district, is urgently demanded.

ELECTION OF SCHOOL OFFICERS.

The "act to establish public schools, approved April 17, 1846," makes it the duty of the township clerks throughout the State to report to the State Superintendent the names and residence of persons elected as town superintendents, within ten days after their election; but no reference being made to this requirement of the law in the Index to Nixon's

Digest, it may be fairly presumed that a large majority of these officers are ignorant of its existence. A knowledge of the names and residence of the town superintendents is of the utmost importance to this department, as it is mainly through correspondence with these officers that the information required to be furnished by it to the Legislature, can be obtained. When a town clerk neglects this part of his duty, it is generally a profitless task to undertake to remind him of it; for he himself is, perhaps, a person more difficult of access than the individual to be discovered through his agency. Fortunately the clerk of every county has, or should have, upon file in his office, the names of all the town officers elected in his county, and can furnish accurate lists of them with little difficulty. To the courtesy of the several county clerks throughout the State, I am indebted for the complete list of town superintendents now in my possession; and as it would not add materially to their labors, and would be of great service to the cause of education, I would respectfully suggest that the business of this department would be much facilitated by securing permanently the aid of these officers in obtaining these lists.

The controversies that so frequently arise as to the legality of district elections, might be prevented, to some extent, by providing that a certificate of the result of such elections, signed by the town superintendent and moderator of the district, shall be filed in the office of the State Superintendent; and a law to this effect would, no doubt, promote greater regularity in the proceedings of district meetings called for the purpose of electing trustees.

MONEYS RAISED FOR THE SUPPORT OF PUBLIC SCHOOLS.

The law provides that the inhabitants of townships may raise by tax, or otherwise, in addition to the amount apportioned to their use for school purposes, any further sum not

exceeding three dollars, for each child contained in the lists transmitted by the Trustees to the Town Superintendents.

In some townships, no money whatever is raised by tax; in many the sum thus raised falls far short of three dollars, and in others the limit of the law is always attained. In some townships regret is often expressed that the limited amount should be so small, and to such townships it would be a matter for congratulation could the law be so modified as to permit them to do more for the support of schools. It is hardly necessary to enter into any argument in favor of such an amendment of the law, for, certainly, no argument could be opposed to it, inasmuch as the amount assessed must, after all, be decided by a majority of the inhabitants; and the probability that a majority would over-tax themselves for educational purposes, is about as great as the probability that a majority would resolve to commit suicide.

It cannot be denied that the appropriations made by the State are inadequate to the support of the public schools; at the same time, it being impossible to deny the value of education, of good schools, and of good teachers, it becomes necessary to inquire how, under the circumstances, these shall be secured? The law, at section 7 of the supplement approved March 14, 1851, makes it the duty of the trustees of school districts to maintain free schools. Now, let the apportionment to any district be ever so small, undoubtedly a free school may be therein supported, if an application of the term *school* may be made without regard to its legitimate meaning, or without regard to time, place or the requirements of common sense; but the law, by its other provisions, evidently contemplates that a school shall be a place of education, and that it shall afford to the district in which it is located ample facilities for acquiring the rudiments of learning. If a district fail to maintain a school of this character, the question arises whether such district is entitled by the provisions of the act to any portion of the public fund. There can be no difficulty in arriving at a satisfactory solution of this question in view

of the fact that the law enables a district to provide the requisite means to maintain a free school by taxation. If then schools of the character contemplated by the law cannot be maintained in certain districts by means of the public fund, together with the amount of tax at present authorized to be raised, there is evident propriety in such an amendment of the law as shall relieve such districts from embarrassment.

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

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December 15th, 1860.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township or city.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township or city 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 6 months but less than 9.	Number who have attended 3 months but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 18 years, who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Salary of teachers per year.			
																						Male.	Female.		
ATLANTIC—Pop. 11,786.																									
Atlantic City*.....	1	1	1	128	135	274	318	86	70	1	Free	\$128 00	\$43 92	\$704 54	\$200 00	\$1081 46	1	1	500	500					
Egg Harbor.....	10	9	10	1069	135	109	18	125	432	7	\$2 10	1615 50	412 27	2057 77	\$200 00	12	10	2	400	300					
Egg Harbor City.....	1	1	1	135	109	18	12	135	129	1	3 00	800 00	60 00	860 00	350 00	8	5	3	400	200					
Galloway.....	11	11	9	883	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1493	42	.....	.....	.....	.....	.....
Hamilton.....	6	6	6	676	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1119	43	.....	.....	.....	.....	.....
Mullica.....	5	4	5	292	50	205	230	148	20	1	.....	876 00	122 17	.....	.....	998	17	.....	.....	.....	.....	.....
Weymouth.....	43	32	43	3699	550	323	491	583	339	28	8	1376	672	5 1/2	\$2 55	\$6273 25	\$1383 90	\$704 54	\$550 00	\$8911 69	34	25	9	412	247
BERGEN.																									
Population, 21,619.																									
Franklin.....	11	11	10	715	88	103	68	84	2	2	3	380	241	8	\$2 00	\$2112 00	\$287 40	\$463 20	.....	\$287 40	11	9	2	240	280
Hackensack.....	5	6	5	1326	98	166	176	233	222	12	18	895	511	11	2 00	\$2112 00	499 75	150 00	\$1728 80	5103 75	12	9	3	450	240
Harrington.....	7	3	7	467	66	46	51	41	40	.....	16	247	135	11	2 00	333 64	.....	.....	.....	1437 61	5	4	5	360	330
Hobokus.....	3	3	3	716	.....	.....	.....	.....	.....	.....	.....	675	275	.....	.....	500 00	.....	.....	.....	300 00	7	2	1	480	280
Lodi.....	3	3	3	480	121	.....	.....	.....	.....	.....	7	180	106	11	2 00	720 00	341 38	.....	.....	1051 38	4	3	1	480	200
New Barbadoes.....	6	6	4	924	300	50	15	15	5	12	12	385	350	12	2 00	1848 00	701 27	.....	575 00	3124 27	11	7	4	500	300
Saddle River.....	9	6	9	275	35	60	76	.....	.....	.....	4	239	.....	.....	.....	630 00	130 00	.....	.....	730 00	4	3	1	412	340
Union.....	2	2	2	231	40	24	29	28	20	.....	1	132	68	12	2 00	421 68	99 99	50 00	.....	571 67	2	1	1	412	340
Washington.....	6	6	6	643	46	62	118	18	11	.....	12	267	30	8 1/2	2 00	.....	335 17	139 66	.....	474 83	6	4	2	380	260
Washington from last report.	60	51	57	5760	797	513	511	495	339	28	73	3409	1749	10 1/4	\$2 00	\$6935 68	\$3238 63	\$802 86	\$2393 80	\$13280 97	62	42	20	889	261

*Taken from last report.

COUNTIES AND TOWN-SHIPS.

Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or town-ship.	Number of children residing in the township or city between the ages of five and eighteen years.	Number who have attended one year, advance 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 that have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at schools.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources 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.	Male.	Female.	Salary of teachers per year.						
RURLINGTON—Pop. 49,858																															
3	3	4	575	109	30	61	117	288	10	69	300	304	7	\$2 25	\$1050 00	\$405 58	\$275 00	\$370 00	\$28	5	3	300	290	3	300	290					
3	3	4	1238	70	163	261	217	113	10	69	392	337	11	Free	3711 00	404 70	1200 00	.....	4118 70	12	10	454	295	10	454	295				
6	5	9	1730	259	181	212	211	113	4	197	465	12	2 50	1800 00	1121 71	686 62	534 97	.....	2621 90	23	4	10	500	400	4	10	500	400		
13	13	13	1458	349	360	260	180	280	16	40	1416	10	10	2 50	1400 00	208 38	259 08	1680 96	4	5	11	2	1680	96	4	5	11	2
3	3	4	489	83	154	181	31	9	5	15	458	10	5	2 17	1222 50	373 59	237 48	610 98	14	11	3	610	98	14	11	3	
14	14	14	1025	29	104	162	272	392	9	66	968	366	8	2 25	600 00	369 81	97 33	1067 17	13	6	7	1067	17	13	6	7	
10	10	10	898	52	121	206	190	10	18	685	250	6	2 25	9855 89	387 21	500 00	3743 13	10	4	6	3743	13	10	4	6	
9	9	9	868	29	56	166	218	190	39	36	519	409	9	2 88	200 00	736 18	940 18	10	7	3	940	18	10	7	3	
2	1	7	812	60	110	118	180	215	11	12	714	266	10	Free	1200 00	391 46	271 57	.....	1853 03	6	4	400	390	2	400	390				
2	1	7	781	210	73	112	77	49	29	29	550	349	11	Free	2000 00	451 62	217 23	.....	2671 85	9	1	500	358	1	500	358				
9	9	9	870	275	150	100	100	100	50	10	600	400	10	3 00	1500 00	221 00	247 00	50 00	2118 00	13	6	7	2118	00	13	6	7	
5	5	5	349	25	40	60	75	200	27	20	290	9	.....	300 00	222 13	.....	.....	522 13	6	5	1	153	75	1	153	75		
7	7	7	646	205	190	200	197	137	6	8	400	266	9 3/4	2 50	1500 00	739 69	1132 00	.....	3352 69	17	4	3	255	255	4	3	255	255		
11	11	12	1040	700	800	800	1000	1000	22	8	1010	720	8	.....	2080 00	495 35	281 00	.....	2859 35	18	10	8	300	290	8	300	290		
8	8	9	511	259	130	182	25	9	600 00	216 77	816 77	5	4	1	816	77	5	4	1	
1	1	1	223	200	117 30	117 30	1	1	117	30	1	1		
128	11	138	14 629	2586	2376	3965	3995	3228	196	36	10 292	119	9 1/2	.....	\$22 026 39	\$7994 97	\$4746 66	\$920 00	835 688 02	179	91	88	361	232	91	88	361	232		
CAPE MAY—Pop. 7,132.																															
1	1	1	191	.....	.....	60	70	.....	.....	.....	100	90	6	.....	\$400 00	\$80 00	.....	.....	\$480 00	2	1	1	525	300	1	525	300	
6	6	6	358	.....	.....	190	270	75	8	.....	566	230	6	Free	1600 00	232 59	\$95 58	.....	1823 17	8	6	1	460	240	6	1	460	240
5	5	6	411	40	40	250	60	48	4	4	408	280	6 1/2	Free	852 00	180 00	100 00	.....	1162 00	6	5	1	360	220	5	1	360	220		
7	7	7	722	.....	156	230	170	80	8	10	684	300	5 1/2	Free	1474 00	285 96	102 78	.....	1872 74	9	5	4	400	260	5	4	400	260	
7	7	7	517	40	69	107	163	139	25	6	520	250	7	Free	1651 00	200 00	70 00	1821 00	7	5	2	400	240	7	5	2	400	240		
26	28	27	2499	89	265	777	733	403	41	73	2278	1150	6 3/4	.....	\$5807 00	\$988 55	\$368 36	.....	\$7163 91	32	23	9	429	252	23	9	429	252	

*Taken from last report.

CAMDEN—Pop. 34,159.

1	1	24	4574	750	375	400	500	490	.....	100	2,000	1,200	12	Free	\$12,439	23	\$1732	55	\$1321	55	\$15,403	33	25	3	22	600	270
5	4	5	431	38	60	72	115	21	6	103	309	34	10 ¹ / ₂	Free	805	00	86	70	81	72	\$185	00	8	5	3	300	200	
3	3	3	449	21	41	85	153	50	10	5	355	85	6	\$3	77	00	169	05	136	77	.....	.....	3	2	1	350	240
9	2	6	861	109	200	250	200	71	.....	5	821	255	6	.....	2152	50	246	12	99	00	200	00	6	4	2	400	250
6	5	6	522	96	136	162	61	8	.....	2	968	690	8	2	00	00	210	16	60	00	.....	.....	6	4	2	400	250
6	6	11	1115	359	200	159	75	4	10	465	690	8	3800	00	688	00	6	6	5	3	000	220
4	4	4	404	45	57	31	76	10	11	17	359	129	10 ¹ / ₂	Free	506	73	252	00	.....	.....	.....	.....	6	3	3	000	220
2	2	4	717	107	130	147	57	76	.....	6	517	209	10 ¹ / ₂	Free	2151	00	216	83	.....	.....	.....	.....	6	3	3	000	220
5	5	5	426	85	149	210	325	5	45	3	400	200	8 ¹ / ₂	2	50	00	216	50	.....	.....	.....	.....	6	5	1	500	.....
7	3	7	651	50	100	120	250	6	1	13	503	150	9	2	50	00	204	85	.....	.....	.....	.....	6	3	3	250	200
7	7	6	581	151	153	100	50	56	81	7	581	300	9	2	50	00	240	00	.....	.....	.....	.....	6	3	3	250	200
55	37	83	10,691	1791	1589	1739	1865	1029	174	274	7387	3162	9	\$2	50	\$25	507	16	\$1392	89	\$1853	51	90	45	45	421	234	

CUMBERLAND.
Population, 22,606.

4	4	6	973	390	.....	60	.....	.....	.....	40	475	.....	12	\$1	75	\$2500	00	\$398	04	\$569	81	11	8	3	500	300		
1	1	1	382	33	69	49	78	88	3	13	308	169	12	.....	1300	00	159	64	48	83	.....	.....	11	3	3	500	225	
6	6	6	379	95	91	91	47	47	30	1	350	31	7 ¹ / ₂	.....	690	00	155	37	127	59	.....	.....	12	7	5	360	160	
0	0	11	1029	90	789	120	30	40	.....	.....	469	400	9	.....	2900	00	426	00	187	00	.....	.....	12	10	4	500	.....
0	0	12	757	.....	100	225	209	2	.....	30	645	300	6	3	00	1000	00	310	27	243	72	.....	.....	12	10	2	400	175
11	11	3	547	169	109	125	165	.....	.....	8	165	110	9	3	00	500	00	146	00	169	00	.....	.....	14	4	4	300	180
4	4	5	533	75	60	160	190	.....	.....	5	150	200	7	2	25	500	00	218	33	237	71	.....	.....	14	10	4	350	190
8	8	8	804	190	.....	249	151	23	.....	10	760	300	8	Free	2100	00	306	68	160	00	.....	.....	10	8	2	350	250	
7	7	7	1243	350	100	145	260	95	.....	2	910	417	10	2	00	4150	00	414	00	237	00	.....	.....	14	5	0	500	200
7	7	4	389	.....	130	200	50	9	.....	6	389	150	8	2	00	500	00	159	50	.....	.....	.....	.....	14	5	0	500	200
63	45	67	6325	1321	1421	1418	1271	524	49	177	4970	2971	10 ¹ / ₂	\$2	50	\$15	150	00	\$2723	87	\$1671	60	102	66	36	406	210	

ESSEX.
Population, 93,916.

5	5	5	1012	351	.....	.....	.....	.....	.....	8	400	.....	12	Free	\$3126	00	\$437	18	.....	.....	.....	.....	8	3	5	500	200
8	8	8	1187	169	106	214	199	188	.....	15	876	400	12	Free	3000	00	462	00	.....	.....	.....	.....	8	3	8	500	185
10	10	10	1082	437	371	375	400	450	.....	4	599	.....	9	.....	1000	00	311	70	.....	.....	.....	.....	8	3	3	400	240
5	5	5	412	80	105	95	65	15	1	361	9	2	00	3246	00	421	00	800	00	13	9	4	400	160
5	4	5	405	.....	.....	.....	.....	.....	.....	1	361	.....	9	Free	800	00	165	60	\$300	00	.....	.....	8	4	4	300	240
12	12	46	16,900	1983	786	1716	3802	2184	2	190	10,500	4506	11	1	25	904	00	153	92	5	2	3	350	125
9	9	11	1889	313	146	140	128	116	3	15	843	487	11	2	00	46,500	00	6641	04	250	00	.....	.....	82	690	337	
59	53	95	24,764	3440	1577	2715	4768	3983	5	233	14,371	5906	9 ¹ / ₂	\$1	75	\$61	725	00	\$9730	28	\$3912	40	180	63	117	417	208	

UNION—Pop. 27,786.

6	6	6	3016	249	313	331	437	268	2	24	1690	881	12	Free	\$9790	00	\$1278	38	\$1710	10	.....	.....	21	3	21	750	290	
5	5	2	401	91	118	78	67	21	.....	9	377	224	12	\$1	57	808	00	176	81	.....	.....	.....	.....	5	3	2	350	260
2	2	2	909	357	83	55	55	40	.....	9	599	350	10 ¹ / ₂	Free	2800	00	316	71	.....	.....	.....	.....	10	1	9	800	325	
12	11	12	1867	417	122	184	202	205	2	43	1130	601	10 ¹ / ₂	.....	5600	00	690	00	2513	77	\$1123	08	23	6	17	487	265	
3	3	3	266	63	41	79	49	51	.....	6	273	103	11	2	25	301	00	97	06	.....	.....	.....	.....	4	1	3	600	190
7	7	7	487	42	71	111	49	3	.....	9	329	159	9 ¹ / ₂	2	00	600	00	180	40	.....	.....	.....	.....	7	3	4	300	250
5	5	5	435	.....	.....	.....	.....	.....	.....	.....	249	176	9	3	00	849	00	168	51	.....	.....	.....	.....	5	2	3	400	175
49	39	43	7191	1211	731	847	859	631	4	91	4559	2534	10 ¹ / ₂	\$2	21	\$20	608	00	\$2927	90	\$1223	87	75	10	189	536	242	

*Taken from last report.

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended one year, but less than 9 months.	Number who have attended 9 months, but less than 12.	Number who have attended 6 months, but less than 9.	Number who have attended 3 months, but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 18 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of teachers per year.								
																						Male.	Female.	Male.	Female.					
HUDSON—Pop. 65,923.																														
Bergen.....	8	29	28	13,161	1980	1216	1737	1399	2241	97	8418	3838	10 ³	5	\$83,291	86	\$3188	21	\$1652	16	\$3999	00	\$41,433	27	8	21	62	670	269	
Harrison.....	1	1	1	471	89	308	308	187	174	35	1324	761	10 ²	.....	.....	\$4500	00	\$500	00	\$152	16	\$2000	00	\$7000	00	14	7	590	250	
Hoboken.....	1	1	1	1840	9	134	162	322	387	2	397	125	12	.....	.....	393	45	72	13	.....	.....	.....	.....	.....	.....	3	1	.....	.....
Hudson City.....	1	1	1	1339	183	134	270	315	124	2	969	493	10 ²	Free	.....	4290	00	475	00	.....	.....	.....	.....	.....	.....	12	3	9	559	291
Jersey City.....	1	1	1	6280	1245	619	780	575	1256	60	4472	1848	10 ²	Free	.....	9342	00	178	00	1590	00	1090	00	120250	00	7	5	3	640	350
North Bergen*.....	7	1	1	1442	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11149	41	1880	59	.....	.....	.....	.....	.....	.....	3	3	62	1230	290
Weehawken.....	No report	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3880	00	412	40	.....	.....	.....	.....	.....	.....	4	4	3	300	300
HUNTERDON—Pop. 33,664.																														
Alexandria.....	29	9	17	1190	420	529	566	636	30	5	950	700	9	.....	.....	\$2472	00	\$566	50	\$372	81	.....	.....	.....	.....	21	15	6	340	300
Bethlehem.....	6	2	7	583	.....	.....	.....	.....	.....	4	1	397	225	8 ²	.....	1166	00	273	31	365	0	.....	.....	.....	.....	7	1	1	400	240
Clinton.....	10	10	10	888	.....	.....	.....	.....	.....	.....	659	.....	.....	.....	.....	.....	.....	224	29	.....	.....	.....	.....	.....	.....	11	7	2	.....	.....
Delaware.....	9	9	9	820	.....	.....	.....	.....	.....	.....	4	744	218	10 ²	.....	.....	.....	407	17	.....	.....	.....	.....	.....	.....	9	5	4	300	240
East Amwell.....	4	4	4	540	60	80	204	70	30	20	35	469	200	10	.....	.....	.....	224	58	204	0	.....	.....	.....	.....	4	2	2	300	240
Franklin.....	4	5	5	450	45	75	100	31	31	3	1	411	.....	.....	.....	.....	.....	363	48	.....	.....	.....	.....	.....	.....	3	3	.....	.....	.....
Kingswood.....	7	7	7	865	.....	.....	.....	.....	.....	.....	4	420	66	8 ³	.....	.....	.....	261	72	222	0	.....	.....	.....	.....	7	3	.....	.....	.....
Lambertville.....	1	1	1	674	.....	.....	.....	.....	.....	.....	1	401	213	.....	.....	.....	.....	431	06	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....
Lebanon.....	14	11	12	916	304	407	498	515	697	1	14	687	444	10 ²	.....	.....	.....	303	05	.....	.....	.....	.....	.....	.....	9	6	100	200	.....
Raritan.....	13	14	15	821	893	700	800	816	914	69	8	914	720	9	.....	.....	.....	454	42	.....	.....	.....	.....	.....	.....	3	13	300	201	.....
Readington.....	12	12	12	945	34	124	192	276	248	12	18	994	339	10 ²	.....	.....	.....	446	54	360	99	.....	.....	.....	.....	11	5	3	300	201
Tewksbury.....	13	.....	11	846	179	243	331	411	561	10	10	580	490	9	.....	.....	.....	390	00	240	0	.....	.....	.....	.....	7	4	540	250	.....
Union*.....	5	8	8	437	.....	.....	.....	.....	.....	.....	3	372	200	7	.....	.....	.....	217	69	.....	.....	.....	.....	.....	.....	4	1	340	180	.....
West Amwell.....	4	4	4	329	4	11	39	75	82	2	2	212	114	11	.....	.....	.....	152	40	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
*Taken from last report.																														
132 96 131 10,118 2219 2422 3248 3619 2916 159 95 8454 3838 91 ² \$2.56 \$11,892 00 \$4721 70 \$1761 80 \$570 00 \$18,943 50. 135 80. 55. 314. 229																														

GLoucester—Pop. 18,448.

Clayton.....	5	810	100	200	250	100	1	651	8	\$1500 00	\$429 27	\$100 00	\$2329 27	7	5	2	500	200		
Depford.....	8	1298	26	86	191	319	240	21	47	865	257	1000 00	2417 96	8	9	4	400	400		
Franklin.....	12	3	596	84	290	450	24	14	489	330	4	800 00	1104 57	12	3	3	260	180		
Greenwich.....	5	684	120	149	250	110	21	40	615	310	10	700 00	1938 77	5	3	3	450	200		
Harrison.....	10	15	850	58	198	204	216	35	5	813	7	200 00	2037 87	3	12	2	425	200		
Mantua.....	6	3	539	40	210	176	106	10	530	285	8	200 00	1062 93	3	2	2	350	175		
Woolwich.....	13	1100	150	300	300	350	30	50	390	8	2 00	600 00	1400 00	21	13	3	.....	.....
MERCER—Pop. 37,418.																				
East Windsor.....	59	31	5907	354	764	1142	1531	1371	165	123	3954	1572	724	48	30	348	187	.....	.....
Ewing.....	5	3	528	175	150	100	50	25	.....	224	138	11	.....	6	4	4	280	240	
Hamilton.....	10	8	1267	81	151	280	260	200	.....	15	330	124	10	4	6	406	272	.....	.....
Hopewell.....	13	12	1203	61	87	170	120	158	5	19	702	327	10	4	6	400	300	.....	.....
Lawrence.....	5	5	365	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	7	320	275	.....	.....
Princeton.....	1	5	914	156	21	14	2	5	.....	59	202	107	10	3	3	475	250	.....	.....
Trenton.....	1	1	4337	1276	.....	.....	.....	.....	.....	57	2485	1467	12	4	4	300	195	.....	.....
Washington.....	3	5	456	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	2	684	282	.....	.....
West Windsor.....	5	3	528	175	150	100	50	25	.....	224	138	11	.....	6	4	280	240	.....	.....
MIDDLESEX—Pop. 35,366.																				
East Brunswick.....	52	37	10,281	1977	621	735	504	481	6	166	5180	2676	1034	44	52	393	253	.....	.....
Monroe.....	No reports	15	1072	125	175	200	250	200	10	18	976	600	10	11	4	325	300	.....	.....
New Brunswick.....	1	1	2932	338	249	312	378	227	.....	83	1454	787	12	3	22	640	250	.....	.....
North Brunswick.....	6	4	252	100	87	32	22	11	.....	4	252	109	8	3	3	360	300	.....	.....
Piscataway.....	12	11	946	26	27	109	148	93	.....	11	450	85	10	7	5	328	235	.....	.....
Perth Amboy*.....	1	1	655	140	48	32	35	42	.....	30	322	175	11	1	2	700	240	.....	.....
South Amboy.....	8	8	975	35	163	175	188	89	.....	1	650	253	9	3	5	.....	.....	.....	.....
South Brunswick.....	18	18	1252	500	.....	.....	.....	.....	.....	12	1000	600	9	12	8	300	200	.....	.....
Woodbridge.....	14	14	1110	200	105	150	90	.....	7	6	558	312	9	12	5	400	250	.....	.....
MONMOUTH—Pop. 39,368.																				
Atlantic.....	75	72	9194	1464	854	1010	1071	663	17	169	5672	2912	934	50	51	430	293	.....	.....
Freetown.....	4	4	483	48	74	100	130	100	4	8	464	100	10	4	2	400	300	.....	.....
Holland.....	8	8	1039	150	190	192	194	146	3	61	650	525	10	6	4	400	300	.....	.....
Hovell.....	5	4	429	50	62	114	135	101	.....	2	318	170	10	1	4	200	250	.....	.....
Manalapan*.....	11	9	886	31	95	120	276	190	33	3	751	170	7 1/2	7	3	350	250	.....	.....
Manalapan*.....	7	7	756	250	130	130	100	45	9	21	654	450	11	5	2	354	250	.....	.....
Manalapan*.....	7	7	596	150	60	100	25	.....	3	400	240	10	.....	7	5	.....	.....	.....	.....
Methuen.....	4	4	661	190	213	215	222	270	.....	3	270	135	11	6	1	400	250	.....	.....
Middletown.....	15	15	1200	450	109	250	120	50	21	970	6	4	3	400	270
Milbourn.....	8	2	723	50	100	290	290	100	.....	.....	650	.....	.....	8	7	400	270	.....	.....
Ocean.....	13	13	1571	1380	613	637	762	.....	7	41	1432	425	10	5	4	350	250	.....	.....
Earlville.....	6	6	910	184	231	242	217	61	4	6	690	223	11	13	1	450	180	.....	.....
Shrewsbury.....	7	7	1158	517	713	869	1087	217	35	87	1213	911	10	4	2	450	325	.....	.....
Upper Freehold.....	7	7	10	998	94	132	270	112	37	63	920	314	9	5	7	400	270	.....	.....
Wall.....	9	9	910	121	110	60	112	110	.....	.....	512	35	9	9	3	375	275	.....	.....

*Taken from last report.

COUNTIES AND TOWNSHIPS.

Whole number of districts in the township.	Number from which reports have been received.	Number of churches in the city or township.	Number of children between the ages of 5 and 18 years.	Number who have attended one year.	Number who have attended 9 months but less than 12.	Number who have attended 6 months but less than 9.	Number who have attended 5 months but less than 6.	Number who have attended a less period than 5 months.	Number over the age of 18 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at schools.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of teachers per year.			
																					Male.	Female.		
MORRIS.																								
Population, 34,699.																								
8	8	8	834	275	180	195	206	46	14	600	38	11	\$2 00	\$2115 00	\$686 04	\$10 00	\$1230 00	\$4391 04	9	6	3	400	250	
7	7	7	503	55	125	122	96	5	1	400	16	9	2 00	1090 00	418 35	100 00	35 00	1583 35	7	4	3	300	290	
12	12	11	1535	147	139	172	54	1	10	487	32	10	2 00	1000 00	489 25	376 19	100 00	1865 41	11	5	6	499	360	
8	8	8	521	18	60	131	200	7	1	416	19	9	Free	883 87	228 84	88 86	1291 57	10	8	2	231	162		
6	6	6	546	115	93	180	70	58	9	528	22	10	2 50	500 00	259 82	223 31	974 16	9	5	4	300	150		
13	13	16	1616	6	99	182	369	435	5	1082	42	9	.....	3000 00	712 36	1269 47	5011 83	25	16	9	312	210	
11	19	19	1645	6	60	150	200	.....	3	865	51	9	.....	1625 00	1136 85	.....	2761 85	21	11	10	.....	.....
8	8	8	981	6	121	189	270	337	13	600	24	6	.....	2000 00	655 14	400 00	2985 14	8	8	.....	.....	.....
11	11	12	1237	4	70	230	340	340	15	973	35	9	Free	2174 00	595 29	208 37	3526 63	23	15	10	353	250		
16	16	16	935	4	70	230	340	340	15	590	.....	9	.....	1500 00	637 17	.....	2137 17	20	13	7	400	250	
9	9	9	887	208	57	95	78	30	15	400	20	10	2 75	1200 00	691 18	.....	1991 18	9	7	2	400	250	
409	90	120	11,270	783	903	1548	1512	1637	64	115	6940	2544	9	\$1 87	\$17,497 87	\$6544 29	\$2276 23	\$2111 00	\$28,529 39	154	9	56	326	232
SALEM.																								
Population, 22,484.																								
2	2	2	265	12	60	37	15	8	.....	20	24	4	12	Free	\$300 00	\$1118 08	\$81 80	.....	\$592 88	2	1	280	275
6	6	7	482	6	80	70	70	80	2	.....	175	11	.....	800 00	209 92	140 75	.....	1199 67	13	6	1	.....	.....
5	5	5	495	6	70	153	323	1	157	352	269	8	.....	700 00	326 08	225 17	.....	1362 03	10	5	5	359	270
9	9	9	753	1008	23	165	158	25	32	56	64	.....	100 00	336 08	661 25	225 17	.....	661 25	17	11	6	300	250
9	9	9	1008	23	165	158	250	60	32	56	64	.....	.....	449 58	294 38	.....	744 06	5	5	.....	.....	.....
8	8	7	401	14	60	80	120	60	.....	32	25	6	2 50	900 00	184 50	255 07	.....	1239 57	12	8	4	273	175
10	1	10	1046	208	366	165	253	.....	25	45	1022	42	9	Free	1375 33	465 26	159 41	2000 00	6	1	5	525	162
11	8	11	1001	1	.....	.....	.....	.....	.....	.....	.....	.....	2 25	1009 00	417 41	304 94	.....	2702 70	11	8	5	353	200
9	5	9	675	3	200	400	62	100	3	3	60	.....	2 00	800 00	305 72	218 00	.....	1323 72	13	9	4	300	160
70	51	71	7113	820	1033	1099	1435	694	112	343	4334	1919	9	\$2 43	\$7927 33	\$9183 08	\$2118 31	\$13,623 72	100	60	40	940	813

OCEAN.		PASSAIC.		SOMERSET.		SUSSEX.														
Population, 11,209.		Population, 29,021.		Population, 22,061.		Population, 23,855.														
Brick.....	9	668	237	400	10	2	500	25	6	\$310 1	\$600 00	\$200 00	\$163 9	6	5	1	.....	\$910 1	.....
Dover.....	14	1016	75	50	18	1	597	30	6	356 02	800 00	.....	.....	16	5	8	.....	1349 98	.....
Jackson.....	8	774	.....	.....	3	400	133	6	3	377 00	1000 00	.....	.....	10	5	3	240	1377 00	150
Pinnstead.....	8	716	90	102	86	114	4	469	206	8	600 00	.....	246 63	8	5	3	300	1105 69	200
Stafford.....	4	406	.....	.....	5	.....	300	200	9	277 00	400 00	.....	.....	6	3	1	.....	692 00	.....
Union.....	6	677	.....	.....	1	.....	.....	.....	.....	257 02	300 00	.....	97 49	9	5	4	.....	654 51	.....
.....	49	4257	75	140	549	683	597	37	20	\$1896 26	\$3700 00	.....	\$508 08	55	35	2	270	\$6119 3	160
Aquackanonk.....	8	950	.....	.....	.....	.....	507	237	10	\$232 00	\$1000 00	.....	.....	8	6	2	500	\$1382 00	250
Manchester.....	4	291	29	5	25	32	86	70	9	120 82	200 00	.....	.....	4	3	1	240	400 82	80
Paterson.....	1	6130	1069	531	576	360	793	.....	87	2213 46	9266 54	.....	.....	41	3	38	600	13,080 00	250
Pompton.....	7	582	77	63	34	82	126	.....	382	1280 16	1000 00	.....	.....	10	5	5	394	1280 16	200
Wayne.....	4	383	36	33	49	53	32	.....	2	184 38	600 00	.....	\$762 92	4	2	3	300	1517 30	250
West Milford.....	13	896	35	74	138	106	45	13	.....	431 20	800 00	.....	.....	9	6	2	3	1231 20	100
.....	37	9232	1208	739	802	626	1031	13	91	\$3402 02	\$12,866 54	\$762 92	76	25	51	377	\$1830 00	\$18,921 48	193
Redminster.....	11	599	50	87	105	159	.....	.....	12	\$288 74	\$500 00	.....	\$277 43	11	4	7	354	\$1066 17	250
Bernards.....	8	690	100	130	200	140	50	12	6	588 17	500 00	.....	1200 00	13	8	5	400	3986 17	300
Bridgewater.....	13	1418	2	175	203	266	245	.....	31	695 82	2000 00	.....	556 21	14	9	5	.....	4852 03	.....
Branchburg.....	4	331	65	61	40	45	25	7	15	334 39	600 00	.....	.....	4	4	.....	360	.....	.....
Franklin.....	16	1103	145	180	150	120	165	9	50	321 64	2500 00	.....	1000 00	16	11	5	350	984 39	.....
Hillsborough.....	15	1151	108	163	162	196	217	22	50	252 36	2502 00	.....	398 63	16	12	4	35	4721 61	200
Montgomery.....	9	609	.....	.....	.....	.....	846	379	11	288 41	900 00	.....	174 00	8	6	2	300	3952 99	.....
Warren.....	7	787	61	133	123	144	62	5	3	377 00	800 00	.....	172 44	11	9	2	300	1662 41	275
.....	83	6718	531	909	983	1070	707	55	167	\$3644 53	\$11,202 00	\$3778 71	93	63	30	344	\$3200 00	\$21,925 21	274
Byram.....	7	513	80	45	130	40	140	6	10	\$227 05	\$650 00	.....	\$83 61	7	4	3	301	\$800 65	190
Frankford.....	12	666	92	127	178	142	25	14	6	485 52	999 00	.....	250 00	15	5	6	273	1806 52	175
Greene.....	5	247	120	140	170	30	8	3	5	250 50	520 50	.....	.....	5	5	.....	800 50	.....	.....
Hardystown.....	10	645	109	60	101	112	235	18	.....	426 32	1000 00	.....	756 00	10	7	3	312	2232 32	246
Lafayette.....	3	300	109	150	175	.....	.....	20	.....	150 00	300 00	.....	.....	3	2	1	.....	730 00	.....
Montague.....	9	401	25	75	125	160	.....	6	5	261 00	500 00	.....	.....	11	4	7	.....	764 00	.....
Newton.....	10	1312	235	390	270	205	192	18	16	1011 40	2624 00	.....	486 47	21	7	14	450	4121 87	240
Sandytown.....	10	520	35	75	150	205	360	10	5	327 62	520 00	.....	.....	9	9	.....	847 62	.....	.....
Sparta.....	9	685	70	125	125	50	5	1	370	562 88	685 00	.....	.....	14	9	5	300	2687 88	200
Stillwater.....	13	658	175	250	325	430	525	40	.....	426 32	658 00	.....	.....	15	10	5	210	1084 32	140
Vernon.....	16	829	50	110	120	110	200	.....	5	566 82	1000 00	.....	.....	27	19	8	300	1566 82	238
Walpack*.....	5	269	.....	.....	.....	.....	.....	.....	.....	190 12	1500 00	.....	.....	29	18	11	250	190 12	130
Wantage.....	12	1325	733	183	72	45	.....	.....	10	1005 88	1500 00	.....	.....	18	11	.....	2605 88	.....	.....
.....	121	8473	1664	1675	2131	1878	1757	151	58	\$5983 93	\$10,956 50	\$1726 08	176	111	63	282	\$1622 00	\$20,288 51	197

*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 city or township.	Number of children residing in the township or city between the ages of 5 and 18 years.	Number who have attended one year, allowance being made for vacancies, but less than 12.	Number who have attended 6 months but less than 9.	Number who have attended 3 months but less than 6.	Number that have attended a less period than 3 months.	Number over the age of 18 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at schools.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition, for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.		Salary of teachers per year.		
																				Male.	Female.			
WARREN.																								
Population, 28, 133.																								
Belvidere.....	4	4	4	442	93	57	46	48	16	302	129	12	Free	\$1329 00	\$182 00	\$120 97	\$900 00	\$2531 97	4	2	500	250		
Blairstown.....	5	5	5	487	20	142	118	88	42	390	19	9	\$2 00	120 98	200 90	186 55	.....	321 88	8	5	360	260	
Franklin.....	6	6	6	522	200	50	150	75	25	592	180	10	.....	1305 00	225 97	89 00	.....	1717 52	6	4	360	225
Freelinghuyssen.....	10	7	10	43	160	125	125	59	10	375	200	10	Free	2701 00	368 07	288 57	575 00	3934 64	9	7	360	250		
Greenwich.....	6	6	6	896	233	52	184	105	78	670	311	11	3 00	495 00	135 59	111 35	250 00	991 85	7	5	475	250		
Hackettstown.....	5	4	5	336	122	38	46	18	10	216	160	12	2 00	800 00	144 40	61 40	.....	1143 24	4	2	200	150	
Hardwick.....	5	4	5	271	120	190	125	54	8	460	165	9	1 00	800 00	144 40	198 84	.....	1143 24	9	7	360	240	
Harmony.....	8	7	8	623	25	40	100	120	20	545	151	9	.....	800 00	433 45	81 31	.....	514 76	8	6	240	150
Hope.....	8	7	8	638	.....	.....	.....	.....	.....	383	383	.....	.....	638 00	263 74	199 95	.....	1100 99	11	10	.....	.....
Independence*.....	13	14	14	472	.....	140	210	95	30	475	210	8	.....	936 00	186 40	113 29	.....	1283 66	12	7	.....	.....
Knowlton.....	9	9	9	551	51	52	76	78	59	326	257	10	2 80	1122 00	230 48	169 98	200 00	1722 46	6	5	300	230		
Mansfield.....	11	11	7	739	30	24	86	172	232	539	23	2	9 1/2	1096 50	300 52	191 45	250 00	1838 47	8	7	.....	.....
Oxford.....	7	6	7	176	.....	30	40	30	10	100	.....	.....	.....	50 00	98 81	.....	.....	148 84	4	3	.....	.....
Panquarry.....	4	4	4	967	288	275	256	70	61	953	580	11	2 75	2979 00	397 24	180 09	1500 00	5056 33	10	6	385	230		
Phillipsburg.....	5	5	5	703	80	60	95	120	50	411	200	7	Free	1757 50	461 30	205 30	.....	2424 10	12	10	360	210	
Washington*.....	116	108	113	5756	1415	1276	2152	1227	928	42	6957	3078	9	\$2 22	\$15,351 98	\$3948 81	\$2200 32	\$3673 00	\$25,176 11	126	87	39	343	221

*Taken from last report.

State for the year ending December 15th, 1860.

	Amount received from the State.	Amount received from other sources specified in the return.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount appropriated and raised for school purposes.	Number of teachers employed in the schools during the year.	Salary of the teachers per annum.			
						Males.	Females.		
25	\$1,383 00	\$704 54	\$550 00	\$5,911 69	34	25	\$412	\$247	
28	3,238 03	802 86	12,303 80	13,280 97	62	42	20	389	261
33	7,994 07	4,746 66	920 00	55,688 02	174	91	88	371	332
00	988 55	368 36	.....	7,103 91	32	23	9	429	252
16	4,302 85	1,858 54	1,465 00	53,223 55	75	45	45	421	234
00	2,723 87	1,671 60	375 00	19,920 47	102	66	35	406	210
01	2,339 28	3,912 40	15,107 50	90,056 17	123	63	117	447	278
50	3,065 88	1,034 02	1,300 00	12,241 00	73	38	30	377	187
85	3,488 21	1,652 16	3,000 00	41,357 77	105	74	77	570	260
00	4,721 70	1,764 80	570 00	18,335 77	100	60	57	574	289
50	4,550 56	2,577 41	3,230 00	30,300 47	136	44	32	503	263
10	4,581 64	7,557 78	1,000 00	23,860 42	137	60	34	470	253
50	5,473 31	2,768 45	2,450 00	37,223 17	137	84	34	372	267
57	6,544 20	2,276 23	2,111 00	28,220 50	134	98	33	325	232
00	1,806 26	508 08	15 00	8,110 00	40	25	25	370	160
54	3,402 02	762 52	1,850 00	18,721 00	70	40	37	377	193
33	3,183 08	2,418 31	.....	13,528 71	100	60	40	374	213
00	3,644 53	3,778 71	3,200 00	21,925 24	83	67	30	374	274
50	5,983 93	1,726 08	1,022 00	24,278 71	175	111	67	372	197
00	2,927 90	4,223 87	2,120 00	22,379 88	72	10	30	505	242
98	3,948 81	2,300 12	5,675 00	25,176 11	125	47	30	383	221
06	\$87,523 17	\$1,231 11	\$10,332 11	\$56,882 05	2174	1183	981	\$391	\$230

APPENDIX.

INTERPRETATION OF THE SCHOOL LAW.

Question.—Can a district trustee, or any other person, legally claim any part of the public money apportioned to his district, to pay for the tuition of his children wherever he may choose to send them to school?

Answer.—1. The law does not intend to deny the benefits of the school fund to children whom circumstances may have separated from their domicile, but appears to leave it with the trustees to judge of the eligibility of the children within their respective districts to these benefits.

2. The trustees of a school district have no power to authorize any part of the school fund placed in the hands of the town superintendent, to be applied to the support of a school, or schools, not within their township.

3. The trustees of a school district, in making out a list of the children capable of attending school between the ages of five and eighteen years, may include therein every such child actually living within such district, without reference to the domicile of its parents, and such trustees have authority to include in said lists only such children as have an acknowledged abode in such districts.

Question.—Can a legally incorporated district be altered without a majority vote of the taxable inhabitants of said district?

Answer.—It cannot.

Question.—Can a new district be formed from a part of an

incorporated district without the consent of a majority of the taxable inhabitants of said incorporated district ?

Answer.—The formation of a new district from a part of an incorporated district would certainly be an alteration of such incorporated district ; and the law provides in the most clear terms that an incorporated district shall not be abolished or altered without the consent of a majority of the taxable inhabitants of said district.

Question.—What is the law respecting the application of the school fund, when a district is formed from parts of three townships which raise by tax unequal sums of money for the support of public schools ?

Answer.—The law, without making any special provisions for such cases, obliges town superintendents to apportion the school money belonging to their respective townships among the several school districts, in the ratio of the number of children therein entitled to its benefits ; and obliges them, likewise, to apportion said money in the same ratio among those sections of their respective townships which, united with sections of adjoining townships, form districts lying *wholly* in none ; so does the law oblige them to pay the money thus apportioned for the purposes of education, upon the written order of the trustees of the districts lying either wholly or partly within their respective townships.

Evidently, the inhabitants of a district formed as in this case, pay unequally for common benefits and privileges ; but there is no remedy except in an agreement to reconstruct said district, which agreement may be entered into by the town superintendents of the townships in which such district may lie.

Question.—Can the officers of a school district legally enforce the payment of assessments levied upon parents for the instruction of their children in the district school ?

Answer.—It is evidently the design of the “ Act to establish Public Schools,” to extend the benefits of education, without partiality, to the children of all the citizens of the

State. With this intention, an equitable division of the school fund is made by law among the several townships, to furnish therein, so far as it can, the necessary means of instruction for all the children not less than five nor over eighteen years of age. But the amount of money thus afforded being small, the inhabitants of the several townships throughout the State are authorized, at their town meetings, to raise by tax, or otherwise, in addition to the amount appropriated to their use by the State, such further sum of money as they may deem proper for the support of public schools, not exceeding three dollars for each child contained in the lists transmitted by the several district trustees to the town superintendents, in the year previous to holding such town meetings. Besides this, the trustees of an incorporated district are empowered to call meetings of the taxable inhabitants of said district; which inhabitants so assembled, have power, by the consent of two-thirds of those present, to raise by tax any such sum of money as such two-thirds may agree to, in addition to the money apportioned to said district. These are the only means authorized by law for raising money for the support of public schools; and schools maintained by the money so raised, must be free to all the children over five and under eighteen years of age within the district in which they are respectively located. It is necessary, then, to decide that the law does not authorize the trustees of a school district to enforce the collection of money levied in any other manner for the purpose of maintaining public schools.

Question.—Can the trustees of an incorporated school district establish and maintain more than one school in said district?

Answer.—There is nothing in the law that forbids the trustees of an incorporated school district to establish in said district, two or more schools, if they see proper; on the contrary, the phraseology of the law authorizes them to do this. (See Nixon's Dig., page 739., sec. 11.)

Question.—In case the trustees of a school district neglect

to transmit to the town superintendent, within the time required by law, a list of the children of their district capable of attending school, is said district entitled to any part of the money apportioned to the township in which it is located?

Answer.—In the apportionment of the school fund, the law intends to distribute the benefits derivable from said fund equally among such children of the State as may be entitled thereto. The conditions upon which these children may be entitled to these benefits, the law determines, and their interests it guards to some extent, by penalties attached to the neglect of certain duties on the part of those appointed to watch over these interests. (See Nix. Dig., p. 735, sec. ix.) The conditions upon which each child receives his share of the benefits arising from said money, are that he shall be between the ages of five and eighteen years; that he shall be numbered in the district in which he lives, and that the names of his parents or guardian shall accompany his own name in the lists required to be transmitted by the trustees to the town superintendent, and by said superintendent transmitted to the board of chosen freeholders. The apportionment, then, made to each township, might be said to be made for the education of the children named in the lists of such township, to each so named an equal share.

If through the negligence of the district trustees of a township, a list of the children of only one district should be transmitted to the board of chosen freeholders, it would be manifestly unjust to divide the apportionment made to this number of children among all the children of other townships; and if unjust in such a case, it would be unjust, and doubtless unlawful, in the case cited. It is then necessary to decide that the money apportioned to a township should be applied to the purposes of education only in the districts whereof the children entitled to such education have been duly reported to the town superintendent, and by him reported according to law, to the board of chosen freeholders of the county wherein said township is located.

Question.—If it be desirable to alter an incorporated district, how shall the consent of the majority of the taxable inhabitants thereof be obtained; shall it be by circulating a petition, or by vote at a meeting called for that purpose?

Answer.—The law is not definite upon this point. It would seem to be sufficient that the town superintendent alone, by whom the alteration is required to be made, should be satisfied that the majority of the legal voters of the district desire such alteration. But the trustees also should be satisfied on this point. The consent of the majority of the legal voters of the district may be obtained in any way that is convenient and sufficiently decisive to justify the action of the town superintendent and to enable him and the trustees to make the proper certificate of the alteration that has been demanded and consummated.

Question.—How shall the number of votes in a district be determined; and if by canvassing, who is to pay, and what sum is to be paid for such service?

Answer.—The law requires the town superintendent and the trustees to be satisfied as to the wishes of the taxable inhabitants of an incorporated district before altering it. Now if any sacrifice of time is required on the part of the town superintendent in order to perform the duty here assigned to him by the law, he is fairly entitled to compensation therefor at the rate of one dollar per day, to be paid agreeably to the provisions of said law; and the information necessary to decide his own action may be obtained by him, he being a man of intelligence, with great accuracy and in such a form that it cannot fail to satisfy the trustees, if they have any disposition to be satisfied on the subject.

Question.—How shall a vote be taken to raise extra money for school purposes, for enlarging or erecting new buildings, &c.?

Answer.—The law is perfectly clear as to the mode of calling the meeting for this purpose, though it does not indicate the manner in which the vote shall be taken. This may be

done in any way whereby the wishes of two-thirds of those present may be satisfactorily made known. It should distinctly appear by the sworn certificate delivered by the trustees to the assessor that two-thirds of the inhabitants present at the meeting voted in favor of the resolution to raise the sum assessed; the certificate should show that the law has been complied with. (See Dutcher's Rep., Vol. I, p. 73.)

Question.—On a vote taken in a promiscuous meeting of all citizens, voters and not voters, *viva voce*, would it be lawful, or proper, for the trustees to give notice to the assessor to levy such tax as may be voted for in that manner, by two thirds or any greater number of those present?

Answer.—At every district meeting it is the duty of the trustees to ascertain definitely and without unnecessary delay, the wishes of those present. But if the meeting is evidently composed largely of those not entitled to vote, a *viva voce* expression should not be resorted to in the decision of an important question, unless it is very clear that all present are of one mind. The imposition of taxes is one of the most important functions of government, and its exercise should not be committed to a "promiscuous meeting." Persons in authority cannot take too much care to see that this power is used only by those upon whom the law confers it. The certificate delivered by the trustees to the assessor must be sworn to; and the trustees should be careful to have the vote taken in such a manner that they can comply with the requirements of the law.

Question.—Is a teacher obliged by law to receive children into his school who are under five and over eighteen years of age?

Answer.—Children between the ages of five and eighteen years alone are entitled to the benefits derivable from the apportionments of the school money. A child whose age is not within these limits should not be admitted as a pupil in a district school.

Question.—If a child does not conduct himself properly

on the way to school and from school, whose place is it to correct him; the teacher's or the parents?

Answer.—Upon this point it is impossible to give an opinion based upon legislative enactments or judicial dicta; and it must be regarded simply as advice when it is here said that a teacher's authority over a pupil is ample enough to enable him to secure harmony, punctuality and proficiency among those confided to his care; thus, if one boy beat another on the way to school, and the harmony of said school is thereby disturbed, the teacher has a right to punish such conduct as an offence against the school government. If a boy loiter upon his way to school, and arrive at a late hour, the teacher has a right to punish him for such loitering as an offence against the law requiring punctuality in attendance. If a boy neglect to study at home, or elsewhere, the lesson which he has been commanded to learn before the commencement of the morning session, the teacher has a right to punish him for such neglect as an offence against the requirement to be proficient in study. While I am of opinion that a teacher's authority is thus broad, I would not have it follow that a parent's authority is thereby any wise diminished. On the contrary, jurisdiction in such cases seems to be concurrent; and innumerable precedents appear to invest both teacher and parent with a right to review the judicial and ministerial acts, one of the other, and to make such improvements thereupon as either may deem important.

Question.—Should children residing in a district where they may have school privileges, be received into the school of another district free of charge?

Answer.—Inasmuch as the quota of the state fund apportioned to a school district is in the ratio of the number of children in such district, it must be given for the education of the children alone living in such district, and must be used for that purpose only; each child living within the district being entitled to an equal share, and no child of another district having a right to diminish that share. Nevertheless, in

the same township, a child living in one district may go to school in another district, with the consent of the superintendent, and the trustees of both districts, it being agreed among them that such child's share of the school fund shall go to the district in which he attends school.

Question.—If children attend school in a district in which they do not live, are not their parents chargeable for their instruction, and should not the money thus obtained be added to the fund of the district in which they attend school, and be accounted for by the trustees?

Answer.—In addition to the answer immediately preceding this question, it may, in reply, be proper to add that the State can exercise no control over money voluntarily contributed for the support of its schools until said money is paid into the hands of the town superintendent, when it will, of course, become the duty of the state superintendent to see that such money is fairly applied.

Question.—Have the trustees of a district a right to close the doors of a school house against a long established Sabbath school composed of the children of the district?

Answer.—The trustees of a school district have, undoubtedly, a right to keep the school house doors closed, whenever they do not thereby defeat the object for which said house is intended to be used.

Question.—Can the trustees of an incorporated school district expend more than twenty dollars during the year for the repair of school houses without being specially authorized to do so by the inhabitants at a district meeting.

Answer.—The trustees of an incorporated school district are, unquestionably, bound to apply the money authorized to be raised by tax in accordance with the wishes of the inhabitants as expressed by them at the meeting when such money was authorized to be raised. At the same time, such trustees, in the absence of positive and clear instructions on the part of their constituents, have power to expend the school money as they shall deem for the best interests of the district,

provided they apply it exclusively for the purposes of education.

Question.—Is it according to the true intent of the law that county examiners must examine teachers who are possessed of a Normal School diploma.

Answer.—The law makes no exceptions in favor of those possessing diplomas, or other certificates from learned institutions, though the graduates of our State Normal School are, no doubt, fully competent to instruct in any of our public schools. The trustees and patrons of a district school have a right to be fully satisfied as to the mental and moral qualifications of the teacher to whom they entrust the training of their children, and any law that might deprive them of this would be unjust.

Question.—Would it be violating the law to pay an order in favor of a teacher possessed of a Normal diploma, or a State certificate, and not in possession of a district, town or county license?

Answer.—The law recognises no other license than that granted by the board of examiners, which is “restricted to the county where the same may be given,” and the license granted by the town superintendent, which is “restricted to the district where the same may be given.” Consequently the diploma of a Normal School, or of any other institution of learning, confers no title to the public funds. And if a teacher does not possess a license recognized by the law, he is not entitled to receive any amount of the public money; and if he is not entitled to receive any amount of the public money, it would be clearly unlawful to pay him any amount of the public money. But an unlicensed teacher, like any other person, may have claims for services rendered upon those who have employed him. The State, by an explicit statute, forbids the payment to him of the public money, but those who take the responsibility of employing him are not thereby relieved of an obligation to pay him according to contract for his labors.

Question.—After the appropriation of public money, to whom does it belong, the State, county, or district?

Answer.—The State does not lose its control over the public money, even after it has been placed in the hands of the township officer, as may be seen by reference to section 14 of the act of April 17, 1846, which provides that it shall be the duty of the State Superintendent to see that the moneys appropriated for the support of public schools are fairly applied.

Question.—Have superintendents or county examiners a right to revoke licenses that are now unlimited, the possessor's character being untarnished?

Answer.—The law clearly provides that a teacher's license may be revoked and renewed at the pleasure of the party empowered to grant it.

Question.—Can a district lying partly in one township and partly in another, be altered without the consent of the superintendents of both townships?

Answer.—Section 5 of the act approved April 17, 1846, provides that "in case a district can be more conveniently formed of parts of two or more adjacent townships, or counties, it shall be lawful for the town superintendents of such adjacent townships to make such division." The action of the town superintendents in such a matter is of the nature of a bargain, unalterable except by mutual consent of the parties making it, or of their successors.

Question.—Can a school district be legally altered without the consent of the inhabitants, or of the trustees of said district, and in opposition to their wishes?

Answer.—Section 17 of "An act to establish Public Schools," approved April 17, 1846, provides that: "In the erection or alteration of a school district, the trustees of any district to be affected thereby, may apply to the township committee to be associated with the town superintendent, and their action shall be final." Which section evidently recognizes the right of the trustees of a school district to be noti-

fied of any alteration thereof contemplated by the town superintendent, in order that, in case of dissatisfaction on their part, they may make use of such means as the law provides for preventing such alterations.

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

While, then, I am of opinion that a town superintendent, in the alteration of a school district, is not obliged to obtain the consent of a majority of the inhabitants thereof; and while I am also of opinion that such alteration would be lawful, (though in opposition to the wishes of the trustees,) if consummated with their knowledge, and without protest or appeal on their part, I am, on the other hand, of opinion that such alteration made covertly and without their knowledge, would be a disregard of the spirit, the phraseology and the provisions of the law, and that any such action to alter a school district would be void *ab initio*.

Question.—Can a town superintendent lawfully apply the public moneys in his hands to the improvement of a building hired for a district school?

Answer.—Section 20 of the “Act to establish Public Schools,” approved April 17, 1846, is in these words: “All moneys received by the town superintendent shall be applied exclusively to the purposes of education.”

It cannot, perhaps, be said that money expended in providing, or repairing a school house, is not applied “to the purposes of education;” but there must certainly be some limit to expenditures of this kind, or the trustees of a school district might lay out their money, from year to year, without affording the least benefit to those immediately entitled to it; and this limit is, in my opinion, aimed at, and virtually made, in section 11 of the supplement approved March 14, 1851.

This section provides that, "in case the trustees of any incorporated school district shall desire to purchase lands, &c., or to build or enlarge a school house, or to expend in repairs a larger sum in any one year than twenty dollars, &c., such trustees may call a meeting of the taxable inhabitants, &c., to authorize such trustees to purchase, build, enlarge, repair, &c."

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

Question.—At a school district election held in conformity with the requirements of the law, Mr. Smith received eighteen votes and Mr. Jones received thirteen votes. Five of the votes ascertained to have been given to Mr. Smith were illegal, were challenged when offered, but ordered to be received by the presiding officer. Mr. Smith was declared to have been elected. Mr. Jones, however, claims the office; and of the other two members of the board of trustees, one sides with him, while the other sides with Mr. Smith; which of them is the lawful trustee?

Answer.—1. Whatever may have been the character of the votes polled at the election above described, Mr. Smith is nominally a trustee of the district, said office having been given to him by votes, the legality or illegality of which must be supposed to have been fairly canvassed, at the time, by the officer authorized to perform this duty, which officer decided that the said Mr. Smith had received a majority of the votes then and there polled.

2. By virtue of the decision of said officer, Mr. Smith, without imperilling any other person than himself, may exercise all the rights and discharge all the duties of a trustee of the district, and his name signed by him as trustee to any

order upon the town superintendent possesses as much force as the name of any lawful trustee of the same district.

3. Whatever may be the decision of the officer presiding over a popular election, the effect thereof is not such as to preclude an investigation of the legal result of said election, and this decision may be reversed by the court competent to investigate the matter. In the present case, as in similar cases, the statute provides that the Attorney General may proceed, at the relation of any person or persons desiring to sue or prosecute the same.

THE NORMAL SCHOOL.

NEW JERSEY STATE NORMAL SCHOOL, }
Trenton, Jan. 1, 1861. }

To the State Superintendent of Public Schools :

SIR:—I have the honor to submit, in compliance with your request, the following facts, statistics, and suggestions concerning this Institution for the year about to close. It is a subject of congratulation that the year has been one of uninterrupted prosperity to the Normal School in all its departments. Through its benign influence in raising up a superior order of teachers and in arousing a more active and a higher public sentiment, the public schools of New Jersey have, it is believed, made more real progress during the past year than during any similar period in their history. The success of its graduates has thus far been much greater than its most sanguine friends had dared to hope. Wherever they have gone, improved methods of training have been introduced, a livelier interest has been awakened among both children and parents, and a decided impetus has thus been imparted to the great work of reform now going forward in the schools of the people. The Institution has already vindicated the wisdom and foresight of its founders and demonstrated its own necessity as the logical head of a true system of public instruction.

NUMBER IN ATTENDANCE.

The attendance for the year in the Normal School and branches is shown by the subjoined figures.

	Male.	Female.	Total.
Normal School, February term,	32	79	111
Farnum Preparatory School, Feb. term,	48	42	90
Model School, February term,	107	104	211
	<hr/>	<hr/>	<hr/>
	187	225	412
	<hr/>	<hr/>	<hr/>
Normal School, September term,	26	68	94
Farnum Preparatory School, Sep. term,	38	38	76
Model School, September term,	110	119	229
	<hr/>	<hr/>	<hr/>
	174	225	399

The aggregate attendance in the Normal School proper of those who are preparing to teach has been for the year as follows:

	Male.	Female.	Total.
	58	147	205
Number of different pupils,	42	106	148

The following shows the number of pupils received during the year from the various counties, not including those in the school at the beginning of the year. Nearly every county has been represented:

Atlantic, 0; Bergen, 5; Burlington, 10; Camden, 1; Cape May, 2; Cumberland, 2; Essex, 0; Gloucester, 2; Hudson, 0; Hunterdon, 1; Morris, 7; Mercer, 14; Middlesex, 7; Monmouth, 3; Ocean, 0; Passaic, 0; Sussex, 0; Somerset, 2; Salem, 1; Warren, 3; Union, 2.

The number of teachers employed is in—

	Males.	Females.	Total.
Normal and Model Schools,	7	6	13
Farnum Preparatory School,	3	2	5
	<hr/>	<hr/>	<hr/>
	10	8	18

The number of graduates since the last report is—

	Males.	Females.	Total.
January,	10	28	38
July,	3	7	10

A new regulation has been adopted with regard to the graduation of the classes. This regulation requires that all who have not taught a sufficient length of time to vindicate their ability to succeed in the management of public schools, shall first be actually engaged as teachers for six months, and shall furnish to the Principal satisfactory evidence of success before receiving a diploma. All such are accordingly "passed" only in respect to scholarship and a theoretical knowledge of their professional requirements, at the time of leaving the Institution. Under the operation of this regulation a class of 10 persons was "passed" in July last. Of this number, seven have actually taught, all of whom have proved to be successful, and will receive a diploma of full graduation at the close of the present term. Hereafter a class will be passed at the close of each term, and will enter upon their period of probation as above described. This plan has been rendered necessary by the practice of receiving new recruits at the opening of each session, and by other considerations, which will be fully elucidated in the forthcoming report of the Board of Trustees.

UNDERGRADUATES.

Only two-thirds of those entering the Normal School are able to complete its course of training and receive its final honors. Out of more than four hundred thus received, but little more than one hundred have graduated. It will hence be seen that a large majority of those who go out to teach, and who are thus actually employed, are not fitted fairly and properly to represent its methods and its spirit. Nevertheless, a large proportion even of these have done nobly and well. How much more satisfactory they would discharge

their arduous duties could they complete the preparation thus begun, I leave you to infer. Many of this class are prevented from accomplishing their laudable purposes in this respect by pecuniary inability. Teachers of both sexes are so poorly paid that it is with difficulty that they can obtain a livelihood while in active service; much less are they able to accumulate a sum sufficient to support themselves while going through a two years' course of special preparation.

May I not be allowed to suggest, therefore, that the Legislature cannot perform a more wise or beneficent act than to appropriate an annual sum of \$1,000 in aid of indigent and meritorious students who are desirous of entering the service of the public in the capacity of instructors of youth. This practice prevails in other states, and it has been a source of inestimable blessings to the community, to say nothing of the encouragement it has afforded to those whom chill penury would otherwise have condemned to a hopeless mediocrity and a life of seclusion.

There are some of those who have spent but a few months at the Normal School, and who have grasped but little of the good it confers, that have done much injury to the cause by their failure to meet the expectations of their employers. School officers should never take such persons on trust. If they claim to be graduates, the truth or falsity of the assumption may easily be tested by a requisition for the production of the diploma. And further, a proper examination of the candidate would soon test his fitness for a position irrespective of his claims to graduation. As the diploma of the Normal School does not exempt its possessor from the usual examinations by the town superintendents or county examiners of public schools, it is to be hoped that all will alike be subjected to this rigorous ordeal without favor. The well being and happiness, not only present but prospective, of the long coming generations that surge over the theatre of life, is a matter too vitally important to be left to the arbitrament of unskilled, incompetent guides. That well being and

happiness preëminently depend upon the influences, both conscious and unconscious, that emanate from the teachers of our land. What manner of persons shall they be? This is the great question of the hour. Alas! how little is it heeded! The examination of teachers is a duty of transcendent importance, and yet it is too often but a formal farce "*so impotent as to invite the defeat*" of the noble ends it is designed to subserve. Let ALL who aspire to the "sovereignty" of a common school, whether trained or untrained for their special work, be subjected to its utmost rigors.

COURSE OF STUDY.

The course of study has been considerably modified during the past year, by the introduction of several branches in the department of Natural Science. Among these may be named Geology, Experimental Chemistry, and Scientific Agriculture. But little more than a beginning has thus far been made in these useful branches, but the utility of the innovation has been satisfactorily established, in the greater interest manifested in their studies by the students, and by the decidedly practical turn which it has given to their reflections and their aims. This result is particularly shown in connection with the agricultural studies, which have excited unusual attention and stimulated much inquiry and discussion. It is believed that the introduction of this subject will prove an invaluable boon to the farming interest of the State, by popularizing, through the teachers of our public schools, a knowledge of the principles upon which all successful agricultural operations are based.

INFLUENCE OF THE NORMAL SCHOOL UPON THE CAUSE OF EDUCATION IN NEW JERSEY.

That this institution has been one of the most powerful causes of the present vigorous educational movement of this

State, will be questioned by few, if any, intelligent observers. It has sent forth nearly four hundred persons, with more or less of special preparation and professional zeal for the great work of the age. It has been visited by thousands of admiring citizens from every quarter of the State. The Press has with commendable fidelity set forth its peculiar merits, its distinctive aims. Its pupils have not only aroused the slumbering people from their apathy and indifference to the great cause, but they have stimulated their professional brethren to new life, to greater industry, to higher aims, through their superior example in respect to better methods and a genuine enthusiasm. Not only have many of the most important schools in the State been revolutionized, but entire neighborhoods, townships, and almost counties, have been powerfully stimulated to activity of effort in behalf of the schools of the people.

The influence of the school is now felt and acknowledged in the County Institutes, and in the State Association. It is beginning to be acknowledged even in the academic and collegiate institutions of the State. Indeed the time is not distant when these seminaries will receive a powerful impetus from the improved condition of the primary schools consequent upon the adoption of the superior methods inculcated at the Normal School. The time is near at hand when it will be universally admitted that Normal Schools are the prime necessity of every school system, and that without them the schools of the people must languish and die. If it be true that the teacher makes the school it is equally true that the Normal School makes the teacher, by filling his soul with that love for his work without which he must be little less than a formalist and time-server in the great vinyard where minds are trained and hearts are cultured for life and immortality.

Is it not time then that the attention of the legislature should be directed to the conservation of an agency fraught with such infinite blessings to the people? To retreat in the battle against ignorance is death. To advance is victory and

conquest. Education is not only the safety but the life of the nation. Why do the storms of passion rage? Why are the foundations of the government shaken to the very base? Why are we at this hour engaged in unfraternal and unchristian strife? Said Washington, "Promote as an object of *primary* importance, institutions for the general diffusion of knowledge." "Education is the cheap defence of nations." Every school house with an intelligent teacher is a light house of freedom, a temple of peace, a pledge of security, of brotherly kindness, of good will. Let us build up the common school then. Let us widen and deepen these sources of intelligence, these springs of virtuous action, that the coming generations may learn that

"The only amaranthine flower on earth
Is virtue, the only lasting treasure truth."

and that

"Religion! she is the joy of man, his better wealth,
The richest!"

Let education in its higher, nobler sense, by universal diffusion, become a universal blessing. Let it be shown that by ignorance the "soul is twice lost; first starved and dwarfed on earth, then doomed hereafter."

Respectfully submitted,

WM. F. PHELPS,
Principal.

REPORTS OF TOWN SUPERINTENDENTS.

ATLANTIC COUNTY.

EGG HARBOR.

I would suggest that the State Superintendent be authorized (if he has not already the power,) to furnish, at the expense of the State, each public school in the State with a proper blank register, which shall be the property of the district, for in this township each teacher has his own register, and generally when he leaves the school he takes it with him, so that there is no record of the school left, and thus the intention of the law is not accomplished.

DAVID LAKE,
Town Superintendent.

GALLOWAY.

I herewith transmit the annual reports of this township as far as I have been able to get them. The interest in education is increasing I think very rapidly. Free schools have been kept some part of the year in all the districts except No. 2, in which they have had some difficulty in regard to the

occupancy of the school house by two different religious denominations, by each of which it is claimed; this difficulty will be obviated in time. The Board of Chosen Freeholders made a good selection of examiners and visitors for this county.

GIDEON CONOVER,
Town Superintendent.

MULLICA.

Agreeable to law I have the honor to transmit to you the usual report on the condition of the public schools in Mullica township.

We have five hundred and sixteen children entitled to public instruction. These, as you are probably aware, are out of a sparse population, (the township being some thirteen miles long and eight wide,) and the fact of our having six school districts, that all may be as convenient to school as is possible, exhausts the public moneys appropriated for school purposes, without giving to the children of the several districts the advantages of school little more than six months in each year.

We raised this year by tax for the support of schools, two dollars per capita for all children contained in the township between the ages of five and eighteen years. There seems a manifest disposition to increase the amount. This gratifying fact is the incentive to greater action on the part of our citizens to establish our public school enterprise in the township on a broader and firmer basis.

The whole amount of money appropriated for school purposes this year is \$1,197 96, which is made up in the following manner: Due from last year, \$78 53; received from the State, \$200 68; raised by tax, \$918 75. Of this amount, \$950 06 have already come into my hands. Of this sum I

have paid out for tuition, &c., \$366 09, leaving a balance in my hands of \$583 97.

Our school houses within the township are six in number, the most of which are not in the modern style of school house architecture, nor have they the late improvements of desks, &c.

The subject of ventilation, with some of our trustees, amounts to a mania; free ingress and egress of air being allowed both winter and summer.

Grammar and geography, with the elementary branches pertaining to an English education, are taught in all our schools. They are now all supplied for the first time with Webster's Unabridged, and Lippincott's Gazetteer.

We have no teachers from the New Jersey Normal School, but have some good ones from "Yankee land." These are all possessed of a license, and attest the efficiency of our most excellent board of examiners.

SAMUEL STILLE,
Town Superintendent.

WEYMOUTH.

Inclosed you will find my report, but I cannot vouch for it being exactly correct, as I cannot impress the minds of all the trustees and teachers with the importance of making their returns. We have no schools after the public money is expended, and there is little or no interest manifested about school until the next year. Our township is bounded by Tuckahoe and Egg Harbor rivers on two sides, and the settlements are adjacent to those rivers. Back from those rivers there are twenty or thirty children from four to five miles from any school house, and they are most in need of public aid. Is there no way for them to draw their quota of the public money?

JOHN HOGAN,
Town Superintendent.

BERGEN COUNTY.

HACKENSACK.

Three of the public schools of this township are free schools. All the school houses, with but a single exception, are in excellent condition, and generally, amply provided with all the modern improvements which have become to be considered necessities.

The teachers are well qualified to fill the stations they severally occupy, and give satisfaction to their trustees.

A constantly increasing interest in the cause of popular education is clearly apparent in this township. Public education, compared with what it was ten years ago, exhibits a marked change for the better. In proof of which it may be stated that in 1850 there were in this township eight hundred and thirty-three children of legal school age, and the average attendance less than four hundred. The whole amount of moneys received from all sources was as follows, viz :

From school fund,	\$289 19
“ interest of surplus revenue,	336 23
“ town tax,	242 15
	<hr/>
Total,	\$867 57

The town tax collected in 1859 was 1000 per cent. more than in 1850.

In 1850, a district containing one hundred and thirty-five children, and receiving \$141 76 for the whole year from all sources, was, in that year, by a special act of the legislature, incorporated; which act still remains in force. Now the district contains two hundred and forty-one children, and receives from all sources \$1,144 35. The difference in the

character of the school and teachers employed fifteen years ago and now, is about in a ratio with the moneys received ten years ago and now. The same may be said of nearly all the schools of the present day in this region.

JOHN VAN BRUNT,
Town Superintendent.

HARRINGTON.

It has been neglected by the freeholders of our county to appoint examiners for the last two years, but last spring they once more appointed two, both of whom are experienced and practical teachers. The condition of our schools is much the same as last year.

They have all been kept open the whole year, allowance being made for usual vacations. We have one district which has kept a free school. In the remaining four, the tuition varies from one to two cents per day.

It is impossible to furnish correct statistics with regard to the number of children who have attended the different periods of time, for the record is often kept on a sheet of paper, and when the quarter terminates it disappears.

C. TANNER,
Town Superintendent.

HOBOKUS.

I regret my inability to give the desired information by answering the questions contained in your third series, especially with regard to the attendance of the scholars, as a majority of the present teachers have not been employed half the time during the past year, although some of the teachers are punctual in making out their reports, while others neglect to report, we cannot obtain the desired information. I hope some means may be devised to obviate this difficulty.

I am happy to see an improvement in the qualification of teachers; county examiners have been appointed, and, I trust, a proper standard for the qualification of teachers will be adopted, although they may meet with some opposition.

The Teachers' Institute which was held in Washington township, in November last, has given an impetus to the teachers of Hohokus township, the effects of which, I trust, will be seen in the conduct of their scholars for years to come. A majority of the teachers are females, and I am happy to see an improvement in the schools during the past year, and an increased interest manifested in the cause of education; and I hope the day is not far distant, when Hohokus township shall not be a whit behind any of her sister townships in training the young and rising generation, and qualifying them to become good citizens.

JOHN A. TERHUNE,
Town Superintendent.

LODI.

In compliance with your request, I have filled up the blanks in the "series of questions" sent to me, to the best of my ability, from the reports I have received from the trustees.

It gives me great pleasure to hear that the three schools in our township are in active operation, which has not been the case for more than two years, from causes over which the superintendent has had no control, and must be attributed mainly to the lack of interest felt by the parents and citizens in the education of their children. At the last annual election of trustees, the superintendent endeavored to arouse the citizens of the district to a sense of their duty in this matter. The result was the election of trustees who have taken a greater interest in the education of the neglected children, so that the school house, which has been closed for many months, is again opened, with the prospect of continuing all

the winter, and it is hoped they will be able to erect a new school house in the spring, as the one now occupied is wholly unfit for the purpose.

The other schools in the township have been open all the year. The largest one has been free for nearly three years, but owing to the increase in our population, the numbers attending school have greatly enlarged, so that an assistant teacher was absolutely requisite. Our funds therefore have fallen short, and a tax of fifty cents has been made on each scholar, the first tax in three years. It is hoped this will be overcome at our next election by an increase of school tax.

I have visited the schools several times during the year, and attended the examinations when I have been informed, and have always been pleased with the result of my visits.

ROBT. W. FARR,
Town Superintendent.

NEW BARBADOES.

I herewith send you answers to printed questions which I think will be satisfactory. All schools under my charge are in a flourishing condition. All the teachers are now licensed, (although not without some difficulty); they now appear to consider themselves upon an equal footing professionally. The people generally manifest considerable interest in educational affairs; and the time, I am happy to say, is not far distant when schools in this section of New Jersey will take the first rank.

PETER ROMAINE,
Town Superintendent.

UNION.

In addition to the statistics herewith furnished you, in an-

swer to the questions you transmitted to me, I desire to record a word of encouragement to the friends of popular education.

The universal complaint that parents do not visit the schools, is not out of place here. Were they made fully aware of the encouragement bestowed by occasional visits to the school room, both to teachers and pupils, they would certainly not manifest so little concern.

This must not be construed, however, into indifference with regard to the interest of schools. Education with them is no longer regarded as a thing of secondary importance, but is claimed as the secret of success in life, and secures the hearty support of nearly all our citizens. The free school system is now no doubtful experiment, and its success everywhere encourages us to hope that at no distant day New Jersey will take another step in advance, and institute a system by which the children of the poorest may enjoy the inestimable advantages of a free education.

No legislative measure, however prolific of public good, ever met with unanimous approval; but from all I can judge, a general free school system would not only be acceptable to a large majority, but would be an incalculable boon to the rising generation and a pillar of strength to the State.

I deem it unnecessary to recapitulate here any items of information appended to your questions—they will speak for themselves—and I trust are entirely correct.

JOHN GOW,
Town Superintendent.

WASHINGTON.

Enclosed you will find my statistics. I sincerely wish that measures would be taken to ensure full and accurate returns.

Our schools have improved during the past year. In old Hook, No. 1, with Mrs. Nelson, and Lower Pascaek, No. 3, Mr. Hennon, as teachers, we have had two efficient schools,

such as it is a pleasure to visit, and they have been kept open the *whole year* by the *same teachers*.

It is false economy to change teachers every few months, and the children in such districts bear witness to the assertion.

I would not employ for the winter the first young man that came along, saying "he had nothing to do, he would like to teach school," &c., if he would work for nothing and board himself. The object in sending children to school is, not to have them pass away the hours devoted to study, but to have them acquire knowledge, and prepare for the active duties of life.

Our schools like our houses, our barns, should be everywhere.

The genius of our institutions and the framework of our government demand that intelligence be spread over our country, that it fill our factories, guide our ships, attend our mercantile affairs, and preside over the varied callings of our busy population, and the future welfare of each child depends in a great measure upon the character of our primary schools, and the elementary education that he receives.

GEO. B. BROWN,
Town Superintendent.

BURLINGTON COUNTY.

BEVERLY.

The interest manifested in our schools by the people of the township is not as great as it ought to be, nor as great, I think, as it would be if we had not the "Farnum School," a

branch of the State Normal, among us, besides two other good select schools.

These are all good and useful schools, yet they take up the most advanced pupils, and lower the standard in our public schools, and in this way, it seems to me, do not help, but rather destroy the interest in the "free schools" as they are called, which is nearly true, for one of our districts is entirely free for about seven months per year, and another for ten, (excepting one dollar a year entrance fee,) and the others closed generally in the summer are in considerable part free in the fall and winter.

The number of children reported by me does not give a fair view of the proportion of the children between five and eighteen years attending school in this township, from the fact of quite a number attending the schools above named, and so not shown in my report.

The education of the "lower million," it seems to me, should be ever dear to the heart of both philanthropist and patriot statesman, and for this end a general system of education by the State authority, having as few features about it as possible that tend to wound the sensibilities of the poor, and causing as general a mingling of the children of all classes on terms of equality as is possible is very desirable and worthy of our best and constant endeavors to effect. I hope that New Jersey will ere long be found in the front ranks in this matter, and whilst we have some "slow coaches" in their opinions on this subject, we still have a large and growing "free school" sentiment among us.

Some of our modern notions are evidently more showy than useful, yet let us not look back but prune and trim as experience leads the way, giving all the time especial attention to the foundation studies—(*i. e.* reading, writing, spelling, and numbers,) for the sake of that large class whose time in school is very limited, and then, in our "public schools," give whatever of "finish" may be practicable after that.

A. H. NICHOLS,
Town Superintendent.

BURLINGTON.

I have the pleasure to report, that so far as my observation has extended, the public mind seems to appreciate in a good degree the cause of popular education.

Our public examinations are not attended so largely by parents as they should be to show the teachers and scholars all the encouragement they deserve.

The same may, in general, be said of the trustees, but when any unusual circumstances have made especial duties necessary on their part, I am glad to state that they have acted with commendable diligence.

The principal impediment to the prosperous working of our schools has been the scarcity and tardiness with which funds due from the State have been supplied. Through this inconvenience, all our school operations have been greatly embarrassed, it having been necessary to resort to borrowing money to pay the expenses attending them, while one school has remained without a teacher for a considerable part of the year, and during the remainder, has been supported almost entirely by private means, much to the dissatisfaction of the friends of education in that district, to the misfortune of the children, and I think it is just to say, to the discredit of the State.

H. S. HAINES,
Town Superintendent.

CHESTER.

The schools are all supplied with teachers in the districts of the township, with one exception, and that is Friends Frame, Westfield, which has not been kept open these two years, and has consequently been thrown out, and is no longer styled a district school. The schools all appear to be in a prosperous condition, and there is more interest manifest than formerly throughout the township as regards education. We have no

free schools as yet in the township, though I am in hopes that ere long we shall have them throughout the State. There has been no board of examiners appointed by the county.

JOHN S. STILES,
Town Superintendent.

MANSFIELD.

As I was elected in March last I am unable to make as perfect and full report as I would wish to you, for there have been many changes of teachers within the last year, and they leaving without any report whatever, it is not in my power to do any better. Our teachers, with some few exceptions, have experience, and make teaching their business. They have been regularly examined and licensed, according to law. No examiners have been appointed in this county. The schools are all free in this township, the teachers receiving three cents per diem for each scholars' attendance. The schools have generally been kept open the year past excepting the usual vacation, and are mostly well attended. I have endeavored to be in each school at least once every quarter, and have been well pleased with the advancement some of them are making, and I can truly say our schools are improving, but it is a lamentable fact which cannot be denied, that we have many parents and guardians in this towanship who do not avail themselves of the opportunity they have of sending their children regularly to school, notwithstanding the schools are free and they have no objection to the teacher. The children are allowed to spend much of their time at home or in the streets, without any employment and under little or no control or restraint.

They will tell you they are very anxious their children should obtain a good education, and yet will make no effort for them to gain that education and seem to think it is of but

little importance, but which I will take the liberty to tell them is of more value than all the wealth they possess.

We have one teacher from the State Normal School, who is a credit to that institution.

JULIUS A. STEWART,
Town Superintendent.

MEDFORD.

I send herewith my report, which is as correct (or as nearly so) as the incomplete returns from the teachers permit. The difficulty grows out of the change here generally in teachers—females in summer, males in the winter; dividing the year into two terms, those leaving in the interval taking their lists of attendance away with them. The matter of keeping a permanent school register, though often urged, is as yet but little attended to. But little interest is manifested by the people generally in regard to their public schools. We have none entirely free; but a small sum (only \$204) raised by taxation, and as you may readily infer no very flourishing condition can be boasted of (for our schools); at best a stationary condition is all I can assign them. Until the people generally feel and manifest a deeper interest in their educational affairs by giving more personal attention, urging a more regular attendance of the pupils, a more careful selection of competent teachers, and more willingness to contribute a generous support in aid of their schools, I do not look for change: but when the fact is more fully apprehended, as it will be eventually, that 'tis not alone "*industry*" will elevate us as a people without the moral and intellectual wants being satisfied and keeping pace therewith, and trusting that time may soon arrive, when every citizen not only for his own benefit but for the good as well of the community with whom he is identified, will cheerfully aid in this great public need.

JOSEPH EVANS,
Town Superintendent.

NORTHAMPTON.

We have one small district from which no report has been received; it comprises a single school, with an average of about twenty to twenty-five scholars, taught by a male teacher during the winter and a female during the summer session.

Our school edifice is of brick, divided into six distinct apartments, located in a quiet, though central and airy part of the town, with ample play grounds for the different departments partitioned off by tight board fences.

Much interest has been manifested by the inhabitants in our public schools, and in every instance within my knowledge they have cheerfully granted every dollar that our trustees asked for, either for educational purposes, or building or repairing school houses; and also for supplying the schools with books and stationary.

Our teachers appear to be well qualified for the different departments in which they are engaged, and give general satisfaction.

It appears to me that there is a danger of our schools falling too much into the impulsive ideas of this progressive age. I cannot look upon the children in our primary departments without feelings of sadness, knowing how much more the little innocents would enjoy themselves in roaming about as nature prompts them, instead of which they are confined for weary hours to their seats. Then as soon as they commence to read a little, they are required to commit to memory lessons in which long hard words occur that they cannot comprehend. Then comes the mental arithmetic, when, while working out the result the problem must be retained in the mind. Then perhaps, a dull child, that cannot keep up with its fellows, must keep its seat while the others are out at play. And then the long lesson that occupies the whole evening to commit to memory. Is there not a danger of overtasking the

young brain? May not the ripe scholar of eighteen become the idiot at twenty-five?

P. S. BUNTING,
Town Superintendent.

SOUTHAMPTON.

Having answered your printed queries, but little is left me to say, and little as it may be I regret to say it, not being very flattering to the people of my township in regard to educational affairs. Our school houses are many of them old fabrics, with old fashioned forms and back breaking seats, so high many of them that the little one's feet dangle in the air beneath. I think our school houses ought to be much more comfortable than they are. We raise in our township funds sufficient to keep our schools open nearly all the year round if rightly managed.

The people are becoming more and more favorably impressed with the Normal School, and the different teachers who have been students at our Normal School have given very good satisfaction, I believe, as teachers here. As all matters of interest are referred to in your questions, I deem it unnecessary to make any further remarks.

ALEX. ELWELL,
Town Superintendent.

TUCKERTON.

The remarks made in reference to the schools in this township in my reports of the two preceding years, will still apply to them with but little material alteration.

The average number of months that the schools are kept open is gradually increasing from year to year. For the past year it is a fraction over six months. In four districts schools have been sustained nine and ten months; in two,

six months ; in one, four months ; and in the remaining three, three months each.

This increase in the average duration of the schools, and the growing sentiment in the public mind in favor of employing only competent teachers, are the chief evidences of advancement in the educational interests of this section of the State.

In a majority of the districts the schools have been well taught and conducted ; in others the trustees have considered the economy of their funds of more consequence than the proficiency of the teachers, and have endeavored to make a little money furnish a considerable amount of—*school* ; I regret that I cannot say *education*.

As there never has been any examiners appointed in this county, the trustees have always felt themselves at liberty to employ whatever teacher they can get upon the most favorable terms, and such being the rule, teachers are frequently employed and enter upon their duties several weeks before the superintendent is informed thereof. If under such circumstances a license were withheld upon the ground of incompetency, trustees and people would complain of injustice by being deprived of the benefits of their public funds.

One of the greatest evils of our present school system is that its operation in the way of taxation bears unequally, and some think unjustly, upon the citizens of the State, and makes opponents of the very class of men which it would be desirable to enlist in favor of popular education. Another evil is that those whom the law aims to benefit most, having no individual pecuniary interest in the matter, and feeling no direct responsibility attaching to them as to the proper expenditure of the school funds, seem to care very little whether their children attend the schools or roam at large over the fields ; practically acting upon the false principle that whatever costs them nothing is too cheap to possess.

If free schools were established throughout the State for six, or even three months a year, and the attendance of

scholars compelled, and every parent made to feel an individual responsibility by having a small pecuniary investment in the funds, every child in the State would get a reasonable education, and the expense would be no greater, annually, than our present irregular and uncertain tax system.

The Teachers' Institute, which has just closed at Tuckerton, was a most valuable appliance in arousing the minds of the people to more correct views respecting the subject of education.

Its sessions were well attended, and the citizens of the township were highly gratified with the exercises throughout. Professors W. F. Phelps and C. W. Sanders, who conducted the Institute, won the admiration and gratitude of all who listened to their instructions.

The influence of the Institute will long be felt in this community, and it is my expectation that the interests of education will make a long stride of advancement in this part of Burlington county during the ensuing year.

THEO. T. PRICE,
Town Superintendent.

WASHINGTON.

I herewith send you a report of the public schools in this township. School is now opened in all the districts but two, and I have urged the trustees of those districts to open a school as soon as possible. So far as I can learn, there is a growing interest manifested in regard to education, and the people seem to be waking up to the fact that education is really necessary, and that money expended in the education of their children is a good and safe investment.

This year we raise for schools \$800, being an increase of \$200 over last year. Another evidence of an increasing interest: we are building larger school houses and better ones; more care is manifested for convenience and comfort.

PETER LANG,
Town Superintendent.

CAMDEN COUNTY.

STOCKTON.

Our township is small: agricultural and horticultural, located near Philadelphia. The people are much employed in trucking, yet perhaps there is as much interest taken in education as in most agricultural townships. The districts in which the school houses are, are incorporated; the money raised for the support of schools has been raised by taxation on the different districts, not by general township tax for schools. There is plenty of room for improvement in teachers, trustees, and the people generally.

JOEL HORNER,
Town Superintendent.

UNION.

Enclosed you will find report of our schools. I do not think there is much in relation to our schools that would be of much interest to you. A fine large brick school house was erected last year in district No. 3, at a cost of about \$6000. No. 2 district is much in want of a house, and contemplates erecting a new one next year. Our schools are generally well kept; I do not hear of much complaint.

WM. S. McCALLISTER,
Town Superintendent.

WATERFORD.

I send you a report of the schools in this township. It is

my privilege to state that our schools are all well attended and in a prosperous condition.

DANIEL M. STOUT,
Town Superintendent.

CAPE MAY COUNTY.

CAPE ISLAND.

Permit me to say that our public school at this time is conducted upon a plan similar to that of the Normal School plan, and I think will succeed to the satisfaction of all who are interested in the education of their children, and our present teacher seems to be a man well qualified to carry out the true principles of correct teaching; but there is one evil existing which should be removed, and which can only be obviated by dividing the district school into two. It is the evil of crowding into the school as many as each family feel disposed to send, which necessarily places the teachers in a very unpleasant position, and compels them, unless perfectly systematized, to curtail, in a great measure, the instructions which they designed to impart; but, methinks, the time is approaching when many, if not all, of the existing evils of our public schools will be entirely removed. I speak now in general terms, for I believe that the existing evils of our school in this city prevails in others also in other townships, and that the time will come when the parents and friends of education learn to appreciate education and all of its concomitant advantages as they ought; for I feel satisfied that they have an equal agency with the teacher, or at least a corresponding agency, in producing those desirable results contemplated by systematic teaching. Our present teacher or

principal, Mr. Corson, has already suggested some very important ideas, one of which is in reference to introducing, among other things, a complete set of outline maps for the use of our school, which may be suspended, one at a time, in some conspicuous place where it may be seen by all the school, and all needful explanations given, especially to those who are studying the science of geography. I have ordered, with the acquiescence of our trustees, a complete set of these maps, which, in a few days, will be on hand and ready for use. Our public school at this time bids fair soon to become second to none in our county, so far as I have an opportunity of knowing the condition of those schools in the adjoining townships; but notwithstanding the favorable aspect of our school at present, yet there is one thing still wanting, and that is a suitable house of our own, located in a more central part of the city than the one where our school is now being taught, and one sufficiently commodious to enable the teacher to carry out more fully his plan of systematic teaching, and where the colored classes may also receive the instruction designed for them, without mingling so much with the whole school, which to the minds of some is not a very pleasant reflection, and also to the teacher it is oftentimes very annoying, and causes him, generally speaking, more trouble than three times the same number of white children would do placed in the same position, (owing to the peculiar temperament of the African race,) and we want also a more general coöperation on the part of parents with the teacher and trustees in bringing about these desirable results. In short, we want "a long pull, a strong pull, and a pull altogether," in order that education might be placed upon that basis. The reading of the Sacred Scriptures is observed in our school, and the school opened and closed with prayer.

JAMES S. KENNEDY,
Town Superintendent.

DENNIS.

I received your circular, and return it with answers as near the truth as possible under the circumstances. Our schools are not all in operation yet, and the teachers are all new and on their first term, except one. This constant change of teachers is a great drawback upon our schools. About this time of year, our county is flooded with hungry Yankees seeking employment, and our trustees are too apt to discard good teachers and risk some of those untried ones. I am pleased to find you are making an effort to reorganize our schools. For several years past, as superintendent of Dennis township, I have urged the necessity of furnishing, at the expense of the State, to the superintendents, blanks to be given to the teachers to fill up and return to the superintendent, embodying all the requisite information for the State Superintendent. Without this our reports are mere guess work, and no reliability has or can be put upon them under the present system. As a proof of this, I find by the reports of the superintendents, for the year 1859, one hundred and twenty-one townships (out of about two hundred) reported suggestions, and forty-five *absolute complaints* of their inability to make correct returns, without blanks or some other means of information not now obtainable. There is a form of a blank on page 74 of printed instructions of State Superintendent, which, by a little addition, might answer, and I suppose it would not cost over twenty-five or thirty dollars per annum to print those blanks, a very insignificant sum for the ends to be obtained.

MAURICE BEESLEY,
Town Superintendent.

MIDDLE.

The statistics herewith submitted are as accurate as it is in my power to make them. I find it difficult to obtain reliable

data from all the schools, as some of the teachers do not send in their quarterly reports. Examiners have been appointed, and our teachers having license, are well qualified to teach, and seem to have made teaching a profession, and are fully impressed with the great responsibility that rests upon them, in the discharge of their several duties. Defects in our school system there may be, but we believe, that when school officers properly execute, and the people maintain, support and carry out its provisions, in a proper spirit, the expectation of its framers will be fully met, and that it will afford to our children an opportunity to obtain a liberal education.

JOHN W. SWAIN,
Town Superintendent.

UPPER.

It is with pleasure that I send you as correct an answer to all your questions as I am able to do.

The schools in this township are all in a healthy state. There is an evident progress made by the scholars in their studies. The teachers are all regularly licensed and stand high for scholarship, moral character, and efficiency in their business.

The free school system meets with increased favor by the inhabitants of this township. Yet many feel that there is a lack of completeness in that system, namely, the want of one school in each township of a higher grade than those now established, to which the more advanced scholars may be promoted, and pursue those studies which cannot be profitably pursued in primary schools.

JOHN JONES,
Town Superintendent.

CUMBERLAND COUNTY.

BRIDGETON.

The public schools in Bridgeton township are progressing slowly, and I am satisfied we cannot boast of a large advance from last year, but we are in a better condition. Our people regard public schools in their true light, and last March, as an evidence of it, voted twenty-five hundred dollars to be raised by tax for school purposes. So far as I can judge, the present school law perhaps is about as good as we can expect to have, and it remains with trustees, town superintendents and teachers to carry out its provisions properly, which is not always done. Our board of freeholders appointed two examiners for public schools, and they have been discharging their duties no doubt with good results.

LEWIS McBRIDE,
Town Superintendent.

DEERFIELD.

In obedience to the law requiring an annual report from the different town superintendents, I would respectfully offer the following as that of Deerfield township, Cumberland county. The township is divided into six districts, and also contributes to the formation of two districts of adjacent townships. The number of school houses within the township is six—one to each district. They all consist of one story frame buildings, in healthy neighborhoods, with suitable shade trees and play grounds attached. Four of the houses are in good and comfortable condition; the remaining two

are very much out of repair. Two of the districts are incorporated under the general law. The schools will compare favorably with others of the surrounding country, but the ideas of the people in regard to education are behind the age. In district No. 2, numbering 120 scholars, with a house totally unfit for occupancy, there has been for the past three years an effort to build a new house by taxing the inhabitants to the amount necessary to defray the expenses, but it has so far been unsuccessful, although a majority are in favor of it, but not two-thirds, as the law requires. Those having no children, or whose children are grown up, think it unjust for them to be compelled to contribute to the education of others, not remembering that some one was obliged in years gone by to help towards their education or that of their children, and not knowing that as the masses are improved intellectually, so everything will rise in the scale of importance.

The laws in relation to licensing teachers have not been obeyed as they universally should be, but through the past summer I have compelled all to be licensed according to law. I think if a law was passed making it finable for any person to present himself or herself as a teacher, without being at first licensed, it would in a great measure prevent this evil. The trustees, as a general thing, do not take sufficient interest in their different schools, many of them often not visiting the schools during a whole quarter. Another evil is the multiplicity of books, totally preventing the proper formation of classes, and preventing the teachers from advancing with the tuition of their pupils as advantageously as they might. This evil is not as great as formerly, and in time I think will be totally eradicated. As to the average attendance, the quantity of funds raised, &c., information may be gained by inspecting the various answers to the printed questions accompanying this report. No district receives sufficient funds to defray all the expenses of their tuition. The balance is raised by assessments upon the parents of children, according to time sent to school. I think that the people are gradually becoming con-

vinced of the importance of education, and that in time greater facilities will be afforded for the education of the young.

CHARLES C. PHILLIPS,
Town Superintendent.

GREENWICH.

I have sent you as true an account as I have been able to collect from the different sources in this township, at the same time I acknowledge it to be very deficient in many points.

First—The teachers of this township do not seem to understand that it is their duty to make out a list and send me, as the law requires them, but they leave that for me to find out as best I can, by collecting the roll books from the schools. Thus I am able only to furnish a part of my report through the teacher—the very source to look to. The ages of the children I have to refer to the returns of the trustees in the spring, to find anything about.

As for the condition of our schools the past year I have but little to say. I cannot complain of our teachers, for they do not have an opportunity to do justice, were they to try ever so hard. For this reason: some of them have not books enough to form a class, nor blackboard enough on which to draw the map of Rhode Island. The houses in three of the districts are passable, as far as quality is concerned, but not in size. The one in the second district, particularly, is not large enough.

In our first district we have three houses, in which there is a school a part or all of the year, and the public money is allowed to each scholar when he goes to school, be that when it may. There is not money enough when used in that way, to give each child but one term of schooling, and after that the pay comes from another source, that is, out of the parents' pockets.

We need a new house in the first district, one large enough

to accommodate all the children in the district, and then confine the public money to that school, then the money that now only schools each child one term, would school all in the district nine months.

RICHARD S. DARE,
Town Superintendent.

HOPEWELL.

In reviewing the past three years, I think it is very evident that there is an increased interest felt throughout the township in regard to our common schools, though the inhabitants are not yet awake to their own interest upon the subject.

Our schools at present are in good condition, and most of them are taught by those who are well qualified to teach all that is required of them.

During the past year there has been a new school house built in Harmony district, by tax, at a cost of six hundred and fifty dollars; one half being raised this year with the expectation of raising the balance next, thus availing themselves of that wise and just law which gives every person the privilege of paying their equal and just proportion throughout the district.

JOSEPH H. OGDEN,
Town Superintendent.

MAURICE RIVER.

In presenting this my annual report, I am able to say that the schools in our township are in a flourishing condition, and there appears to be an increasing interest manifested by the people in the cause of education. Our schools are supplied with competent and I believe successful teachers, all of whom have had considerable experience in teaching.

We have county examiners this year, and all of the teachers have been regularly examined and licensed by them, in connection with the superintendent. If some of our school houses were pulled down and new ones erected in their places I think we should be making one grand step in favor of education and improvement.

Upon the whole, I think we have reasons for encouragement and increased exertion.

J. E. SHEPPARD,
Town Superintendent.

STOE CREEK.

It affords me pleasure to state that notwithstanding the cause of education does not receive that attention which its importance demands, yet there is an increasing interest, and our schools are tolerably well conducted.

We have an academy located at Shiloh, which together with the West Jersey Academy, in Bridgeton, have done considerable to elevate the standard of education in this and the adjoining counties.

GEO. TOMLINSON,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE.

I have the satisfaction to report to the State Superintendent that the schools in the several districts in the township of Belleville, N. J., are in a healthy state, and in all matters

which concern the interest of our public schools, those to whose care they are entrusted manifest great care and attention in their management. We have in the township five districts, viz: South Belleville, Montgomery, Second River, North Belleville and Franklin, all incorporated but one, South Belleville, our smallest district, numbering about sixty children between the ages of five and eighteen years. This district was formerly joined to a small district in Bloomfield, which union was dissolved, and their progress has since been limited. The school for the summer season has been under the care of a competent female teacher, but will be discontinued for the winter months, not being able to provide a suitable room. Our reports from the Montgomery school are not so favorable, on account of the frequent change of teachers the past year, and the school has thereby suffered some interruption and their progress somewhat retarded. The school is now under the care of a male teacher well recommended, with a female assistant.

Our village district, the Second River, the largest in the township, is well cared for; provided with one able male teacher and two female teachers; the schools in separate rooms, with good accommodations. We report the institution in a flourishing condition, and the trustees careful in watching its interest.

The North Belleville school has been vacated during the past season on account of the rebuilding of their house, and not being able to find a room to accommodate them. They have erected and nearly finished a spacious frame building which does them much credit, and which will add greatly to the interest of the neighborhood.

The Franklin school in their new and very convenient house has been open the past year under the care of competent teachers; the earlier part of the year under the care of two females; now a male, with a female assistant. The school is carefully attended to and the people much interested in the institution. With regard to the working of our free school

system, it seems to meet with the favor of our people, and is doing good, especially among a class of people whose children if not provided for in the free school would be left to grow up in ignorance, so we bid the free school system God speed—may it prosper and long continue to be a blessing to the land in which we live.

SAM'L L. WARD,
Town Superintendent.

BLOOMFIELD.

The annual report of the township of Bloomfield is herewith transmitted. Under the head of "Amount raised for building, repairing and furnishing school houses," the sum named expresses only the amount raised by tax from the people. Over this in one school district during the year \$4475 has been expended. It was raised by the board of trustees to erect a school house, and will eventually be paid by the people in such payments as they shall order from year to year.

After the usual manner of town superintendents I should go into a particular laudation of the schools in this township, recount the great awakening which is being accomplished in the public mind on school questions, and recommend all the rest of the State to take our schools as patterns. Such work I decline. The great majority of the people are wonderfully indifferent to the smallest wants of common schools. Every spring some half dozen meet in their respective localities and select a board of trustees, generally from among those of their citizens not present, persons perhaps who know the least and care the least concerning public schools of any men in the township. This done, after considerable coaxing the elected board consent to serve. Now on the principle that cheap things are the best, they secure a teacher, after which, with the exception of drawing the school moneys and paying the

teacher, they never enter the school or give it the least attention during their term of office.

As to parents, the great majority of them never enter the public school room, except to conduct some noisy urchin whom they cannot be bothered with at home.

Under such fostering care is it any wonder our common schools lag far behind those of adjoining States. True there are many localities in which the schools receive all the attention that seems needful for their prosperity, but such is an exception to the general rule in this township and in the State.

The only remedy is the proper education of the masses, and as the old ones cannot be reached by legislation the State should increase its bounties to the common schools, thus giving the rising generation opportunities for education which their fathers had not, and thus through their increased intelligence eventually will our schools reach the desired eminence.

In visiting our schools during the past year I have witnessed an increased attention on the part of school authorities to the various necessaries and comforts of their school buildings, such as a discarding of the old pine desks and benches and the introduction of the modern improvements in seats, desks and tables, with blackboards, maps and kindred things; along with this a complete change in the mode of heating and ventilating.

This latter is a matter of vital importance and cannot be examined too closely. No one thing has been more fruitful of disease and death in our communities during the winter season, than the bad ventilation of our school houses. I need not describe what the mode of ventilation has been—every one who has given it the least thought knows. As to heating: steam, or hot air properly moistened, should, wherever practicable, be the means employed. As to ventilation: it is known that in breathing we throw off carbonic acid gas from the lungs and take in oxygen. This carbonic acid gas is a poison, and is heavier than air. In a room where a large number of children are crowded together, this gas, if no way

be provided for its escape, commences to accumulate at the floor; in a little time the floor is covered over a foot thick with it; by and by two feet, and so on until it reaches the mouths of those in the room and impedes their taking in a full inspiration of good air. The consequence of all this is seen in the headaches, feverish looks and general debility of the whole number thus exposed.

As an antidote to this, I would recommend the placing of ventilating registers, at least four inches in diameter, in the floor or within one foot of the floor, in all our school rooms, at the same time retaining the ventilators now commonly used in the ceilings. It is an acknowledged law in ventilation, that four square inches at the base of a room is equal to four square feet at the ceiling. This thing, in my estimation, only needs a trial to ascertain its utility—once used, it will never be discarded.

I cannot close this already too wordy report, without mentioning the public school spirit which has been evinced by the people of the West Bloomfield school district, during the past year. They have purchased ground and erected on it a two story brick school house, with a tower, at a total cost of a little less than six thousand dollars, including furniture and heating apparatus. This for a not large country school district is noble. The building is a model of school architecture, and will vie with anything of the kind in or out of the State.

JNO. J. H. LOVE,
Town Superintendent.

CLINTON.

In transmitting you my report, I send you the statistics as correctly as the cany be obtained at present. The absence of registers in some of the districts, owing to the frequent changing of teachers, renders it impossible to obtain a more accurate one. Our schools, of which there are ten in num-

ber, are in a very flourishing and prosperous condition, with the exception of three; these, for the want of public funds, are closed for about half the year, which is very much to be regretted, as the interest so necessary for the maintenance of good schools becomes torpid, and little improvement or advancement can follow where this condition of things exists. In one district where this has been the case, an increased interest has been manifested during the past year, and has shown itself in a commendable way, by the assistance of private, in the absence of public funds. Two new school houses have been built within the past year, giving us a good school house in each of the ten districts. The one just completed and dedicated in District No. 9, is one of the first in the township, and reflects great credit on the trustees and inhabitants of said district for building so substantial a house, and one so well adapted for educational purposes. We have, in a majority of cases, good and competent teachers, varying somewhat in their government, but in most cases highly commendable, reflecting great credit upon themselves and schools.

The irregular attendance of children at school in some of the districts, discouraging as it is to the teachers, aside from producing disorder among the different classes, is a source of much complaint. I regret exceedingly that some of our schools have not, as yet, obtained those two invaluable works, Webster's Unabridged Dictionary and Lippincott's Pronouncing Gazetteer, hoping soon to have them placed in each and every school in the district, thereby enriching them.

D. S. SMITH,

Town Superintendent.

LIVINGSTON.

In accordance with your suggestion, I accompany my statistical report with a few remarks in regard to the condition

of our schools in this township, and the interest manifested by the people in the cause of education.

I am happy to say that I think a gradual improvement in the condition of our schools is perceptible, and that the interest evinced by the inhabitants for the cause of education, is evidently on the increase. I think the people generally attach a higher value to a good common education than formerly, from the fact that at our last annual town meeting they raised three hundred dollars more for school purposes than any previous year. And yet I feel that it does not meet with that favor which its importance demands. Forming, as it certainly does, the foundation of good order in society, the education of the whole population should receive our united and unceasing support.

Our school houses are, the most of them, in a comfortable condition, and have good play grounds. One district (Centerville) has erected a new building during the summer, for which they deserve much commendation. The building is a neat structure of wood, well arranged, on a beautiful site, and only lacks the shade trees.

In conclusion let me say, I hope the day is not far distant, when we shall all take a deeper interest in the prosperity of our schools.

ANDREW TEED,
Town Superintendent.

MILBURN.

In obedience to the State law requiring the superintendent of public schools in each township to render a written report to the State Superintendent, I now would respectfully beg leave to report to you that the undersigned was duly elected to the office of superintendent in Milburn township, in April last, but, in consequence of the untimely death of the former superintendent, the Rev. Horace H. Reid, in Switzerland, in March last, that he received no accounts, moneys or report

from him, and is therefore utterly unable to give anything but an *absolute* account of the schools under his care during his own incumbency—nothing with reference to their *relative* condition when brought in comparison with former years. The general state of public instruction in this township, I regret, sir, to state, is, in my opinion, not either what it *ought to be*, or what it *might be made to be*. I have been obliged to notice on the part of parents two errors, to which, in a great measure, I think the deficiency is owing. First, a great desire to *cheapen* instruction, *not as much, but more* than is possible. The highest salary in our district is four hundred dollars per annum; the average is two hundred and sixty, while mechanics and laborers are all the while earning daily much larger sums. Is it reasonable to suppose that men or women of good parts and education would be willing to give their abilities and time with ardor to the laborious and thankless task of teaching at such low actual and comparative rates, when they can acquire more wages by mere manual work? When I see the schools, scholars and teachers as they are, I wonder, not that they are not what ought to be, but that they can be as good as they certainly are. The second fault on the part of parents is *not* sending their children to school. One month in a quarter, by half-day dribbles, is by many esteemed giving their children a good lift up the steep hillside of Parnassus, or, at least, that short portion of it up which they think it is at all necessary for them to go. They generally opine that a gentle mixture of reading, writing and arithmetic, with a little sweetening, perhaps, (if their teacher is a good one,) of history and geography, is all the mental pabulum that is necessary to give their youthful capabilities full employment and thorough development to a good enough worldly amount of learning.

The offspring of parents are thus *permitted* to go to school irregularly and carelessly; nobody *assists* them in their efforts, or *insists* on their learning but their teacher, and he or she does not see the face of a parent once a quarter in his school

hours during school hours. With parents not *wishing* their children to learn much, and not *helping* them to learn anything, how can the best Norman School instructed teacher teach well? or how public instruction be good?

On the part of trustees there is very little attention or care given, beyond performing the legal duties incumbent on them—very little supervision of the school house and grounds—no interest taken in their work—no labor of love or of interest attempted. In all of the public examinations I have attended, it has been my good fortune to meet a trustee but on one occasion. Yet the trustees have many faults to find with their *over* paid teachers.

The children are, generally, tidy and intelligent, and, where fair opportunity has been afforded them, have done excellently well. There is no fault to be found with them, and if they do not learn, the reason is to be sought and easily discoverable elsewhere.

The teachers are, all that have been licensed by my predecessor or myself, much better than could be expected, when the small inducements that are offered them are considered. Out of the eleven that I have come in communication with officially, five of them have been intrinsically excellent; the remainder more than capable of training children to the amount of their parents' expectations and money's worth.

The school houses, with us, are fair. None are so good but that very great improvements are obviously desirable; and none are so poor as to be absolutely uncomfortable. Before entering upon the statement of the expenditures of the public money, I would like further to state my conviction that a great error has been made in increasing the number of districts. The whole have been thus impoverished, the standard of salary lowered, and consequently of instruction, for no good reason. The distances in our township are so small, that there are no children but what could come from the circumference to the centre with perfect preservation of health and comfort in any weather that they should be per-

mitted to be out in to go any distance, however small. The number of school districts in our township is five, with five portions of districts, the children in which go out of the limits to school. There ought to be at most not more than three.

The amount of money raised during the past year, and which I received from the hands of the town collector, was nine hundred and four dollars. The amount of State money apportioned to Milburn, and paid by the county collector, is one hundred and fifty-three dollars and ninety-two cents, of which I have received one-half only as yet.

Of that amount I have paid out, as follows:

To District No. 1, \$211.25—apportionment as made by law, \$368.29.

To District No. 2,	\$163.05—apportionment,	\$206.35
“ “ “ 3,	106.91 “	156.72
“ “ “ 4,	81.37 “	107.09
“ “ “ 5,	80.00 “	83.58

To Springfield portion of District, \$35.07—apportionment, \$49.61.

To Chatham portion of District, \$31.00—apportionment, \$62.69.

To Orange—South Mountain District—\$21.07; apportionment, \$23.50.

The Livingston and N. Providence Districts have sent me no reports, and have, consequently, had no apportionment made them. The balance of money now in my possession is two hundred and seventy dollars and fifty-eight cents, with seventy-six dollars and ninety-six cents yet due from the State apportionment. The amount raised by the different districts averages one dollar and twelve cents per scholar taught, *when they raise any at all*. Three out of the five only expend the public money; which, being exhausted, the school is closed for the rest of the year.

The undersigned has only further to report, that he has made the number of visits and examinations requisite by law in all of the schools in the township, and to those rural dis-

tricts more, but feels that such visitation can not be productive of very much advantage, where the trustees and parents are so little exercised by zeal for the improvement of schools and children and the advancement of good and true education.

EDWARD T. WHITTINGHAM,
Town Superintendent.

NEWARK.

The public schools in this city are in a healthy condition—not making such rapid strides as some might desire, yet making as great advancement as is usually consistent with stability and ultimate success. During the last year three school houses have been erected—one grammar school house, which is already occupied by seven hundred and fifty pupils, one intermediate and one primary school house. We have now one high school, consisting of two departments, a male and a female, with four hundred pupils, selected semi-annually from the first classes in the grammar schools; ten grammar schools with two departments each; eleven primary schools; three primary industrial schools; five evening schools, four for males and one for females; one Saturday Normal school and a school for colored children.

I have not the reports of the teachers for the current year, but judging from the past, the number of pupils enrolled may be estimated at about ten thousand.

The average attendance in the grammar schools is about eighty-six per cent.; in the high school ninety per cent.; and in the evening schools sixty-six per cent.

The ordinary expenses, including tuition, books, fuel and supplies, amount to about \$53,000; forty-six thousand and five hundred of which are raised by tax, and the balance received from the State.

In addition to these sums ten thousand dollars have been expended in erection and repair.

One very encouraging feature in connection with our schools is the increased interest manifested by parents and guardians in their more frequent visits at the school room. Their influence upon the success of the school in encouraging the teacher and animating the pupils cannot be estimated. If parents would become better acquainted with the workings of the school room, make common cause with teachers and officers, misunderstandings and complaints would rarely occur.

The Normal School holds its sessions on Saturday of each week, with an average attendance of seventy-five pupils, nearly one-half of whom are employed in the primary schools. The experience they there acquire during the week is the best substitute for a Model School. It prepares them to appreciate any suggestions they may receive in the Normal School.

Most of the pupils make successful teachers. The first class, consisting of seventeen, graduated in 1859, and this year another class of seventeen, all of whom, with one exception, are employed in our public schools.

The cause of education is constantly acquiring a stronger hold upon the community, and, I think, it is the last object of public interest they would be willing to abandon or would permit to suffer for want of adequate means of support. The common council have been generous in their appropriations for this object, and as long as economy and impartiality characterize the administration of the board of education, so long may we reasonably expect the onward progress of this cause.

GEO. B. SEARS,
City Superintendent.

ORANGE.

In my remarks relating to our schools for the present year, I have but little to say more than in my last report. There has been no change in the number of our districts. We have two parts of districts in our town, but as the school houses

are in the adjoining townships I do not report them. One district has a graded school with four teachers. This is reported as one in giving the number of schools. In some districts they have two departments, each distinct from the other. In such cases I have numbered two schools in one district. None of the schools with us are entirely free. The following is a list of our principal text books :

Spellers—Sander's, Town's and Price's.

Readers—Sander's Revised Series, Parker and Watson's, McGuffey and Wilson's.

Geographies—Colton and Fitch's, McNally's, Montieth's and Smith's.

Arithmetics—Thompson's, Greenleaf's, Davie's and Price's Tables.

Grammars—Brown's, Clarke's, Weld's and Pinneo's.

Algebras—Davie's and Robinson's.

Histories—Goodrich's and Wilson's.

In the graded school the French language, geometry and drawing are taught.

I repeat some of the suggestions heretofore made by me ; 1st, that some method be devised if possible to equalize taxation for the support of schools ; 2d, that blanks be furnished to each district in the State, to be filled up by the teacher at the close of each term, so as to secure more uniformity and greater accuracy in the reports furnished to superintendents ; 3d, that some more popular mode than has yet been adopted, be devised to communicate to the citizens of our State, knowledge with reference to the condition of our schools, their wants, and the workings of the system now in use.

H. INGALSBE,
Town Superintendent.

GLOUCESTER COUNTY.

CLAYTON.

In forwarding my annual report for this township, I would say I have endeavored to fill up the blank sent me, as correctly as possible. In regard to attendance it is almost impossible to give you a correct statement. The teachers do not send me their reports as they ought, and many of them do not keep any register in their schools; the consequence is I cannot report as I desire.

We have five districts, one of which is connected with parts of others. District No. 1, Glassboro', is a free school, divided into three departments, having one male and two female teachers; the male teacher receives \$550 per annum, one female \$300, the other \$200, making \$1,050 for teachers' salary. There are 413 scholars, and we receive \$728 75 from the State and township, and raise \$500 district tax for school purposes, making \$1,228 75; we also raise \$400 for building purposes. I cannot say there has been any marked improvement in this school during the last year.

District No. 2, Union, has 110 scholars, receives \$194 11 from the State and township; no district tax; consequently they cannot have school all the year. There has been about $2\frac{1}{2}$ quarters during the year. They pay their teachers by the day, ranging from one to one-a-quarter dollar per day. They now have and intend to keep the school going for the winter. The tax payers are unwilling to be assessed for school purposes. I think there is a disposition to do more and better for the future.

District No. 3, Fislerville, has 175 scholars, receives \$308 79 from State and township; has school nearly all the

year; no district tax; the teacher receives about \$500 per year, one half from the public funds, the other paid by those who send to school. I believe the trustees and people are very much pleased with their present teacher. There seems to be a spirit of progression.

District No. 4, Franklin, has 30 scholars, receives \$52 94 from the State and township; no district tax. They have from one to two quarters school during the year. This district is connected with three others of different townships. The education of the children is very much neglected. They are waking up to their duty.

District No. 5, Hardingville, has 82 scholars, receives \$144 68 from State and township. They have had school two quarters during the year. The trustees informed me the people would not send their children to school when there is an opportunity. The teacher is paid by the day, and receives one dollar. By reference to the amount received you will perceive they have about funds enough for two quarters of seventy-two days each.

The teachers are licensed by the superintendent and trustees, and particular attention is paid to see they are persons of good moral character, as well as intellectual requirements, and I believe much depends upon the example of teachers in regard to the moral, mental and intellectual improvement of the scholars committed to their care.

A few concluding remarks. We have had some persons who have been complaining of the present school law, saying they had to pay for educating their children, and now that they have grown up they are *compelled* to pay for the children of others; this complaint has come generally from persons who pay a large amount of tax. But while these complainers are becoming few and far between, a new set have sprung up—persons who pay but little tax, but because they are compelled to pay a district poll tax of from one to two dollars a year, they now complain and say that they are opposed to a free school, or to a school that they must help

support. These remarks apply to district No. 1. We have a special law allowing us to raise by tax from fifty cents to two dollars on each taxable inhabitant in the district. The richest and the poorest are called upon to pay this poll tax. The poor man with his five or six children can send them all to school all the year for this small amount, and how they can complain I am unable to see; but there will be objections to almost everything, whether it be good or evil.

When we reflect that the prosperity and happiness of our great republic depends upon the education of the youthful mind, let us still cherish the hope that New Jersey will yet do great things toward this desired object, in providing ample means for its accomplishment.

EDWARD T. LUTZ,
Town Superintendent.

DEBTFORD.

The public money has been used as follows:

Paid to trustees of organized schools,	-	\$178.07
To teachers of free schools,	- - -	675.00
To teachers of schools not free,	- - -	1,077.20
Fuel, repairs, &c.,	- - - - -	218.42
Building new school house,	- - -	113.60

Whole amount expended, - - - - \$2,262.29

The number of children reported as having attended the district schools does not show the true state of education in this township, because we have two organized schools and two private schools that are attended some portion of the year by more than two hundred scholars. The organized schools have an average attendance of fifty for the whole year. We have a school for colored children, taught by a colored teacher; this school receives a portion of the public money. In regard to the state and management of our public

schools there is so little change that the remarks of former years would apply with equal force at the present time.

B. I. LORD,
Town Superintendent.

GREENWICH.

In accordance with my duty as town superintendent, I herewith transmit my report for the current year, which is as accurate as I can possibly make it, owing to the indifference of the trustees and teachers in the different districts to properly report them. Since my last annual report nothing of interest has occurred in the township to further the cause of education more than the preceding year. Unlike former years, we have no school that is kept entirely free 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. One new school house has been completed during the past year, calculated to accommodate two hundred scholars, size 40 by 50 feet, two stories high, well ventilated, and is well worthy the name of a modern school room. This school is well conducted by the present teacher and assistant, and is in a more prosperous condition than it has been for many years past. No county examiners have been appointed this year, leaving it with the town superintendent and trustees to fulfill the requirements of the law. In conclusion, I would again recommend the employment of teachers who have been educated for the business of teaching, as a direct means of improving our common schools.

SAML. T. MILLER,
Town Superintendent.

HARRISON.

Inclosed you have a report; although meagre, it may be

acceptable. It is with the greatest difficulty a report can be compiled at all, owing to the neglect of teachers in handing in their quarterly returns of scholars in attendance, &c., although repeatedly requested to do so. I am pleased to say the cause of education in Harrison, is onward and upward, yet not so progressive as may be desired, and were due care exercised in the choice of trustees to secure men capable of acting as such, and were willing to devote their time and energy to school duties more than is usually the case, we should soon have choice schools, and teachers worthy of their calling.

In the township, there are ten entire districts, and five parts of districts; a new district having been formed from adjacent parts of districts Nos. 1, 2, and 4, named "Good Will;" although when named a misnomer, from the disaffection incident to the affected districts, but the animosities to the same have subsided, and a large number of scholars are in daily attendance at the same.

All the schools are open under judicious teachers. Harrisonville, No. 5, and Union, No. 8, (Mullica Hill,) each employ an assistant teacher—about 80 scholars attending each.

No county examiners were appointed; the teachers were all examined, and passed satisfactory examinations, with but two exceptions, by the superintendent.

JAMES N. DUNLAP,
Town Superintendent.

MANTUA.

The proper time for furnishing the annual reports for the schools having arrived, I hasten to lay before you the statement herein inclosed. It is not as perfect and full as I could wish, nor is it in my power to ascertain to any degree of accuracy the precise answers to the various questions propounded in your circular, as long as teachers refuse, evade,

or neglect to furnish me a copy of the school register, even when they are careful enough to keep one.

Hence an approximate answer is given in some cases, which I have obtained by questioning the teacher when visiting the schools. The financial condition of the schools was never in a better state than at present, and I have been enabled to cash all orders yet presented. The law authorizing a poll tax to be levied and collected went into effect, and is just what we have been wanting. Next year it will probably be raised to \$1 per poll, which will make the school in this village (Carpenter's Landing,) free nine months in the year, which is enough.

I will next proceed to notice the different school districts in order, to wit: Paul's district, No. 1, has been open nine months, six months of the time under the care of a female; and considering that the school was small, the spirit manifested in keeping it open so long was very commendable.

Carpenter's Landing, No. 2, has been open about nine months. The winter term, taught by B. D. Bozorth, was not reported to me; he was followed by Joseph Haines, who made no report of the summer term. The last term was taught by myself, as well as I was able; the school averaged nearly seventy, and it was very hard work, as I had no assistant. I was visited by several teachers and some of the employers, but the trustees paid me no visit.

Knight's Run district, No. 3, has been open about seven months. The school is small, but a desire seems to be manifested to procure competent teachers, obtain suitable books, and visit the school as often as necessary.

Emlin, No. 4, has been open about seven months. It has been under the care of young and inexperienced teachers; no report from it. The trustees have visited the school frequently.

Barnsboro', No. 5, has been open about six months; three months under the care of Miss Linton. It is now under the care of B. D. Bozorth. Trustees have visited it regularly.

Chesnut Grove, No. 6, is a new district, formed of parts of Harrison and Mantua townships. In this district much interest is manifested in the cause of education, and the teachers have been tolerably qualified for their vocation. It has been open nine months; six months under the care of a female. This concludes the list of whole districts. There are three parts of districts included in this township, but I suppose they make report to the townships in which the houses are situate, and so have not noticed them.

In conclusion, let me say (through the kindness of the people of this township,) I again have the pleasure of submitting a report of my experience and observation during the past year, of the condition of the schools and the interest manifested in the cause of education. To say everything in the short compass of a report would be impossible, and I shall have to content myself with alluding to the main points, to wit: the condition of the schools. Taking them as a mass, I think there is much improvement, although undoubtedly there is a wide margin for future progress. The number in attendance this year is nearly the same as formerly, but there seems to be a desire to obtain a different class of teachers, and some who could formerly obtain a school readily, now meet with some difficulty to procure a situation. The obvious reason is, that the standard of school teachers is advancing or ascending.

Good teachers demand commensurate compensation, and the schools which are small, or the trustees niggardly, suffer the most from the imposition of unqualified teachers; although other districts are not wholly exempt from the misfortune, as districts are sometimes imposed upon on account of the trustees having some favorite, who can obtain the school without being at all qualified, while better qualified teachers would be unceremoniously rejected. The license system seems to work badly, as the trustees do not desire to lose time nor attend to its requirements, and would vastly prefer that a law should be passed authorizing Teachers' Institutes, or some educa-

tional institution, to issue licenses, of various grades, to those qualified to receive them. The trustees, by examining the license, could thus determine the scholarship of the applicants, and act accordingly.

ABRAM I. E. ROMANS,
Town Superintendent.

HUDSON COUNTY.

BERGEN.

Having furnished answers to the third series of questions sent by you to the various superintendents, I have scarcely anything to communicate in my written report. Our schools are all in good and healthful operation. For the last three years, I have been gratified in observing a growing interest in the cause of public education. Much more is done now both by trustees and people generally, than formerly. In the character of our schools and school accommodations, there has been a gradual and manifest improvement.

This improvement we hope to see go forward until all our schools shall have become what they should be.

AARON L. STILLWELL,
Town Superintendent.

JERSEY CITY.

I have but little to add to the statistical report herewith transmitted. We have within the year erected a new school building at an expense of eighteen thousand dollars, making in all three first class buildings, and capable of seating about three thousand children. This new house is two stories high,

with a playground underneath, and is built upon a lot seventy-five by one hundred feet. The main building is forty-four by eighty-four feet. The wings cover the whole front, and are eighteen feet deep. The intention was to heat this building with steam, but for some cause this plan of heating is not thus far satisfactory. The first floor is used as a primary department, and the second floor as a senior department for both sexes. This mixing of the sexes in our higher departments is an experiment with us which thus far has worked well. This building will seat eight hundred pupils, and is in its main features well designed for school purposes, though in my opinion it would have been found much more economical to have carried it up one story higher. In some of its minor interior arrangements there is however palpable evidence of a want of skill and practical knowledge on the part of the supervisor as to the requirements of a building for school purposes.

We can hardly expect that men who are constantly engaged in other business; whose familiarity with the school room ceased with their boyhood; whose only ideas of a school house have been derived from an experience of some thirty or forty years ago can know of the conveniences or comprehend the requirements of the present day. Buildings of all classes and for all purposes except the school house are constructed under the supervision of persons having a practical knowledge of the business to be carried on within its walls. Every thing that will add to the convenience of the parties interested is placed just where it will be most useful. But in building a school house, public opinion seems to ignore all of that knowledge which is considered so essential in the construction of other edifices. It is a source of regret that the school officers of our city are not permitted to construct their own school houses. We might then indulge the hope that our citizens would ere long be freed from a tax arising from the necessary expense, required by the board of education to furnish facilities for our school houses, after they are delivered to this

board. Thousands of dollars were expended on the other buildings in alterations and repairs, and the probabilities are that it will be no little expense to supply this new house with what has been omitted from a want of practical knowledge on the part of the builders.

We have, including the school for colored children, forty-two teachers, all of whom, except the principals, are required to attend the Normal School of our city, unless excused by the board of education. The Normal School is a most important auxiliary to our common schools. The junior teachers, those taking subordinate positions, are here required to pursue a course of study and discipline well calculated to prepare them for the duties of the school room. This school is really a trial school, for, as all of our teachers are engaged upon trial, the test here applied is quite likely to determine whether candidates will succeed as teachers or not. Hence, from this as well as from a frequent personal inspection, I feel satisfied that our schools are making commendable advancement; and while it might seem invidious to make comparisons, I feel justified in saying they will compare favorably with any schools in the State.

A. S. JEWELL,
City Superintendent.

HUNTERDON COUNTY.

ALEXANDRIA.

In making my annual report, I am happy to announce that our schools, as a general thing, are in a flourishing condition. They are far from what they should be, but on looking back a few years, we can see a decided improvement. They are

well attended, and the interest taken in them by the parents of children is on the increase. None of the schools have retrograded since my last report, but seem to be rather on the advance. It is very evident that the cause of popular education has made substantial progress in this township during the past three years. We have some good, earnest, faithful teachers, who have accomplished all that could reasonably be expected of them, especially considering the adverse circumstances under which *some* of them have been laboring. In several districts female teachers have been employed, and in every instance with entire success. Can any good reason be given why ordinary male teachers should be employed in our small schools, at from \$25 to \$35 per month, when females of as much experience and *infinitely better qualified* can be secured for a much less sum? It would be well for trustees to take this matter into consideration, for it is a well known fact that in those portions of the country, especially the north-east, where our public schools have attained the highest degree of excellence, female teachers are employed almost exclusively in the smaller schools.

There does not seem to be that manifest interest on the part of parents which should prompt them to greater exertions in the education of their children; they are too willing to leave the whole matter in charge of the teachers, when they should be co-workers in the great work of training up their children in the way they should go. It is a sad fact, that we have some men who never fail to attend an agricultural fair, who will go into raptures over a fast horse, and consider a travelling circus the great improvement of the age, yet will persistently oppose free money for the education of their children. Nor do these men ever visit their schools. They would consider a man foolish or insane were he to employ a laborer, even for a short time, upon his farm, without closely supervising his operations; yet they will, with apparent unconcern, permit a teacher to operate upon the deathless minds of their children, to fashion and mould them at

his will, and, in all probability, control their destiny, not only for a time but for eternity.

Our teachers, male and female, are of good moral principles and fair educational endowments, and are duly licensed. The discipline, in general, is not subject to the rod, but made to depend on individual responsibility for order and harmony.

Again another year of our existence has rolled away, but it has not been void of its happy influences and effects. The great and noble cause of mental culture is steadily and effectually advancing, and a happy era is yet to dawn upon us, when education shall be more thoroughly diffused among the people. Then shall vice, ignorance and crime be subdued by the purifying powers of knowledge, science and christianity, and this now our happy Republic shall assume a standing and dignity transcendently above all the nations of the globe.

T. M. BARTOLETTE,
Town Superintendent.

BETHLEHEM.

In the Fall I was prevented, by sickness, from making regular examinations; and will respectfully submit the following report: In most of the schools, the past year, such has been the method of instruction and government pursued by the teachers, as to prove satisfactory to the employers. At my visits at the commencement, in some schools, half the scholars present would be absent at the close of it, also at the close more than half present had not been at the commencement, occasioned by the irregular attendance, making it impossible to keep regular classes. Most of the school houses (like the rest in this vicinity) were originally constructed without much regard to the convenience or comfort of scholars, and need improvement. I am pleased to say that some trustees have manifested much interest and satisfaction in visiting, with me, their schools, and if parents

could be persuaded to do the same, no doubt such improvements would soon be made as are necessary, also many complaints hushed. At the examinations the scholars appeared orderly, giving evidence of progress in spelling, reading, writing and arithmetic, also algebra, and careful study in geography and grammar; but some more practical method of teaching the latter should be introduced. As I did not visit all the schools at the close of the quarter, it would be unfair to say which has excelled, further than the improvement in government, and without any disparagement to any teacher or district, has been in Bloomsbury district.

JOHN D. M'MURPHY,
Town Superintendent.

CLINTON.

This being my first years' service as superintendent I cannot judge of the condition of the schools in this township in comparison with former years. Previous to the present year a tax of two dollars for each scholar had been raised by the township. At our last town meeting this was discontinued, and no school money is now raised. Whatever may be right in theory and whatever works best in practice with reference to raising school money by tax, frequent changes of policy which now prevail in the several townships, all will admit, are most detrimental to the stability and prosperity of our common schools.

A session of the Teachers' Institute of Hunterdon county was held at this place in May last. Being absent from the State at the time, I have no information with reference to it additional to that contained in the published report of its proceedings.

The teachers who have had charge of our schools during the past year seemed for the most part faithful in the discharge of their duties. In public spirit and earnestness in

the cause of education they have been in advance of trustees and parents.

N. W. VOORHEES,
Town Superintendent.

DELAWARE.

The time has arrived for me to make my first annual report of the condition of the schools in this township. With the responsibility of an accurate report I must acknowledge myself uncommensurate, and feel it a duty to myself to beg an apology, in view of the imperfect reports received by me from the respective teachers, to whom we are to look for statistical facts; a complaint, it is obvious by referring to preceding reports of superintendents of this State, by far too common, since in the case of imperfect reports is involved the necessity of forming an approximation, which is liable to be very imperfect, and the result, upon which is expended so great an amount of money and labor, is almost useless from the fact that the summary is unreliable and incomplete. I regret to say the interest manifested by the mass of people in our township is too trivial. At our annual town meeting there was no public money raised by tax; it produced such an embarrassment among the employers, and consequently diminution in the schools, that in some cases they suspended for the time, even after they had actually commenced, and the result shows a decrease of upwards of one-third the daily average of last year, during which time the schools were almost entirely free. This in my estimation shows that one very great defect in our present school system is, it affords entirely too much room for change, consequently occasions the unsettled condition of our schools and renders it impossible to maintain uniformity in them. One year we raise money by tax sufficient to make the schools almost free, when, as a general thing, we procure proficient teachers and pay fair wages; the next perhaps

there is no public money except the public revenues, which causes a decrease in the daily attendance and affords a greater temptation to employ unqualified or inexperienced teachers, because they can be employed for less money. Our township comprises thirteen districts and parts; the houses of nine of which are located within the limits of the township, and all supplied with good teachers, five males and four females, having their schools generally well disciplined, and as I think are in a flourishing condition, although in many cases small; besides there has been two summer schools within the limits of the township, taught by females. We have no county examiners in our county.

In conclusion I would say I hope the day is coming, and that speedily, when we can be furnished with more liberal means of education than formerly, through the agency of our legislature.

GIDEON MOORE,
Town Superintendent.

FRANKLIN.

I herewith transmit my annual report exhibiting the state and condition of the schools in the township of Franklin; although the statistics are not as accurate as I would like, owing to some of the schools not reporting, therefore the figures are only approximative.

I find it very difficult to obtain correct reports in consequence of the frequent change of teachers in the schools and the absence of a proper school register.

I think the trustees in each district should provide a school register for their districts, and cause the same to be regularly kept and to remain permanently in the school.

Some of our schools have been kept open but a few months during the year, in consequence of not having a sufficient number of scholars to support a teacher.

Now I think if an alteration was made in the school law, directing the public money to be divided between the districts, that each district should receive an equal amount without regard to the number of scholars therein, would have a very beneficial effect. Then districts having a greater or less number of scholars residing in them would be able to sustain a good school. Under the present law those districts reporting the greatest number of children, which are able to support a good teacher, without the aid of public money, receive the largest share, while the districts numbering but few scholars are unable to keep their school open, or if they do, it is at an expense which is burdensome.

In this township there is four whole districts, and seven parts of districts, with five school houses situated in the township, and one private school. Of the five houses located in the township three of them are comfortable—convenient rooms, and have play grounds attached; while the others are mere shanties “stuck up” at the corner of the roads and dignified by the name of school house, being small, their internal arrangements not constructed for the convenience and accommodation of the teacher and scholar, nor to a successful mode of systematic teaching. The writing desks on the old plan round the wall, a rough slab for a seat, and without a blackboard, that indispensable article to thorough teaching; in some of the schools which are supplied with a board there is not the use made of it that there should be, and partly from this fact, it is a common thing for parents on the return of their children from school at night to inquire as to the number of lessons said during the day, and if the number is requisite in their minds, here the subject drops, without ascertaining what their children have really learned. Now teachers are aware of this, and as they have a desire to please, they govern themselves accordingly, skim them over six or eight lessons per day, and console themselves by knowing that is all their employers require.

It has been said that children usually know more than they

have credit for. As there is heat latent in the coldest iron, so there is knowledge latent in the most stupid intellect, which it is the business of the teacher to bring out. And there is no way of accomplishing this so well as by judicious questioning on the blackboard; by this means you appeal to their understanding; they are taught to reason and to think.

The schools in this township have been visited by the superintendent as the law requires. The condition of the schools are improving. Parents seem to be shaking off somewhat the lethargy that has heretofore oppressed them. The district at Cherryville has just completed a new building at an expense of five hundred dollars, exclusive of the ground attached; the house is twenty-two feet by thirty, with vestibule six feet, ceiling ten feet.

We have mostly good teachers employed, and in some of the schools there are teachers calculated to do credit to any common school in the State, and where they have met with a proper coöperation and support of the patrons of the school, the improvement in the scholars is very apparent.

MATTHIAS ABEL,
Town Superintendent.

KINGWOOD.

In making my third annual report, I have still the pleasure of saying that generally there is an increasing interest manifested in the cause of education in this township. We have raised more money this year by tax than in two or more preceding years; a sure indication that enterprise is awakened in that direction.

Raised by tax, \$565; received from the State, \$261 72; interest of surplus revenue, \$174 or \$222, the difference depending on the action of the town committee, but from precedent it may safely be called \$222. Nine school houses, five of stone and four of frame, play grounds to all but two,

blackboards in all; heating apparatus generally good. [What is not here reported in relation to school houses, &c., is reported in Nos. 1 and 2.] We have a variety of school books, written by authors of acknowledged authority. The number of kinds make it difficult for teachers to form the pupils into classes; but there is an advantage to advanced scholars in a variety of books, by increasing the range of investigation. In our schools are taught reading, writing, arithmetic, geography, English grammar, algebra, geometry, mensuration, surveying, and Latin, showing that we have teachers of more than common qualifications. The present school law, where the people cordially coöperate, answers well, but in districts where they depend too much on the help the law affords the schools without properly seconding it by their own exertions, the result is what may be anticipated—teachers poorly paid, and the advancement of the pupils slow. But the improvement that has been made causes hope that what is defective will be rectified.

URIAH LARUE,
Town Superintendent.

LAMBERTVILLE.

The town of Lambertville, as heretofore reported, comprises but one school district, and but one public school, properly so called. In that school are employed two male teachers, one at six hundred, and one at three hundred dollars, and four females at an average of one hundred and eighty dollars a year. There are, however, within the district six private schools, which come nominally under the control of the school trustees, among which is divided a special fund raised for that purpose, of three hundred dollars. In these six schools are eight teachers.

The amount received from the State is three hundred and twenty-five dollars; and the sum raised by tax for school

purposes proper (including the three hundred dollars before mentioned,) is eighteen hundred dollars, besides five hundred and fifty dollars raised for building and incidental purposes; making altogether, with the State appropriation, twenty-nine hundred and seventy-five dollars. The amount paid by individuals for tuition in these six private schools and one family school, cannot be less than eighteen hundred dollars.

The number of children in the town between the ages of five and eighteen years, is seven hundred and two. The whole number of children who have attended school more or less during the year, appears from the several school rolls to be six hundred and eighty-one. But this estimate is doubtless fallacious to some extent, on account of a number of scholars coming from out of the town, a few being over eighteen years old; and some who go from one school to another, and are therefore counted more than once. The average daily attendance during the year of all the schools, as nearly as can be ascertained, is four hundred and seven, which is relatively no improvement upon former years. The great evils in the working of the common school system in this place are a chronic and apparently incorrigible irregularity of attendance, and a culpable indifference on the part of parents and others. Notwithstanding these embarrassing obstacles, unequivocal evidences of improvement are perceptible, and in some respects encouraging.

Our schools are all kept open about ten months during the year.

Very few of the questions respecting which information is sought can be answered with any definiteness, except in respect to the public school. A few such answers accompany this report.

S. H. PARSONS,
Town Superintendent.

READINGTON.

I have but little more to offer than the statistics of my report. Our school interests remain very much as last year; there is no material alteration, either in the condition or management of our schools. The township tax and State pays \$2,705 of our school bills, leaving a balance of about \$613 to be paid by the employers.

G. W. VROOM,
Town Superintendent.

TEWKSBURY.

There has been one new school house built in this township and one school house repaired, and it is expected that there will be two new school houses built next season in the place of the old ones. In three districts the schools have been closed for six months. Education in this township is, upon the whole, improving I think.

J. P. S. MILLER,
Town Superintendent.

MERCER COUNTY.

HAMILTON.

The people manifest a commendable degree of interest in educational affairs in this township, as shown in the fact that during my superintendency, they have erected seven new school houses, besides maintaining free schools in all of them.

The teachers are, with few exceptions, well qualified, according to the generally received opinion of qualifications,

but, in my opinion, we need more live teachers and less dependence on text books. I do not wish to be understood as speaking disparagingly of our school books, but children need continually oral explanation.

I visit our schools at least once a quarter, and try to have the trustees attend at the same time. At these visits I mostly deliver a short address to the children, in plain, familiar language, encouraging them to greater effort.

I think our law needs some alteration, giving the town superintendent authority to *demand* the school money, where it is not paid over, and making the collector liable to a penalty for neglecting to pay over the amount raised in the township for schools. In our township, if there is a deficiency of money, it falls on the schools.

I have heretofore found great difficulty in obtaining copies of the State Superintendent's report and of the school laws.

WILLIAM H. WEST,
Town Superintendent.

HOPEWELL.

I presume the cause in which you are engaged would be better promoted by giving you a statement of the defects of the system, rather than the advantages which have already accrued therefrom. The first difficulty that presents itself is in obtaining full statistics from the different districts in the township, to enable me to answer your last series of questions correctly. This arises from the frequent change of teachers during the year. Several schools employ their teachers for a short period of time; at the expiration of their term, they leave no data by which a subsequent teacher can obtain the requisite information of the attendance antecedent to his. The consequence is that full yearly reports cannot be correctly made out. In order to obviate this difficulty, every school ought to have a regular book of entry, and every

teacher ought to be obliged to keep his register in it, and when his connection with the school is dissolved, he should hand it over to the board of trustees or his successor. This will enable the last occupant to refer back to the commencement of the year, and get the requisite information required.

The next point is in regard to the expenditure of the public moneys. There are several schools that hire their teachers as long a time as their appropriations will pay them; the consequence is, that a certain class of citizens (and generally those who are best able to pay) get their children educated without any expense whatever, for the time while the school is in operation, while the children of the poorer class, who are unable to send them to school, except in the winter season, (at which time the schools are closed,) are deprived of the benefits of education altogether.

The only way to obviate this would be to divide the appropriations into four equal payments, and apply one-fourth part to each quarter, making it obligatory upon the district to supply any deficiencies that may arise in the employment of teachers, by an assessment upon the employers.

HENRY P. WELLING,
Town Superintendent.

PRINCETON.

I take great pleasure in stating that the teachers in my township have been faithful, and manifest a highly commendable interest in their pupils; the more surprising when the pittance they receive is considered, the average salaries of the male teachers being about \$300, and that of the female teachers less than \$200, excluding the teachers of the Model School, who alone are liberally remunerated. This inadequate remuneration has caused a frequent change of teachers, and operated greatly to the disadvantage of the schools. When intelligent, devoted, patient and industrious teachers

are obtained, they deserve to be amply compensated for their labors.

Upon my first visiting the schools, I found that registers of attendance were kept only in two. The teachers were instructed in their duty, and after this time such registers will be kept in all.

The people generally manifest a deep interest in the education of their children. In some districts, however, there is room for great improvement in the arrangements for the comfort of the scholars, with no special provision for ventilation, the apartment at fever heat, the seats without backs, and consisting of a narrow board supported by four stakes, how unreasonable it would be to expect application to study, or the refining influence which education would otherwise exert! None of the schools have *class rooms*; in my opinion indispensable to perfect order and successful study. The attention of the trustees will be called to these deficiencies, and I have no reason to doubt that measures will be taken to supply them.

Allow me, in drawing these remarks to a close, to express the hope that the system of public schools, the people's favorite system, may continue to thrive and flourish in our noble State, and be productive of living fruits; that it may, through those who are specially appointed to guide and direct, be a well conducted, vigorous and efficient system, and accomplish the objects for which it was instituted, to enlighten the understanding, to elevate the morals, to correct the temper, and to form the manners of the rising generation.

G. MUSGRAVE GIGER.

Town Superintendent.

LAWRENCE.

Another year has passed, and brings us to contemplate whether we have made any intellectual gain or hit upon any

system or plan better suited to instruct the young, to prepare their minds for the reception of knowledge, to increase their love for virtue, morality and truth ; in fact, to train them in the way they should go and to depart from evil. Have we each and all of us discharged the duties required at our hands? Our best efforts often meet with but little encouragement and success. The road to reform is like the path of science, difficult to ascend, and he that desires the road often finds his path beset with thorns.

I cannot bring my mind to think we have made much improvement since my last report. I trust however there is a gradual improvement in the condition of the schools. The education of children and youth cannot be said to be wholly confided to the instructor under whose charge they are placed, and unless his exertions are seconded by their parents or guardians, his labors often prove unavailing. The trustees and superintendent, by devoting a little more time in the school room, their presence would stimulate the children to increased effort, and in the end prove advantageous. A liberal amount of money is raised for schools here, and fifteen hundred dollars appropriated for the purpose of building a new school house in Central district the next season. In buildings we have improved within the last three years. The board of chosen freeholders have steadfastly refused to appoint county examiners. I am pleased to say for the teachers in this township they seem to make quite an effort to improve the young, to prepare them for their respective duties in life. Our schools are kept open the entire year, except a few weeks vacation.

JAMES G. PHILLIPS,
Town Superintendent.

CITY OF TRENTON.

Having disposed of the statistical table, in which I have

endeavored to answer every item you specified, with the exception of giving the number who have attended at different periods during the year.

The most of our teachers appear well qualified for their work, and manifest a commendable degree of industry and faithfulness in the performance of it. Several new teachers have been selected (mostly to fill vacancies) during the past year. There are none but those who have been regularly examined and licensed. I am happy to say that among the number of teachers employed there are some who are graduates of our public schools, received instruction in the Normal school and graduated there also with great credit to themselves, and who are now successfully imparting knowledge to young minds where they themselves received their early instruction; and there are several more who have been examined and licensed waiting for situations.

We have at this present time five public school buildings, all constructed of brick, containing collectively twenty-one rooms, another in the course of erection in second ward, containing four rooms, which we hope to occupy by the 1st of January, 1861. We rent five rooms, three of which will be abandoned as soon as the new building is finished. As I am very fond of children and feeling a great anxiety for their comfort and convenience, and to see that the widowed and fatherless especially are properly cared for in the school room, I find it exceedingly pleasant to visit them frequently, and always endeavor to interest and encourage the pupils by way of a short address. Our trustees pay their visits to the schools monthly, and we all find that frequent visits are very beneficial to them. Much might be said on the topic of public instruction. A great deal yet remains to be done, and I hope that among the many suggestions for improvements, that our legislature will in their wisdom devise some means by which our public school system may be placed upon a more settled and firm basis.

Among the different studies in our public schools are the

following, viz: Latin, high school, intellectual and mental and practical arithmetic, geometry, trigonometry, etymology, physiology, algebra, surveying, double entry book} keeping, philosophy, history, grammar, geography, reading, writing, spelling, and the alphabet. Music is also taught, and it is made one of the requisite qualifications in selecting male teachers.

The schools in which mathematics are taught I am happy to say are governed by teachers fully competent for their stations.

AB'M R. HARRIS,
City Superintendent.

WASHINGTON.

Our township is a new one, and I regret my inability to furnish a complete report of the schools, as our improvement cannot be well noted without a starting point.

I have taken much pains to make a full report, but have almost entirely failed. You have in the accompanying document all the reliable information that could be given. No registers have been preserved.

There are some gentlemen in our township who feel a deep interest in our school affairs.

Money enough is raised by taxation in addition to the State fund and surplus revenue, to make our schools free, which is highly commendable.

The change of teachers in our schools is too frequent. Whether it is "a necessary evil," or not, I cannot decide.

We desire improvement in our schools, and expect to see it shortly.

I would suggest that a few minutes be devoted each day to singing. And, as many of the pupils cannot attend school long, I would recommend that instruction be given with reference to the future occupation of the pupil, omitting (in

some text books) such parts as will not be really of service to him. Some children have but little opportunity for mental *discipline*; they can only be "crammed," and the cramming process requires sagacious, prudent, common sense teachers.

I promise a better report next year.

A. MORRELL CORY, M. D.,
Town Superintendent.

MIDDLESEX COUNTY.

EAST BRUNSWICK.

This township was formed in May last from the townships of Monroe and North Brunswick. Its school districts, eight in number, came all from North Brunswick except one, that of Spottswood. Two of these districts are to so small an extent in this township, that I hardly know how to report them, or how far to report them, and I presume they may be more fully reported in North Brunswick.

I have set off one new school district, consisting of that portion of George's Road district which lay in this township, and named it Laurence Brook school district. They have built a convenient school house and employed a teacher.

Dunham's Corners district have also built a new convenient school house.

Spottswood district also erected one, two stories, very convenient, about a year ago. I do not know that it has been reported before. These are all frame buildings, as are all the rest of our school houses excepting one, which is of brick; of the rest two are not in very good repair.

All the schools are now supplied with teachers.

As to attendance, I can report only the time of the forma-

tion of the township; no papers or books have come into my hands from my predecessor in office. Of those districts which are but partially in this township, I am not informed as to how much the attendance is from this township.

I may report favorably for attention to study in the schools generally. I have been particularly interested in my visits to the schools of Washington, Dunham's Corners and Old Bridge, which have scholars further advanced than the other schools. But all of them are I believe well conducted, and scholars making a good degree of progress.

A. VANDEWATER,
Town Superintendent.

MONROE.

I am happy to state that the schools of Monroe township are in a prosperous condition, being well supplied with competent teachers, both as regards scholarship and moral character, and each being regularly licensed. As to school books, there has been very little change since my report of last year. Number of children between the ages of five and eighteen, one thousand and seventy-two.

The public money apportioned to the various schools amounts to twenty-five hundred and sixty-nine dollars and thirty-nine cents, only a small portion of which has been received at the time of making this report, which is a serious objection, as it greatly retards the progress of schools. The majority of the schools are kept open four terms per year, of sixty-six days each, and the terms of tuition being from seventy-five to one hundred dollars per term. Each school has been visited once per quarter, numbering fifteen in the township. In some districts trustees and employers visit the schools, and manifest a great desire for the improvement of the young, and also encourage the various teachers in so doing; but in others the whole duty devolves upon teachers and superintendent. The

majority of the schools are well supplied with the proper apparatus, and have suitable play grounds attached.

JAMES IVES,
Town Superintendent.

NEW BRUNSWICK.

I herewith transmit my annual report of the schools in the township of New Brunswick. By an act of the last legislature the old township of North Brunswick was divided into three distinct townships, and by this division we have but one whole school district, viz: "the New Brunswick Public School," and part of district No. 12, known as "the Farmers Public School Co.," their school house, however, is located in the adjoining township.

The New Brunswick Public School is ably conducted by an experienced principal and twenty-four efficient assistants, all duly licensed according to law, and the school is steadily advancing in all the substantial elements of improvement.

K. T. B. SPADER,
Town Superintendent.

NORTH BRUNSWICK.

Having but two school houses in our township, in one of which no school has been kept during this year, I have thought it properly my duty to answer for but one. We have besides these two, four parts of districts, the school houses of which are in other townships, and I suppose will be answered for by the superintendents of those townships.

One of our school houses is comparatively a new building, it is known as the Oak Hill school house, and is built in modern style, and furnished with seats and desks, well ventilated and has a very efficient teacher, and the trustees and people seem

to have proper views in regard to the education of their children; the other school house in this township is old and dilapidated, fast going to decay, and has the old forms and benches around the walls. I have been urging the trustees to make a move towards building a new school house, but they as well as the inhabitants generally of that district do not yet see the great advantages their children will have in receiving a good education. I am in hopes that they, seeing the ambition that is manifested by the districts all around them, will soon be stirred up to move in this matter in the right direction.

I have visited the schools, part of which are in this township, and have been much pleased with their management, and have found the teachers efficient and the scholars proficient in their studies, and altogether I can say without hesitancy that the schools in this township are in good condition.

JAS. C. EDMONDS,
Town Superintendent.

PERTH AMBOY.

In presenting his report, the superintendent of schools here would beg leave to state that the public school of this city is held in the court house of the town. It has three departments; a primary, a middle, and a higher department. There is a competent teacher in each; and taking into consideration the imperfect accommodations and facilities afforded, very gratifying progress has been made. The great want is, a properly constructed building with the modern fixtures and appliances. Until this is furnished, the instruction must necessarily be more or less imperfect. But, at present, the treasury of the town is not in a condition to meet the necessary outlay. The teachers here, as elsewhere, labor under great disadvantages from the want of punctual and regular attendance on the part of the pupils, and the almost entire

absence of interest and attention on the part of parents. If *their* coöperation could be secured, the task of instructors would be much lighter and more encouraging. Occasional meetings for public addresses on the subject of education in its various branches would doubtless have a happy effect in this regard here, as they have done elsewhere. But even then, the charm of novelty and reputation on the side of the speakers, would be necessary at first to call out the people, and awaken a sufficient interest to give a strong impulse to the cause.

I will only add, that in my view more attention should be paid in our Normal School to the training of a class of teachers for the primary department of instruction. This is the most important, as well as difficult department; and very few are found qualified to do it any thing like justice. In the midst of so many untrained, restless minds and bodies, the government should be eminently kind, skilful and attractive; without much visible restraint, and yet effectually controlling. At the same time the instruction, without making mere form and order prominent, should be strictly elementary and radical, and thorough, as far as it goes. Then the pupils, in passing to the higher forms, would be prepared for substantial and rapid progress. Their standard would be high, and they would almost necessitate a corresponding elevation of instruction and government on the part of their teachers. In the presence of such learners, instructors of grammar and high schools would feel that they must have, not merely the form but the reality and the power of knowledge; that nothing would avail them short of an accurate and familiar acquaintance with all the subjects belonging to their department.

THOS. VERNON,
Town Superintendent.

PISCATAWAY.

In forwarding my report of the condition of the public schools of Piscataway township, I have to regret its imperfection, for, notwithstanding all my efforts, our teachers have failed to make proper and complete returns. Soon after my election in April last, I prepared blank tables, one for each school, and gave them to the teachers, with directions to fill them up and forward to me by the first of December; but not one sent a report, and when I called upon them none were ready; and consequently my report has been delayed until now, and indeed all are not yet in, but I hope they will be ere this is mailed, that my report may be as complete as possible. Only one presents a report conforming in all respects to Series No. 3, as furnished by you for my guidance; and I would respectfully recommend that printed blanks be prepared and furnished each teacher, that they may be enabled understandingly to prepare their report. Our schools are generally in good condition, but I regret to say that but a small portion of the children enrolled in the districts attend school, as the statistics will show.

I have labored to secure a uniformity of text books, but have not yet succeeded, yet am not without hope of gradually bringing it to pass; many dislike change that involves expense, unless they can see an early return in kind.

Sanders' Elocutionary Chart has been by me introduced to the notice of the schools, and its use explained; some of them have already procured it, and others, no doubt, will do so.

Our teachers will compare favorably, in ability to teach, with the same number in any part of our State, and several of them are of the best order of teaching talent, and all are of good moral character, and are seeking to elevate the standard of our schools.

In several of our schools a public examination has been held, and the public invited to attend. The pupils generally acquitted themselves well and were a credit to their teachers

At the close I have delivered an address, endeavoring to awaken a greater interest in our public schools.

Our school houses are generally in good order, and conveniently arranged; one district is without any, having to rent a room, and then only continuing school while the public money lasts, which seems to me a very questionable policy. The trustees in our township are gentlemen of the best standing in the community, and seek to discharge their duties so as to advance the interest of our schools; but they perhaps fail in visiting, seldom being found in the school room; and perhaps it is asking too much of them to leave their business and give their time to this work without compensation.

As you are aware, the Teachers' Institute for Middlesex county was held this year in our township, and I have no doubt exerted a very salutary influence upon the cause we seek to promote by our public school system. I have visited each of the schools not less than once per term, and in most cases more frequently, and have examined four teachers, one male and three females, each of whom sustained a very creditable examination; and there is no doubt but that our schools are making, if not a rapid, yet a very satisfactory progress in all things that constitute a good school.

J. JAMES BAKER,
Town Superintendent.

SOUTH BRUNSWICK.

It has become my duty once more to lay before you my report for the township of South Brunswick, relative to schools. I would say that there is no material change, except there has been one new district made since my last report, denominated Little Rocky Hill, composed of parts of South Brunswick and Franklin townships, which has been long sought for. In this new district, the trustees have erected as convenient a school house as circumstances would

admit, and the school has been in operation for several months, and I believe as prosperous as the rest of the schools in this township, considering the difficulties which they have had to contend with. All the schools, as a general thing, are on the improvement, and I hope nothing will transpire to impede their progress. I have found by past experience that there is no use in suggesting any improvement in the school law. It has been done many times without effect. One thing is wrong, in relation to not receiving the second State apportionment of school money, as the law calls for, which greatly retards the prosperity of our schools. The teachers in this township are all well qualified to teach in all those branches required by law. In visiting the different schools, I find that teachers are exercising an increased interest in the discharge of their duty.

J. I. BULKLEY,
Town Superintendent.

WOODBIDGE.

In addition to the table of statistics herewith transmitted, I feel a satisfaction in being able to report some improvement in the condition of the schools in this township. More attention is being paid to the building and furnishing of school houses. The attendance of pupils has been good in those districts where the schools have been continued through the year. (Some of the districts, for want of public money, having had school only six months.) The teachers, as a whole, have been qualified and fit for their several stations, and so far as the Normal teachers have been engaged, a general satisfaction has been given.

I see no reason why a school poll tax might not be assessed on every voter. There are a large number of voters who pay only a tax of fifty cents, who would be just as ready to pay another fifty cents for school purposes, and until some

other system than the present be adopted for the raising of school money, would add materially to the amount. The plan proposed to the last legislature to use all the revenues of the State for school purposes, though not likely to meet with general favor, is worthy of consideration.

ELLIS B. FREEMAN,
Town Superintendent.

MONMOUTH COUNTY.

FREEHOLD.

The time having arrived for making the annual report of common schools to the State Superintendent, I herewith present you with the following statement of this township. The whole number of children between the ages of five and eighteen, as reported by the trustees of the several districts, is 1059, an increase of 20 over last year; of this 96 are colored. There are eight entire districts in this township, all of which are in good working order. Our teachers are all licensed.

The State, county and township money which will be received during the winter will be sufficient to make most of the districts free. No. 7 and No. 11 are the only two which have made assessments on the parents.

During the past summer a good, substantial and comfortable school house has been erected in the south part of the village of Freehold, in district No. 3, (Murphey's) at an expense of \$1354.72, which has been met by selling the old school house and lot for \$300, raising by subscription \$139.16, using \$457.56 of the school money which was on hand, and mortgaging the new building and lot for \$463.

This improvement was greatly needed, and much praise is due to the trustees of the district for the gratuitous and laborious part which they performed in having it consummated.

The amount of money paid into my hands since the 15th of December last, by Wm. B. Sutphin, Esq., township collector, is \$2500 township money raised by tax for school purposes; \$529.09 State and county surplus money; \$521.64 raised for repairing Freehold academy, No. 2, and building school house for colored children; and \$66.25 for building session house in district No. 9; all of which has been appropriated to the several districts.

JOHN W. BARTLESON,
Town Superintendent.

HOWELL.

In preparing the annual report of the condition of schools in this township I find nothing of special interest to record. We have ten entire school districts, and one which lies partly in another county, with a house for each district. The houses with one or two exceptions are quite commodious and comfortable. In district No. 6 (West Farms) there has been a very desirable house erected, the old one having been considerably damaged by fire. This is the only improvement in this direction that has been made during the past year.

The schools have been visited as usual, and in most cases some of the trustees have been present. It is a matter of regret however, that trustees do not, generally speaking, manifest that interest in relation to the prosperity of the schools which they should. Would it not be good policy to recompense them reasonably for their services, and to impose a penalty in case of dereliction of duty? It is also to be regretted that parents do not exhibit a more lively interest in the education of their children; when every parent should make him-

self familiar with the character of the discipline, and the course of instruction his children are undergoing. Seldom if ever do they call upon the teacher or visit the school room. This is certainly a great mistake. Children are naturally very sensitive, and when they see their parents sympathising with them, and aiding them in their difficult tasks, it proves to them a powerful incentive to increased diligence and stronger effort. Would that parents as a class could be made to fully realize this important fact.

But few of the schools, for the want of sufficient appropriations, are kept in operation near the whole of the time. Two only have been kept open the whole of the year. Five have been free, with an average of about two and a half quarters each. The course of instruction in all the schools of the township has averaged seven months and a half. The majority of our teachers are well qualified and give general satisfaction.

The practice which has been adopted in some instances in our township, of employing teachers previous to their being examined according to law, is to be deprecated. If, as it sometimes happens, the examination does not prove satisfactory, it places the superintendent in a very peculiar situation. He must either grant the license, when at the same time he feels that he is doing an injustice to his position, or the teacher must forfeit that recompense which his time and labors would seem to demand. In cases of this kind, if the trustees themselves could be held responsible to the teacher for the payment of his dues, it would doubtless have the effect to prevent a repetition of the custom.

There is, notwithstanding some of the difficulties to which I have alluded, an educational sentiment in our township that is growing and disseminating its wholesome effects into almost every household; and I hope the day is not far distant when the legislature of New Jersey will enact a law making ample appropriations for the establishment of free schools through-

out the State. Then will she do honor to herself and her duty to the rising generation.

JOS. B. GOODNOUGH,
Town Superintendent.

MANALAPAN.

It is with pleasure that I am able to report an increased interest and attention to the cause of education. I think the parents seem more fully alive to the necessity of securing the services of qualified and faithful teachers—realizing their true interests in having the foundation properly laid, thereby saving time and money.

An increased attention is given to the comfort of the children, by providing more suitable accommodations, as will be seen by the circular accompanying this report. The majority of our schools having provided themselves with good desks and seats, (I would here recommend the great advantage of separate desks and seats with backs, similar to those used in the public schools of our cities.) Our school houses are in good repair, and all, at this time, supplied with teachers, present an encouraging appearance; not that they are what I should like to see them, but in comparing them with what they were, we have great reason to take courage, and go forward, hoping by gradual improvement to make them what they should be.

JOS. H. VAN MATER,
Town Superintendent.

MIDDLETOWN.

In addition to the statistics furnished, as per table, I would say, that the schools of this township are in a prosperous condition, much more interest is taken by the patrons than formerly; the teachers having all been licensed, take a high

stand, and are succeeding well in their important vocation. Thoroughness in the various branches taught is realized as an indispensable requisite in the character of a teacher. Two of our teachers are graduates of the Normal School, and their devotion to their profession is doing much to enlist the sympathies of the inhabitants in favor of that important institution.

The Teachers' Association of the county is becoming an important organization, attracting as it does the attention and coöperation of a large number of the teachers, their meeting affording an opportunity for the discussion of interesting topics relative to the general subject of education, and eliciting the combined experience of all with reference to the best methods of imparting instruction to the young. Uniformity of text books has long been thought by many an important consideration. An effort was made in that direction by the school officers of the town with the teachers of the several districts; the success attending it has led us to the conclusion that ere long that desirable object will be accomplished. Three dollars per scholar for all within the prescribed age, has been raised by taxation for the support of public schools by our township ever since the passage of the law in 1851.

DAVID B. STOUT,
Town Superintendent.

OCEAN.

The schools in Ocean township at present are in a more flourishing condition than for years past, an increased interest being awakened among both parents and children, and a larger number of children have been in attendance during the year than in some time. If our legislature would grant a remuneration to school trustees, it would, in all probability, be conducive to greater attention and interest on their part. There is also a great want of a suitable school record in our

schools, to which the town superintendent might refer for statistics, and save much time and labor.

Our school buildings are generally in good condition, some of them inferior to none in the State.

THOS. G. CHATTLE, M. D.,
Town Superintendent.

RARITAN.

I will submit, with my annual table of statistics, a few remarks. As will appear from the table, our township has, pecuniarily, done better by her schools than for several years previous. I regret to say, however, that with some praiseworthy exceptions, the professional ability of the teachers has not been *quite* equal to some seasons past. The proof of professional skill and fidelity can never be obtained from the examination on which the granting of a license is warranted. It is a truism that "the tree is known by its fruits." So the practical ability of the public school teacher is to be known wholly from the progress made by his school. The difficulty with our teachers is not, as a general thing, lack of education, but they are not *knowing enough*. A teacher should be able to read the child-mind which he is about to train. He should know and be able to unravel the little kinks of juvenile obtuseness; and how much harder to do this, than simply to dole out tasks to a precocious child. That is the *true* teacher, who can so help on the dull, as that they shall not lag at a desponding distance in the wake of the bright.

In all schools there must be a few children who from mere natural parts must stand alone. But has not the superintendent the right to expect that, at every successive term, the gage of the general improvement shall be found to have positively gone up? that the school has no mental *statu quo*? and much less any backward slide?

We are much dissatisfied with the registry system of the

schools of our township. While nearly all keep registers, they are not the right sort, but superficial in their kind; and by strict consistency, just as superficially or slovenly kept. Ought not a teacher to be held derelict to his duty, and as jeopardizing his claims for service, that does not keep a record such as shall fairly meet the requirement of the superintendent? Indeed, every record should be a permanent thing, and the property of the trustees. In one school I have caused such a record to be begun, by prevailing upon the trustees to purchase for a permanent use the admirable register of our native teacher, Mr. Van Brockle. This work will last twenty years. *Query*—Would it not be wise legislation that inflicted on teachers delinquent in this matter a suitable fine, say \$10, such fine in amount being deducted from the order given by the trustees, upon proper representation made by the superintendent?

I would suggest that a remedy be devised for the growing evil, viz: trustees engaging teachers before the superintendent is consulted. When a teacher has fairly got into his labors, ere the supervising officer is aware, examination for license becomes at once a superficial matter. For the sake of efficiency, the authority of the superintendent should not be thus weakened by any forestalling of his judgment.

SAMUEL LOCKWOOD,
Town Superintendent.

SHREWSBURY.

The undersigned, town superintendent of public schools of the township of Shrewsbury, in the county of Monmouth, respectfully reports:

That the number of children taught therein, as well as the terms of tuition, the length of time the schools have been kept open, have been by me stated to the said State Superintendent, in my other communication lately mailed to the said

officer ; also the amount of money which has been appropriated and expended in support of the said schools.

I believe that all the schools have been supplied with good and efficient teachers, and that the children therein have been well taught, as far as relates to the efforts and intention of the teacher. I believe I have also heretofore reported to you the number of school districts and parts of districts comprised within the township. The fragments of school districts last referred to, are connected with the other parts of the respective district lying in Ocean township, adjoining Shrewsbury township.

The number of whole districts in Shrewsbury township is *seven*, viz :

1. The Shrewsbury Town District, having its school house at Shrewsbury Town village. The house is a frame building, two stories high, built about twenty years ago. It is adjacent to the public highway. The children attending it have not any play ground except the highway.

There is also another school house in this district, built by individual contributions, and the school therein maintained by individual expense, independent of any public moneys.

2. The Tinton Falls District, has one school house, one story high, one room, having no play ground for the children except the public highway. This house is situate at the village of Tinton Falls.

There is also in this district a school for colored children exclusively, and taught by a colored teacher. This latter school is remote from the former school.

3. The Red Bank District, having one school house, frame building, two stories high, occupied by two schools. This building is remote from the highway, and has a play ground surrounding the building, removed from the public thoroughfare.

There are two other district schools kept in this district, in two separate buildings. But the location and accommodations of these latter buildings are inappropriate for the pur-

pose of a school. The children attending these latter schools have no exclusive appropriate play grounds, and seek diversion (if any) out of regular school hours in the public thoroughfares adjacent to the buildings. This district is *sadly in want of proper school rooms, with appropriate necessary appurtenances*, in more eligible localities.

The persons interested in the district should at once furnish *economical but ample* accommodations and conveniencies for the school children of the district.

4. The Little Silver District has one school room, no play ground attached for the use of the children, except the adjacent highway. The building has been lately erected.

5. The Rumson District has one school room, with play ground attached, remote from the highway. But the school room is too small for the accommodation of the present number of the children, and, in my opinion, the persons interested in the district should, without delay, extend more enlarged accommodations to the pupils of the district.

6. Fair Haven District has one school room for the white children. But the room is too small, in my opinion, for the benefit and comfort of the pupils of the district, and the seats and desks are badly arranged, and tend greatly to the discomfort of both teacher and children. This matter invites the serious consideration of all persons interested in the district, and should have, at once, its proper remedy. The present arrangement of the building is highly detrimental to the best interests of all concerned.

In this district there is also a school exclusively for colored children, taught by a colored teacher, and remote from the former school.

7. The Port Washington District has one school room, remote from the village, and, I believe, of sufficient size and proper arrangement for the present accommodation of the district.

But good school houses and efficient teachers are of but comparatively little benefit to the pupil, if the efforts of the

teacher in the school room find no response in the encouragement of the parent *at home*. If children were taught to be students at home as well as in the school house, teachers would be better encouraged in the discharge of their duties, and parents would appreciate more quickly the benefits of our public schools.

R. ALLEN, JR.,
Town Superintendent.

MORRIS COUNTY.

CHATHAM.

In addition to the enclosed statistics, I will say that our school houses with but few exceptions are very respectable as to their outward appearance; but the internal arrangements which are so very essential for the comfort and physical development of the children are far from what they ought to be. Ample play grounds and shade trees we are to patiently wait for, expecting to have them "by and by." The people of district No. 7 have lately completed a very substantial building of brick, an ornament to their place, and to every passer by pleasing and attractive. Our schools at present are generally supplied with thorough and efficient teachers; and if parents and trustees were careful and solicitous in selecting teachers of proper qualifications as regards scholarship, sound principles and weight of character, who would command the respect and win the affections of their pupils, inspiring them with the love of study, giving them early the habits of punctuality and close application, our youth would grow up with "enlightened minds and virtuous manners." If sir, we could have such, and only such teachers, in all the common schools

of our land, year after year continually (the frequent change of teachers is a serious drawback,) the small amount required from parents in addition to that which is already provided would be richly repaid in the intelligence and integrity of their sons; and we should have continually coming on the stage a greater number of the wise and good, the enterprising and industrious, well qualified in all respects to perpetuate our civil and religious institutions.

STEPHEN H. WARD,
Town Superintendent.

CHESTER.

There is not I believe a single district in the township which has employed the same teacher during the entire year. This would occasion confusion even if all the registers were properly kept. In general I find the teachers qualified for their business. We have in our township an excellent school, "the Chester Institute," where nearly all of our teachers have received their education, and which elevates the standard of intelligence.

The town has raised by tax this year three hundred dollars more than ever before, and adopting generally the free system; they keep open the schools from eight to nine months. There is not however a due appreciation of the importance of common school education.

Several of our school houses are sadly out of repair, and there is a backwardness in taking measures for their improvement. Nearly all the teachers complain of irregularity of attendance.

We are in an agricultural district, and many parents do not send their children to school so long as there is any thing for them to do at home. The tuition being free, they imagine that the absence of their children during part of the time will occasion no loss.

These difficulties we trust will be lessened with the advance of education and intelligence.

JAMES F. BREWSTER,
Town Superintendent.

HANOVER.

The condition of the schools has changed little during the year. What I now have to say may be expressed in a few remarks under three heads.

I. I think some evidences appear of improvement, such as the following—1. A growing desire for good teachers. 2. Such an elevation of the standard of teaching in some districts as makes it increasingly difficult to tolerate incompetent teachers. 3. A rapidly growing dissatisfaction with the defects of our public school system.

II. I am sure there are many evidences of great need of improvement, of which the following are a few—1. School buildings and school furniture are generally very inferior and very much neglected, and of proper apparatus there is nothing. 2. Opposition to raising more money for schools by tax is very decided; although Hanover now raises less than some adjoining townships, whose improved free schools show the advantages of a more liberal policy. 3. Unwillingness to pay tuition bills and disposition to expect the public money to defray all school expenses are strengthening. 4. The schools are seldom visited by parents or others; those who have no children at school generally act as if they could not possibly have any interest in schools.

III. I am well satisfied that a good education will not be acquired by the rising generation, at the public schools, unless—1. These schools are made entirely free; and 2, are liberally supported by public money; and 3, are put under rigid and intelligent control; and 4, unless the popular mind shall be so awakened to the claims of education, as to act in

view of the facts that the interests of property, morals and religion are all immediately promoted by good public schools, and that rich and poor are equally concerned in them.

JNO. M. JOHNSON,
Town Superintendent.

JEFFERSON.

At the commencement of the past year, I placed printed registers in all the schools, at the same time requiring of the teachers that they should be carefully kept. As a consequence, my present report is, as nearly as may be, strictly correct.

What I consider the greatest obstacle to the success of our free school system is the utter indifference manifested by parents in compelling the attendance of their children at the schools. This is only carrying out one principle of our nature, in which we are apt to set too small a value upon things which cost us nothing. I can see no better remedy for the evil, than the passage of a law requiring a certain number of days attendance at school, (except for good and sufficient reasons to the contrary,) to entitle children to their share in the benefits of the school money.

CHAS. McFARLAN,
Town Superintendent.

MORRIS.

The report which I herewith submit has been prepared with much care and labor. Owing to the fidelity of the teachers of the different districts, generally, in keeping their records and forwarding their reports, I am enabled to present it with a good degree of confidence as to its general correctness. I do not consider it necessary to state in detail the difficulties in the way of education; these, from frequent

repetition, are familiar to all. Suffice it to say, that the real obstacles are of such a nature that they cannot be removed by any wisdom of legislation. The great hindrance doubtless is, a low estimate of the real value of education among the people generally, and a consequent want of interest in regard to it. To remedy this evil, some method of reaching more effectively the ear of parents seems necessary. The evil is one which must evidently be educated out, rather than removed by legislative enactments. It is but just that I should state that our schools, for the most part, have been supplied with capable and faithful teachers.

HENIAN MEED,
Town Superintendent.

PEQUANNOCK.

In submitting our annual report of the census and condition of the schools in Pequannock township, we beg leave to make a few suggestions, and offer an apology for its meagreness. And first, the apology. We owe this, for we hold that it should have been perfect, whereas it is not; and the blame of this is due in part to myself, and in part to the teachers. To me, because I should have taken more pains to impress the duty of punctuality in rendering their reports, and keeping them carefully, and to them for remissness, in some instances, in keeping an accurate register, and in others in not remitting their reports in time for embodiment in this. We trust another year will witness the exact performance of duty in these particulars.

We are pleased to be able to state that we have an able corps of teachers, with exceptions, in the township, a part of them graduates of the Normal School, who are acquitting themselves generally with honor, and some that are not, with equal honor, as to ability and aptness to teach; while a few, I fear, have more respect to the salary than the intellectual

or moral training of the children. Our best endeavors, as we visit the schools, are given to impress teachers and scholars with a sense of mutual duty, as well as to point out the best methods for its discharge, and excite a love thereto, and this, we think, with happy effect.

Incompetent teachers are occasionally introduced through the fault of trustees, and this, through their hiring them and setting them to teach before they have been licensed. It is then an unpleasant duty to refuse them license, and in some instances it is thought best to let them reap the fruit of their own misdoings.

Another defect, in some districts, is the too frequent change of teachers. The sooner an incompetent teacher is exchanged for another and a better, the more to be desired; but this is not always the case; more regard being had to the price, sometimes, than the qualifications. Sometimes even a competent teacher is discharged for one very inferior, from regard to the dollars and cents. It may sometimes happen that even a well qualified teacher may become a little drowsy, through long continuance in the same locality. It is a pleasant feature that our teachers have been mainly grown upon our own soil of New Jersey, and are generally succeeding so well. It indicates progress in the right direction.

We are gratified to be able to state that a number of our school houses have been built with due regard to the comfort and convenience of the pupils, while we are sorry to say that others are a downright disgrace to the districts in which they are situated—forbidding in appearance and location, and the interior arrangement just adapted to weary children and try the temper of teachers, and affect injuriously the health of all concerned. We have no doubt but that contracted chests and curved spines are sometimes owing to the villainous manner desks and benches are often constructed. A school house should be a home of neatness and comfort.

We are sure many parents greatly underrate the importance of giving their children, at least, a good common school

education. This we infer from so many being kept a greater part of the time from school, and others so irregular in attendance, while some are not sent at all. How it can be remedied seems a difficult problem. I think, sometimes, that if the schooling was entirely free, it might effect a change for the better; and yet the objection, that what costs nothing is lightly esteemed, comes up for consideration. Without considering it, however, we would suggest that a penalty, which would cost something, might be exacted from those who, without sufficient cause, refused to send their children between certain ages; such as prevails in some other lands. Whether the people are prepared to enact and sustain such a law, is a matter, I suppose, of grave doubt. The beneficial effect of the two combined—free schooling, and expensive staying away—I have but little doubt.

In conclusion, I would respectfully suggest that the law relative to the disbursement of the public funds might be amended for the better. As the law now stands, the trustees are legally bound to make the school free so long as the fund will permit. This we know is disregarded in most instances, and the money distributed as near equally as may be throughout the year. But this is done at a risk; for as many as choose may refuse to pay their quota of the sum additional necessary to meet the salary, and there is no law to compel them; in fact the law, as it now stands, is on their side. And yet, if there are funds sufficient to make the school free for only half the year, which is about the average amount, the other half will of course be without any, and those who can send only during that half are unequally dealt with. If the law left it undecided which of the two courses the trustees should take, or else make it obligatory to apportion its funds equally among the quarters of the year, it would be a decided improvement.

N. CONKLING,
Town Superintendent.

ROXBURY.

The statistical report transmitted I have endeavored to make as accurate as circumstances would allow. The condition of the schools in this township is not such as may be desired by the friends of education. In my visits, I find, generally speaking, that our teachers are left to pursue the even tenor of their way, unheeded, uncared for; the inhabitants seem to be too intently engaged in pursuit of the "almighty dollar" to spare time to attend to the best interest and future welfare of their children. Trustees' visits, like "angels' visits," are few and far between.

Any common laborer would not be left one week on a farm alone, for that would involve a matter of dollars and cents; yet children are sent to school year after year, without parents caring how they are taught, when the future welfare of the child depends upon the character and education acquired in early years.

It is to be regretted that parents are not more mindful of the duties and relation they owe to the school room. Seldom, if ever, do they call upon the teacher or visit his school.

Every parent should make himself familiar with the whole routine of duties in the school room, and of what kind of discipline his children are brought under from day to day. He should do this, not simply by enquiring of the pupils, but by actually visiting the school room. His presence there would do much towards encouraging both teacher and pupil. When a child sees a parent deeply interested in school exercises, sympathizing with him in his difficult studies, and aiding him in improvement, it inspires him with new energy, and he will apply himself more closely to his studies. Trustees complain that they have no time to attend to their duties, and could be earning money if at home; while many are good for nothing when they do attend; some can scarcely read or write, while others know less about the signs and rules of

arithmetic than they do about tavern signs and rules for imbibing porter and lager beer.

Perhaps if our schools were free during the year they would receive more attention. Under the present arrangement we have money enough to keep them open six or eight months. In order to sustain a school longer, a sufficient amount must be subscribed by those who patronize the school. When the subscription paper is circulated, one would be surprised to see with what reluctance the almighty dollar is subscribed. This gives rise to harsh epithets towards our present school system.

S. D. BUDD,
Town Superintendent.

WASHINGTON.

In addition to my annual report, herewith transmitted, I would say, that our schools are nearly all in a prosperous condition. We have some very good teachers laboring in this township, and are proud to say that their labors are appreciated both by parents and pupils. Our school houses are mostly in good repair, several of them being nearly new. In fact, all things pertaining to our schools are moving smoothly, except our pecuniary affairs. We do not get near the money we need during the first half of the year. In this township we raise twelve hundred dollars by tax, which we do not get until December, consequently we have but half of our State school fund and the interest of the surplus revenue to appropriate to our schools the first six months, which amounts to about five hundred dollars. Now this is not enough. We need, at least, all of our State school fund the first half of the year, and if that fund could be increased to double what it now is, we would have our money nearer equally divided.

THEO. NAUGHRIGHT,
Town Superintendent.

OCEAN COUNTY.

BRICK.

There is no material change for better or worse in the educational interests of this township.

Enclosed with this, you will find the blank report filled, as accurately as it could be, in the absence of any returns from the teachers of the township. The impossibility of obtaining correct statistical returns from the teachers, of the character referred to in the blank report, has been previously and frequently suggested, from the fact that no such blank reports are supplied the teachers.

If these were furnished, teachers would feel that the obligation was imposed upon them, and a satisfactory and correct statistical table could be made out.

We have not erected any new school houses during the past year, but sensibly realized the great necessity of such being done in several of the districts.

The whole amount raised for public schools is not sufficient to keep them in operation the entire year. We still cherish the hope that the legislature will see the necessity of regarding the wishes of the people, as expressed from different sections of the State, and place the public schools of this State in a condition that will make them compare favorably with the schools of those States where more advanced and liberal legislation in educational interests is enjoyed.

WM. F. BROWN,
Town Superintendent.

JACKSON.

It now becomes my duty as superintendent of the township of Jackson to report to you the condition of the schools in said township. We have nine school houses, five of which will do very well, especially the ones at New Prospect, Pleasant Grove and Leesville; the last one is a commodious building with an especial ventilator. The five are each supplied with a good blackboard. The other four are small affairs, and with the exception of one, which is a new building, are out of repair. They are all frame buildings. The seats of the four last mentioned are made of slabs, without backs, and the legs not all of a length by a long ways, and are so high that the scholars have to have ladders by which to mount them, and they sometimes fall off, the result a laugh altogether, and sometimes a bloody nose.

The schools are nearly all in session. Some of the teachers are licensed; they mostly commence without being licensed, expecting to get them when they get their money. I have refused some, but told them that if the trustees would sign their license I would pay them. I have visited the schools generally once each term, and have tried to encourage the scholars and teachers. Sometimes the trustees and inhabitants come out and by their presence manifest quite an interest in the cause of education.

The trustees of some of the districts have been in the habit of using the free money for repairs, &c., sometimes adding the amount they wanted to draw to the teachers salary, and sometimes using an order, stating what for; they seem to have thought that they had a legal right to use \$20 per year for repairs or towards paying for a new house, or rent, &c.

I have not as yet received any State money for this year. There seems to be bad management in regard to the forthcoming of the State money, it seems to go through too many hands.

Our people seem to take quite an interest in the cause of

education, and if we could be supplied with good teachers, good rooms, books, and other things, without which we can have no good schools, they would be in favor of making them free. Previous to '58 they had raised only \$300; '58-'59 they raised \$600; this year, 1860, they raised \$1000, which, in connection with the State money, \$377, enables some of our most populous districts to have about six or seven months free school, the others from three to five months. I have reason to believe that they will not raise so much as \$1000 next year, and I have heard that the committee talk of not paying all that was raised this year, owing to the township being a little in debt.

It seems to me that our schools should be made free by the State. The reputation of the State *demands* it, the progress of the age *demands* it, and the people *demand* it; they have been governed by corporations and railroad monopolies long enough; give them the revenues of the State for free schools, and tax them for the support of the State government. Make the schools free, and the future campaign orators will take the record of the vote that made them so with them on the stump, and show to the people who, or what party, had voted for or against their best interests.

WM. H. BENNETT,
Town Superintendent.

PLUMSTED.

In consequence of the frequent change of teachers and the absence of proper school registers in some of our schools I find it difficult to make our statistics as accurate as I would like, but I think the enclosed are nearly correct.

There are four districts and four parts of districts in this township. One is composed of part of Upper Freehold township, Monmouth county, and three are partly in Jackson township.

The majority of the teachers who were employed in our schools the last year still remain with us.

I take pleasure in stating that our schools are in a good healthy condition, and are provided with teachers who are capable of teaching.

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 revenue, giving the blessings of a good education to every child in the State.

EMANUEL HODSON,
Town Superintendent.

UNION.

I herewith enclose you the forms received from you to be filled out with school statistics from this township. As you will readily observe it is quite imperfect. I have allowed the trustees to manage their schools in their own way without interference from me. The schools have however, as far as I have observed them, been managed and kept very satisfactorily, most of the teachers no doubt being well qualified for their duties. You will observe that the average number of months that the schools have been kept open is marked nine, which occurs from the fact of two small isolated districts having, as their custom is, to have but *one* quarter taught in each year, while in the other four they are open the whole year, which will in a measure account for the comparative small *average* number attending school.

J. EDWARDS,
Town Superintendent.

PASSAIC COUNTY.

ACQUACKANONK.

There is little new to communicate, except that we have one new brick school house, with improved desks, two of the old ones have been under repair this season, and much improved for comfort and convenience; the remaining school houses are rather old; efforts are making to build new ones in some districts. The general interest for schools is not what it should be, but still there is an advance. Teachers are generally well qualified and all are examined and licensed by the county examiners. Trustees do not visit the schools as much as they should, and a more general complaint is that parents so seldom call and see the schools. There being a balance in hand last spring has enabled the schools to be kept open all the year.

CORN'S. G. VAN RIPER,
Town Superintendent.

MANCHESTER.

I herewith transmit my report for the current year; it is as accurate as I can make it from the data which I have been enabled to obtain. I find little or no progress in our township beyond last year. There is not that amount of importance attached to education, either by the trustees of the schools or the parents of the children, as there ought to be. The freeholders, in many instances, grudge being taxed for the schools, because they have to pay for the education of the children of those who do not own land; they would like to see the children educated by the direct payment of

school fees by the parents of children, or as *paupers*. There is little or no hope for free schools here for some time to come, but I am glad to see that in two, at least, of our schools, the teachers are doing their best to make education strike its roots deeper in the understandings of the scholars than what has been done here before; and in district No. 4, a large proprietor has promised a handsome donation to the school, in order that a good teacher may find it to his advantage to remain with us.

DONALD ALEXANDER,
Town Superintendent.

PATERSON.

Our Board of Education generally consists of gentlemen whose vocation demands their personal attendance. By examining the laws under which we are organized, you will see that the school committee do not receive any remuneration for their services, and that the superintendent is allowed *one* dollar per day "for each day he is actually employed in the duties of his office."

I transmit a pamphlet containing the laws referred to above, and also the by-laws which the board have adopted. From these you may obtain an outline of the duties which we have to perform. These duties are rendered exceedingly onerous to some members in consequence of the inattention of others, who are seldom present at the meetings of the board, and have to be frequently sought for when their presence is needed to pass upon questions of importance. I have called your attention to these facts to show that our public schools require all the time which we can devote to the cause of education, under existing circumstances.

Our public schools are producing some of the benefits which their founders anticipated. Our teachers are competent and faithful; their efficiency is manifested by the moral deport-

ment and intellectual attainments of the young ladies and gentlemen who have therein received their education. We look forward with joyful anticipation to the time when these schools will be placed under their charge, and hope that they will manifest their gratitude for the benefits received therein, by watching over and protecting the cause of education against the assaults of its open enemies, as well as of its secret foes.

We have during the present year consolidated our grammar schools, and have now one "high school" instead of three of the former. The friends of the measure intended that the young ladies should occupy, while studying, one department, and the young gentlemen another, and that classes of the same grade, male and female, should meet and recite at the same time, in a room prepared for that purpose. They expressed the opinion that this would create a laudable rivalry between teachers who should alternate in hearing recitations, and that neither young ladies nor young gentlemen would enter the recitation room under these circumstances without a full knowledge of the subject under consideration. It was found, however, that the rooms were not adapted for the purpose, and hence the classes have been formed, each consisting partly of females and partly of males. I believe it is conceded that the change has proved beneficial even under the present organization, but it was upon the first plan that others as well as I relied for success, and we still hope to see realized by its adoption.

CORNELIUS S. VAN WAGONER,
City Superintendent.

POMPTON.

In addition to the statistics and answers to questions which I have given you, I would say that, on the whole the condition of the schools in our township is rather gratifying, though

there is much in regard to them that is very far otherwise. As I have visited the schools, I have been pleased to find that, generally, teachers and scholars have been diligently employed in their appropriate work. A portion of our schools have been conducted in good order and with evident ability, while it must be said with regard to two or three of them, that they have been rather below par.

As to the interest manifested by the people of our township in educational affairs, it is a pleasing indication, that for the current year they voted to raise one thousand dollars for the support of common schools. This is nearly two dollars for each child in the township between the ages of five and eighteen. And it is a decided advance on what has been generally raised in former years.

But there are other particulars in which it appears that by far too little interest is felt. The people in most of our districts are not willing to pay enough, in addition to the tax and State funds, to procure competent teachers.

Parents do not visit the schools. They leave the teacher and the children in the school house to feel that they are utterly neglected. And, what is yet more to be deplored, when school is in operation, many parents neglect to see that their children attend. By a reference to the statistics, it will be seen that the whole number of children reported is five hundred and eighty-two. The whole number on the registers of the respective schools is three hundred and eighty-two. From this it appears two hundred children of a suitable age have not enjoyed the advantages of school at all, and that through the culpable neglect of parents. This is simply too bad! I am ashamed and sorry to be compelled to report the fact. It is a circumstance operating greatly to the disadvantage of our schools, that they change teachers so frequently. Under the operation of this system, it is a fact that for the past month, four of the schools in our township have been without teachers. Trustees have, indeed, striven to obtain teachers, but while they were doing so, valuable time was

passing by unimproved. Two of them are now supplied. I hope the tone of feeling on the subject of education is improving.

JAS. E. BERNART,
Town Superintendent.

WEST MILFORD.

In compliance with your request, I herewith return your third series of questions, with answers annexed, which are as nearly correct as I could make them. It is not without difficulty that a report for the year could be made by me, as I was elected last April, and, in consequence of the frequent change of teachers, and some of the districts not having school through the past summer, I was under the necessity of obtaining the information of some of them from other sources.

I have reported to you thirteen districts in the township, but one of them is a small part of a district lying in this township, and the school is taught in another county. Of the others, four have been kept open all the year, and the remainder from six to nine months. We appropriate the public money toward the payment of teachers, as far as it will go, and assess the balance on the scholars that attend school, to make the balance of the teacher's salary; and some of the districts have only had school during such term as the public money would pay, which is about six months. Our school houses are, most of them, in good condition, several of them having been built within a few years, and we have one now in course of erection, nearly finished, which shows there is a spirit of improvement in matters of education.

HORACE LA ROE,
Town Superintendent.

SALEM COUNTY.

MANNINGTON.

All our public schools have been visited, and I submit the within report for the past year, which is nearly correct, except that district No. 1, containing ninety-one children, and parts of four districts, containing fifty-eight, making one hundred and forty-nine children which are not included therein (except in the whole number of children between the ages of five and eighteen.) The children in the first district going to Salem schools, and of the latter to schools in other townships adjacent to their residences.

The schools in this township have not I believe been improved under the public school system, except that there is now more diversity of branches taught than formerly to suit the increasing wants of the people; nor is there as much interest manifested under the present system by the inhabitants as under the former, many of them believing it is their right, and that they are altogether competent to educate their children as they think best, and that the public school law is unjust and burdensome.

Districting the township and confining the school fund to the respective districts, and compelling men to send to particular teachers and in certain districts under penalty of receiving no school fund, and in incorporating district No. 4 have led to many difficulties in neighborhoods. In the above named district there are now four schools in operation, consequently they are all small, and I see no way under the present school law of remedying the evils. There is so little interest manifested by the inhabitants in public schools that at the annual meetings held for the election of trustees, although

public notice of such meetings has been given regularly, hardly enough of the people can be called together to elect trustees; sometimes they have failed to meet. After they have been elected they have seldom or never visited the schools. They have selected their teachers from such as have applied for the office, and then trusted to the teachers and superintendent for the balance. Formerly under the old system, so far as my observation extended, the trustees made it a practice to visit the schools once a month, and gave advice as they saw proper.

DAVID PELCII,
Town Superintendent.

SALEM.

I have the honor of making my first report to you as superintendent of public schools in this city. The answers returned are as full as it is in my power to furnish, and would have been forwarded sooner had I not been delayed in procuring them.

Though I have noticed *two* public schools in this place, there is in reality but *one*. The other spoken of as "colored" is of small account, and perhaps of questionable advantage.

Our public school in Salem I think would compare favorably with any others out of the large cities. I think considerable interest is manifested in the subject here, and the whole matter of public education is in the hands of intelligent, judicious, and well-judging men. There is also a large number of private schools, both male and female, which I have no doubt tend to prevent a more rapid increase in our public schools. I have found much unwillingness among a certain class to encourage the public institution, and wherever practicable, they prefer sending their children to some private es-

establishment. I should say that the facilities for education in Salem are unusually great, and no parent or guardian need be under the necessity of sending his child or ward to a distance from home to be educated.

In what is called our "Academy" there are three excellent schools; one male, where young men may be prepared for college, and two female, all private. The first is under the care of Rev. Mr. Bradin, a clergyman of the Episcopal church, who was at one time at the head of Burlington College. His terms, being \$50 per annum, of course exclude generally all but the sons of the wealthy. The female schools are quite well supported and appear to be flourishing. Again, we have various schools for children of all ages and degrees of advancement, rendering our city somewhat remarkable, when its population is considered, for its attention to and facilities for education. I think it would be an improvement on the present system if the School Superintendent of the State had the right to visit and examine all schools in the State, so that his report to the legislature might cover the whole ground and give a complete view of the matter to every one who desired it. The great importance of the subject of education cannot be too highly appreciated, and the more fully the matter is brought before the people the more interested they will become.

The appointment of teachers is a matter which should be most carefully regulated. I have known persons utterly incompetent to be placed in the station, entirely through the influence of friends or relations. This has a three-fold disadvantage. The time of the children is lost, the money of the public thrown away, and the reputation of the school seriously, perhaps permanently, injured. And it therefore would seem proper that only such persons as come up to a *legally prescribed standard* should be allowed to occupy so high and responsible a position.

I must beg to be excused for the liberty I have taken in

making these suggestions, and trust my first report from Salem will be found satisfactory.

THOS. F. BILLOPP,
Town Superintendent.

PITTSGROVE.

I have complied with your request, as near as possible. From the imperfect manner that the teachers make their reports, it is impossible to furnish an accurate report. The amount of money raised by the township the present year is more than double that of any former year. The schools have been better attended, and a more general interest is manifested than formerly. The trustees, as a general thing, employ the teacher without consulting the superintendent, too often making the price a desideratum, rather than competency. I have often urged the importance of having a well selected library in each school, but old fashioned notions still prevail, though I trust there is a better day coming.

J. S. WHITAKER,
Town Superintendent.

UPPER ALLOWAY'S CREEK.

It is not without difficulty that a report can be made, as a majority of teachers make no report. Our teachers are chiefly natives of this township. We have only one that is a graduate of the Normal School. Many of them are teaching without license. The summer schools are attended by small children, with but one or two exceptions, where there are higher branches taught than reading, writing and spelling. Schools have been kept in all the districts during the past year. The school houses are in good repair, except one.

DAVID SHIMP, JR.,
Town Superintendent.

UPPER PITTSBORO.

Schools have been kept open the whole year in districts No. 1, 2, 3, and 8; nine months in No. 4; six months in Nos. 5 and 7, and three months in No. 6. The fractional districts, from three to six months. The salary of the male teachers average \$75 per quarter; the females, \$40 per quarter. In addition to the common branches, grammar, geography, algebra, mensuration, surveying—but only four in the latter branch. The money received from the State is \$305.72; but only one half of the November instalment has never yet come to my hands till January, for some cause unknown to me. The interest of the surplus revenue has not yet come into my hands, but I have reported both as received. The amount for this year of the interest on surplus revenue is \$218. Our township raised last spring \$800. Several of our school houses are yet in an uncomfortable condition. The scholars attend very irregular in some of the districts, but there is some more interest manifested in a few of the districts than formerly by the parents, and the blackboard is now introduced in nearly all the schools, which I consider a great improvement.

JAS. COOMBS,
Town Superintendent.

 SOMERSET COUNTY.

BEDMINSTER.

It is to be regretted that parents are not more mindful of the duties and relation they owe to the school room. Seldom, if ever, do they call upon the teacher or visit his school.

Every parent should make himself familiar with the whole routine of duties in the school room, and of what kind of discipline his children are brought under from day to day. He should do this not simply by inquiring of the pupils, but by actually visiting the school room. His presence there would do much towards encouraging both teacher and pupil. When a child sees a parent deeply interested in school exercises, sympathizing with him in his difficult studies, and aiding him in improvement, it inspires him with new energy, and he will apply himself more closely to his studies. But so it is; parents or trustees never think it necessary to visit the schools at all. And there is another great evil in our schools—irregularity of attendance by the scholars. Schools that have fifty scholars on their register will not average more than twenty-five the whole term.

Our teachers are mostly natives of this State. Teachers are licensed by our county board of examiners. The children that attend our schools are small, especially in the summer season. The branches taught are spelling, reading, writing, arithmetic, geography, English grammar, algebra, analysis of words, and philosophy.

School has been kept open all the year, with the exception of three, which will be vacant this winter. We have three school houses in this township that are too cold for winter schools; the rest are in good repair. For school books we have a general assortment, some of almost every kind that is printed.

D. M. TODD,
Town Superintendent.

BERNARDS.

The statistics which I have sent to you are only approximations to the truth. They have been made out from accounts taken by myself while visiting the school. Written reports

have not been received from any district in the township, except as to the number of children. Such reports will never be received unless blank forms are furnished to the trustees, accompanied with a requirement that they fill them up and return to the town superintendent.

In one district a new house, with modern arrangements, has been erected within the year. Another house has been repaired and improved, though yet after the old style. The school houses are all comfortable—five with, and three without modern improvement of desks. Some progress has been made in these respects, but as to general interest in the schools, or the employment and remuneration of well qualified teachers, we have made no advance. The county and State fairs, with all their evils of horse racing, gambling, drunkenness, idleness and extravagance, are more important institutions, it would seem, in the estimation of many, than our public schools. This is said not with a local application to this county or township, but with a general reference to the State.

JOHN C. RANKIN,
Town Superintendent.

BRIDGEWATER.

All our schools but two are kept open through the whole year, excepting the regular vacations, the duration of which in the different districts range from four to eight weeks for the whole year.

We have but one public school in the township which is fully furnished with necessary apparatus for chemical experiments, and philosophical and astronomical illustrations. Outline maps and better blackboards are greatly needed in nearly all our schools.

Our teachers are generally well educated, and, for the most part, *have a mind to the work*. They labor industri-

ously, and are generally successful in securing not only progress in the objects of study, but good order and cleanliness in the school room.

While our school laws make it obligatory upon the State Superintendent to report to the legislature, and the town superintendent to report to the State Superintendent on or before the 15th of December, yet there is no obligation resting upon teachers or trustees to report to any body. I submit, that while these reports are of so much importance that the legislature should *further enact* that all teachers, on some specified time, should render their reports to the town superintendent, under the penalty of a deduction of his dividend of the public money.

If our school laws could be codified and published in pamphlet form, and a copy sent to each school district in the State, together with the State Superintendent's annual report, a copy of which to be kept in the desk of every teacher in the State, much good would accrue by giving information greatly needed to popularize the public school system, which is so essential to its success.

CALEB MORTON,
Town Superintendent.

MONTGOMERY.

I forward you the report of the schools in our township. It is far from being complete, and perhaps not accurate in all its details. In order to obtain the information asked for by your circular, schools must be furnished with the proper "registers" by the State or township, and until that is done no report approximating to truth and accuracy can be made. I speak for my own township. And these "registers" should be placed in the schools by the first of December, so as to enable the teachers to commence the work by that time.

The schools in our township are in good condition, having

had excellent teachers. I know of no alteration necessary in our school laws, unless it is to make the election of the town superintendents to occur in November, on the same day of the State election, to commence their terms of office from the first of January, and continue in office three years.

C. S. STRYKER,
Town Superintendent.

WARREN.

There are seven entire districts in this township, and four partial ones, in all of which the schools are open at present. There has been one new school house built during the last year, at an expense of about \$500, which is quite convenient, with comfortable seats and desks. There have been two others built within the last two years. The one in district No. 10, North Plainfield, is large and convenient, two stories high, well ventilated, containing a recitation room, and well furnished with comfortable seats and desks.

The schools in the township are at present in a fair condition, but I regret to say that there is less interest manifested by the parents in availing themselves of the opportunities for educating their children than there should be.

Some districts propose to vacate the schools for a time, so that the public money will defray the expenses of the schools, not willing to be taxed to keep them open during the whole year. There is only one district in the township that is free. District No. 5, Cedar Grove, being large in territory, and numbering 200 children, has a surplus. In the other districts there is only sufficient money to keep the schools open about two-thirds of the time. I wish that some plan might be devised to make the schools free. Would it not be a question of legislation to devise some way that our schools be made free?

DAVID COON,
Town Superintendent.

SUSSEX COUNTY.

BYRAM.

Herewith I send you the report concerning the schools in this township.

The reports from the various districts are so imperfect that I am compelled to give the figures, as to the attendance at school, in a great measure by comparison with previous years. There is a defect in the school law, in regard to this particular, which could be remedied by not allowing the superintendent to pay any teacher his monthly or quarterly salary, unless said teacher presented to the superintendent, at the time of his application for his pay, a full report of the attendance for the month or quarter, as the case might be. Under the *present* requirement of the law, there is no compulsion on the part of teachers to give this information, and the result is that we are left without it, to make our reports to the State Superintendent as best we may.

There are no county examiners in this county, and all teachers in this township are licensed by myself and the trustees, as required by the law.

We have but one school in this township, (at Stanhope,) which is kept open during the whole year, and that has been accomplished by extra contributions on the part of the patrons, over and above the public funds apportioned for its support. The other schools in the township are generally open as long as the public money lasts and closed the balance of the year.

All our schools in this township are supplied with Webster's Dictionary and Lippincott's Gazetteer, furnished by the State.

E. A. REEDER,
Town Superintendent.

FRANKFORD.

The aspect of affairs educational in this township is much the same as indicated in my last report. The most I can say is we are not retrogressing. The world moves, however, and we ought to move along with it. Yet we do not. I wish the legislature would show us how; nay, rather give us a hoist in the up-hill business. If it does not, dooms-day will be here, ere our people will have half climbed the "Hill of Science." Ah! when will our "most potent, grave and reverend seigniors" deem education a matter worthy of energetic action? One would think that the many minds that speak annually through the State Superintendent's Report, would awaken some response from within the halls of Trenton. But no! scarcely a man among them condescends to notice the score, at least, of voices that periodically talk *at* them through said Report. They are only petty town superintendents; what matter! Well, I will only say that *if* it is concluded that New Jersey *shall* remain in the Union, she had better set about inaugurating a better system for supplying the mental wants of her future citizens.

The schools in our township are, generally, supplied with good teachers. Indeed, I sometimes wonder that teachers *so* good can be procured for the compensation they receive. In some instances they would be even better that they are—that is, the good effects of their labors would be more marked and extensive, if some of the folks that employ them would permit it. But, as you probably know, sir, every community almost has the luck to be possessed of individuals who are characterized by the spirit of the three tailors of Tooley street, that in convention subscribed themselves "we, the people of England"—men whose unhappy tempers invariably prompt them to turn paltry personal matters into great public issues; and who commonly have such an excess of gall that it overflows and drowns out their public spirit, if indeed they ever possessed any. Happy for the neighborhood

which they adorn (!) if it does not swamp, also, the good feeling, and moral tone, and vital interests of society around them. Who cannot call to mind instances in which the personal spleen of a single individual has impaired the usefulness of a competent and faithful teacher, and finally driven him away; and, what is still worse, created among the children of a district a spirit of insubordination, lasting, and, perhaps, *everlasting* in its consequences? Alas! such hateful and humiliating facts are too common. But, when education shall have achieved the triumphs which we hope and expect it will, such miserable machinations will no longer be successful. Haste, happy day!

We have two school houses in this township, which are now so dilapidated that school can no longer be held in them. One of them will, I suppose, be rebuilt in the spring; what will be done with the other I have not yet learned. Unless they erect better structures than the inevitable wooden boxes that disgrace our landscapes so generally, the children have reason to pray that no school houses may be rebuilt in their days of nonage.

G. W. LLOYD,
Town Superintendent.

HARDYSTON.

The statistical information respecting the public schools in this township, will be found in No. III of your excellent series of questions, which has been duly forwarded, and for which permit me, in common with superintendents, to tender my grateful acknowledgments for the invaluable assistance it has rendered in compiling the required information. I have not been able to make that part of my report so accurate as desirable, owing to a negligence hitherto manifested by school officers in providing their respective schools with registers—a difficulty which I hope will be avoided in the future.

With regard to the general condition of schools in this township, I have the pleasure to announce a growing interest manifested in the advancement of the cause of education, pervading all classes of the community. And though we are deeply conscious that we have not, as yet, attained to that high degree of educational excellence which is the hope and aim of every friend of the great cause, yet we may, with a degree of honest pride, point to our present generally well-disciplined schools and efficient teachers, as being in marked contrast with many of those of a few years ago. *Then* incompetency was not a rare thing. Now, by having steadily elevated the standard of qualifications, we have not only secured better teachers, but more deeply impressed the public mind with the importance of committing this most sacred trust to persons of character and ability.

Flagellation, and other choice methods of torture more ingenious, have given way to the genial, elevating influences of reason, and the school room is becoming—what it emphatically ought to be made—a source of pleasure as well as profit to the pupil, instead of loathing and aversion.

The most difficult object to be secured, as it is one of the most desirable, also, is a *full and regular attendance*. Parents do not thoroughly comprehend the disadvantages arising from this culpable negligence on their part in the performance of one of their highest duties to their children; and too many, alas, especially of the poorer classes, whose interests our present school system was chiefly designed to conserve, do not avail themselves of the perennial fruits of its generous provisions. I know of no means, aside from legislation, which is a doubtful expedient, whereby this evil may be overcome, only by unceasing efforts on the part of the friends of human progress, in rendering our public schools of such inestimable value that even the most indifferent cannot afford to debar themselves of their benefits.

HORACE E. PRUDE,
Town Superintendent.

LAFAYETTE.

We have to confess that we are far behind the times, as it respects attention to the education of our children and youth. We have no select school, no academy or grammar school in the township of Lafayette, one of the richest and most beautiful townships in the State. We hope, by another year, to report progress in this department.

Our common schools are very well attended, and our teachers qualified and industrious. These schools have improved much within a few years, and they should still improve much to make them what they ought to be for the rising generation.

JOEL CAMPBELL,
Town Superintendent.

NEWTON.

The condition of the schools in this township has not materially changed since my last annual report. While they are very far from having attained the standard of excellence we would desire to see them reach, yet there is such a marked contrast between their present condition and what they were a few years since as to warrant us in saying that we are really making substantial progress. Most of the teachers in this township are earnest, faithful laborers, and they are accomplishing all that could be reasonably expected under existing circumstances. But in some few instances our trustees have not been sufficiently guarded in selecting teachers, but have engaged the first itinerant applicant for their school with reference rather to his required salary than to any fitness for the work of a teacher.

Good teachers are scarce, and if secured, must be sought after. They are not often found traversing the county in pursuit of vacant schools, their pockets crammed with certificates of scholarship, &c., from some irresponsible dignitaries.

I have uniformly found the qualifications of such persons to be in an inverse ratio to the amount of such testimonials. A great obstacle to the successful progress of our schools is found in the fact that many of our public men of influence and position stand aloof from the public school enterprise, casting the weight of their influence in favor of the *select schools*, where they hope to secure superior advantages for their *own* children, while the great work of educating the *masses* is left to "drag its slow weight along," unaided by their influence or patronage. We need the coöperation of these men—we need their talents, their influence, and their money.

And when we reflect upon the high destination of our American youth, when we think of the mighty and controlling influence that the primary school is destined to wield in shaping the institutions and civilization of our beloved land, it is passing strange that the Christian and the patriot can look with cold indifference upon a work so noble, yes, God-like in its nature, and which has such urgent claims upon all who desire to perpetuate the priceless blessings of civil and religious liberty.

Another evil from which our schools suffer greatly is the irregular attendance of the pupils. No one but a teacher knows so well the unhappy consequences resulting from a few days absence of the pupil during the session. It is sad when such liberal provisions have been made for the support of schools that so many should fail to secure their advantages. It is sad for the teacher, the school, the individual pupil and for the neighborhood, to see bright and active lads beating the streets, or lounging round the groceries during the hours of school, absent on the slightest pretext, and spending the time that should be devoted to useful study in idleness or something still more questionable. This is an evil that nothing but parental vigilance and fidelity can rectify, but it is one that *must be rectified* before our public schools, even under the best instruction, can ever accomplish their perfect work.

An interesting and profitable session of our Institute was held at Deckertown in August last, under the tuition of Prof. Phelps, of the Normal School. Never before was an Institute attended with happier results. Nearly sixty teachers were present, and all left with the conviction that no agency ever brought to bear upon the schools of this county, has done so much for the cause of popular education as these Institutes.

In addition to the public school in Newton village, we have three select schools, all of which are thoroughly instructed, are in a highly prosperous condition, and contribute greatly to the educational interests of the township.

HENRY D. CHAPIN,
Town Superintendent.

SPARTA.

I herewith transmit my report pertaining to the schools of this township for the year ending December 1st. It will not be as perfect as I could wish, owing to the careless manner in which some of the teachers have kept their registers, and the neglecting of this important matter by others altogether. I regret that teachers have been so careless about their duty in this respect. I have frequently urged upon the trustees the importance of procuring suitable registers for their respective schools, and insisting that the teachers employed by them should properly keep the same. There are in this township nine whole districts and three fractions; in all of which schools have been kept for a longer or shorter period of time, with one exception. In some of the districts schools have been kept in operation only while the public money lasted, while in a few of the districts, schools have been sustained a much longer time by the voluntary subscriptions of the employers, added to the public fund. The average time the schools have been kept open is seven and one-half months. Only three districts have sustained schools for

the period of ten months. The others have varied from nine to three months. In district No. 5, where formerly a school was kept open through the year, the inhabitants have had to do without schools for two months. This was owing to the loss of their house by fire. In district No. 7 there has been no school during the entire year, owing to the want of a school house. This district I reported last year as building a school house, but some difficulty arising they failed to build. I believe they are now in a fair way of having a school house soon. I regret to say that the cause of education in this township has not made that progress that its ardent friends have desired to see. This may be tracable to many causes. Although there are many warm friends of the noble cause of free education in our midst, yet there are many who look upon it with indifference, and some with manifest opposition. They think that the taxing of them so heavily for the support of schools to educate the children of their neighbor is anti-republican and oppressive. They seem not to realize that the best foundation for a highly civilized and happy free country is the proper education of all its citizens. But as we have made some advancement in the cause of popular education, we hope we shall not be compelled to retrace our steps. May the good time soon come when New Jersey shall be noted for her efficient free schools. Then will she occupy a prond position among the sisterhood of states. And then will she not have to depend so much upon teachers from abroad to give character to her schools, but from within her own borders will go forth a noble trained band who shall do honor to their native State wherever they may be found, East, West, North or South. In some of the districts of the townships good teachers have been employed, but in others, I am sorry to say, teachers have been employed who, I think, would have been more useful in some other business than the responsible one of instructing the young. Many persons are employed to teach because they can be procured cheaply. The mighty lever of dollars and cents would, if suffered, overturn the fair

fabric of education, which is the best bulwark of a free government. The old story which has passed into a proverb, "ten dollars a month and board round," has its advocates still in our midst. This is a serious hinderance to the progressive spirit of the age. Many of our districts are poor, which compels them to hire cheaper teachers than they desire, or forces them to do without schools a good part of the year.

This township at its last annual meeting voted to raise the sum of one dollar per scholar, which with the interest of the surplus revenue fund and State appropriation, helps the schools very much. In regard to the condition of the school houses, I can safely say we are making improvement. In district No. 5, which lost its house by fire, a school house is now being erected which will, when completed, reflect credit upon the district. This is a wooden building, two stories high, and twenty-five by thirty-six feet square, and will when completed cost about \$1200. In other districts the school edifices have been improved considerably.

No county examiners were appointed by the board of freeholders for this county, and therefore the business of examining and licensing teachers has devolved upon the superintendent and trustees. There have been employed in the township during the year nine male and five female teachers. All have been licensed but one. The money appropriated this year for the support of schools amounts to the sum of \$1187.88; for building purposes about \$1500.00; making in all the sum of \$2687.88.

No material change in the school books of the township from last year.

MOSES DELANY,
Town Superintendent.

STILLWATER.

In the schools here, no registers are kept. The general

interests of education, I may say, are advancing. The demand for better qualified teachers grows stronger year by year. In four of our schools the higher branches of education are imparted. It would, I think, be well to supply the schools with blank forms for keeping accurate data, that the State Superintendent might receive reliable and correct answers to all his questions.

I am paying the schools monthly visits, and drilling both teachers and scholars on the leading and more important points of a thorough education. Where the districts are small, I associate about three together, and then spend the whole day in lecturing and concert drilling, calling parents as well as children together. As a general thing, our houses are in good condition, and the prospect is rather brightening.

T. B. CONDIT,
Town Superintendent.

VERNON.

In making this, my annual report, I am unable to present you with correct statistics, owing to the frequent changes of teachers in some of the districts, who leave without making any report of their schools. I have filled up the reports with as much correctness, judging from the reports I have received, as I can.

In most of the schools in the township, a spirit of improvement is abroad, yet several are very far behind the rest, resulting from the non-attendance of scholars, and short time the schools are in session.

Half the schools have been free, and half have been supported in part by "rate bills" the past year.

N. B. GIVEANS,
Town Superintendent.

WANTAGE.

In looking over the schools of this township for the last few years, I think they have slowly but gradually advanced in steadiness, and in the interest the parents have taken in procuring books and selecting teachers, and repairing and building school houses for convenience and comfort, all of which augurs for the future good.

The Teachers' Institute of Sussex county met with us in the village of Deekertown, for the first time, in August, Monday the 27th, 1860, and continued until Friday evening of the same week, and for the time being excited quite an interest. The lectures in the evenings, by Rev. J. Sandford Smith, of Andover; Professor B. Harrison, Hon. L. A. Chandler, of Morristown; and Professor Charles Halsey, of Newton; all of whom were experienced teachers, were very fine, and the Institute closed on Friday evening by a sketch of the rise and progress of Normal Schools, by Professor Phelps, who was the conductor of the Institute, all of which, I think, gave a new impulse to popular education.

MOSES STOLL,
Town Superintendent.

 UNION COUNTY.

NEW PROVIDENCE.

In making my annual report, I am happy to announce that our schools are in a prosperous condition. The inhabitants of our township are beginning to take into consideration the cause of education, and next year we shall have a free school in every district. Why not? Is not a good education worth

more to our children than silver and gold? The history of all nations confirms the truth that the prosperity of a State may be measured by the intelligence and virtue of her citizens. Our State has been talking for years about free schools. It appears to me that it is a State question, and while we admit that it is the duty of every township to educate the masses, it is still to the interest of the State of New Jersey to educate her citizens, for "popular intelligence is a powerful element of national strength, and the surest safeguard of right institutions." Cannot our law be so modified, as to make it obligatory upon our freeholders to appoint examiners? Such a modification would be of incalculable advantage to our schools. 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.

J. A. McEACHRON,
Town Superintendent.

RAHWAY.

Since my last report, our public school boundaries have been considerably enlarged by the addition of that portion of the city of Rahway formerly lying in Woodbridge township, in the county of Middlesex.

We have at present three large and well graded schools, besides several smaller ones, all of which during the past year have been well attended, and most of them well taught.

The Normal system of instruction has been adopted in two of our principal schools, and thus far appears to have fully met the expectations of its advocates and friends. Besides its superiority as a system, in point of thoroughness and *precision*, its introduction is found to possess the additional advantage of securing *uniformity* in the *method* of instruction,

a very essential requisite to the full success and efficiency of our public schools.

Our school houses are generally in good order and sufficiently comfortable, though two or three in the country districts are not as well in that respect as they might be. One new school house has recently been erected for the primary department of Columbian school, and is a very neat and comfortable school edifice in itself. For this improvement we are mainly indebted to the liberality and public spirit of a gentleman who will represent us at the coming session in our State Senate.

Our people, generally, I am happy to state, seem fully impressed with the importance of the subject of education, and as a general thing respond liberally to any appeals made for its advancement. They have been accustomed for several years past to raise the full amount authorized by law for the support of schools, as well as to make good any deficit in the amount necessary to keep up the schools to a proper standard of efficiency.

Some of our school districts, as I mentioned on a former occasion, lie partly within the limits of other townships. In such cases dissatisfaction sometimes arises, owing to the unequal amounts raised by tax in the townships associated, and this will probably continue to be the case until some provision is made by law to equalize the burthen of maintaining such schools. Although it has never as yet been the cause of any serious difficulty with us, it seems a defect in the present arrangement which should be remedied.

On the whole, it gives me pleasure to report the condition of our schools at this time, as regards efficiency and success, as very satisfactory.

WM. E. BLOODGOOD,
Town Superintendent.

SPRINGFIELD.

Last year we reported a decided improvement in the public schools of this township. The improvement then reported has continued and advanced.

Formerly the employment of *cheap teachers* produced *cheap schools*, lightly esteemed, thinly and irregularly attended, and of course not so profitable as we desired.

The trustees of our largest district having completed a new school house—large, convenient, and well furnished—adopted the principle that it is *poor economy* to pay *too little* for instruction. They employed *two* teachers instead of *one*, and added largely to the salary of the principal, securing thereby a higher order of instruction, as well as a greater amount. As the result, the number of scholars who attend school has been increased, they are more constant in their attendance their aims are higher, their zeal for study greater, their general deportment better, and their progress much more satisfactory. Though the *amount* of expenses has been increased, the bills of individual patrons are but little, if any, larger than formerly, and are more cheerfully paid.

The example of this district seems to have had a beneficial influence upon the other districts, so that they have all been more prosperous than formerly.

We have had two, and sometimes three, private schools in the township, composed mainly of children between the ages of 5 and 18; notwithstanding this, the number of scholars in our public schools during the year is greater than the whole number reported by the trustees to the superintendent.

O. L. KIRTLAND,
Town Superintendent.

UNION.

I am happy to report that there has been some increase of

interest in the cause of education during the past year. We have never had a supply of better teachers. One has had charge of the same school for about three years, and has conducted it with satisfaction and success; another, a female, is a graduate of our State Normal School, and is doing well. Indeed, all our teachers manifest an interest in their work, and a competency and aptness to teach which are very gratifying.

The influence of the Teachers' Institute, held at Elizabeth, on the educational interests of the township, has been very beneficial.

More attention is paid to the improvement of school houses. In one district the school house has been newly fitted up in good style, with the best furniture of desks and chairs, two large slate blackboards, teacher's table, chair, &c., at an expense of over one hundred and thirty dollars. In another district the old school house is about to be abandoned for a new, commodious tasteful building, nearly completed, pleasantly located, and with ample room for play ground. As so much depends on comfortable, well furnished, and attractive school houses, I have directed my attention to this point, endeavoring at the same time to supply them with competent teachers.

With much that is discouraging, and abundant room for improvement, the public schools of our township are yet moving on in the right direction.

ROB. STREET,
Town Superintendent.

WESTFIELD.

I have visited the schools in the township, according to the law, and have given you the results, in part, in my answers to the questions in the blanks forwarded. In addition, I have to report that the people are but partially awake to the im-

portance of having their children properly educated. Only about one half of the children are in school; suitable books are not supplied in sufficient numbers; the teachers are inadequately paid; there is an indisposition to advance the standard of education; there is not a single school library, and nothing in the way of apparatus. We have five school houses. Of these, two are in good repair, one is barely tolerable, while two are mere shells and well nigh ready to tumble down. We have not a single school house sufficiently commodious, nor one that is properly heated and ventilated. All are without play grounds, and not a window has a blind to protect the rooms from the glare of the sun.

The teachers have been faithful and laborious, and the children are making progress in spite of the above mentioned unfavorable circumstances. I have been surprised to find the schools so orderly and the lessons so intelligently recited.

Our schools, however, are entirely too primary. The higher branches are not generally taught, and as a consequence of this, private schools are patronized by parents who wish their children to attend to these branches. Could not some arrangement be made by which every township might have at least one school where an advanced and a complete academical education might be obtained?

The Bible is used in all the schools, and occasionally a teacher is found capable and willing to teach music. This last is exceedingly important, and second only to the Bible in promoting order and good morals. As far as I have been able to learn, the morals of the children are exemplary. I am especially careful that every teacher shall have a good moral character. Unless fully satisfied on this point I will not proceed with the examination of a candidate for a license.

Allow me to suggest that the efficiency of the system of town superintendents would be largely increased if the incumbents were elected for a term of years instead of annually. Five years would not make too long a term. Something might be gained, too, if the office could be removed from the

contingencies of party politics and town meetings. The office might be in the hands of the Department of Public Instruction. With the present arrangement a superintendent has not time to consummate any plan for improving the schools, ere he may have to give place to another; while the uncertainty of his remaining discourages him from attempting any thing of real value.

E. B. EDGAR,
Town Superintendent.

WARREN COUNTY.

BELVIDERE.

I am rejoiced to report that the little, dilapidated, forlorn-looking, old fashioned school building in one of our districts, which I have been accustomed annually to present to you as a nuisance, venerable as it was, redolent of the recollections of school-boy days under a former *regime*, has disappeared at last, and near its site has risen a noble, light, airy structure of eighty feet front. All thanks to the public spirit of our citizens, tardy as it has been in its action, and all honor to persevering trustees and a determined minority. It gives me pleasure to anticipate visiting those schools without sitting in an atmosphere sufficiently stagnant to smother "the young idea" which should there be imbued with noble aspirations. They have been somewhat cramped during the erection of the new building, but being accustomed to stunted facilities, it has had no other effect than to somewhat diminish their numbers.

In the other district (our town contains but two) the schools are just of that class which it does ones heart good to visit. The rooms are light, well ventilated, well warmed with heat-

ers, furnished in the best style and tastefully arranged. The scholars are generally well dressed, neat, clean and tidy, deferential to their teachers, regular in attendance, prompt and enthusiastic in their exercises. A marked improvement in these respects has been observable during the last year, due I believe to the efforts of faithful teachers. In point of regularity of attendance, neatness and cleanliness, there is a wide difference between the two districts, which I trust will be diminished by the genial influences of a new school house.

E. L. CAMPBELL,
Town Superintendent.

FRANKLIN.

The people of this township are decidedly in favor of public education, as the accompanying statistics will most conclusively show. Since the organization of the State Normal School this township has furnished five pupils, but I regret to say that neither has as yet taught in our county. Our people have not as yet had an opportunity of testing Normal teachers, not having had but one that ever taught in the township. This teacher taught with signal success. A teacher, that had a more thorough knowledge of the subjects taught in our common schools, a better method of commanding the attention of his pupils when reciting, a better system of discipline, it has never been my privilege to meet with.

There are many objections to the present school law, many of which have been pointed out from year to year by the town superintendents. By the present system of dividing the public school money the village districts have many advantages over the rural districts that might be avoided if the town superintendent was authorized or required to make a division of the public money, so as to give an equal division among the districts; as the law now is the large districts absorb the most of the money; maintaining free schools for

the whole year; commanding the best of teachers, and yet at the same time give less to the support of public schools than a district that is unable to maintain a free school for less than one-half of this time, besides being compelled to have teachers of an inferior grade, and other serious disadvantages. I would therefore recommend that the school law be so altered or amended, so as to require town superintendents to make an equal division of all the public school money with all the districts in the township. If the legislature desire to obtain reliable school statistics it should furnish suitable blank books for the use of the schools, to be kept as the property of the districts.

JAMES VLIET,
Town Superintendent.

GREENWICH.

The schools in this township are all in active operation at the present time, with an increasing interest on the part of the patrons to have their children properly instructed, and also on the part of the teachers to devise the best means for the rapid and thorough advancement of their pupils.

I have visited each school at least once in every quarter, and in some instances oftener. In two districts I have been accompanied by the trustees.

One system of books has been adopted in all the schools of this township, viz: Sanders' Readers and Spelling Books, Thomson's System of Mathematics, Smith's Grammars, Colton and Fitch's Geographies, &c.

There are eight school houses in the township, one of which has two rooms. All the schools are furnished with blackboards, maps, &c., and I believe all but two have the Dictionary and Gazetteer. Seven of the houses are built of stone; one of brick. Five are first class houses; two are passable, and one in a sad condition. In district No. 2,

“Hughesville,” they have just completed a new house, now one of the best I have seen in the county, of the kind, (as I am not favorable to stone houses) at a cost of \$500.

Three dollars per scholar is raised in this township for school purposes, which is sufficient to keep all the schools free during the year, except one small district, in which they only have school about four months. A majority of the teachers are natives of this State, one of whom only has attended the Normal School of this State. Seven male and two female teachers, examined and licensed according to law.

N. JENNINGS, M. D.,
Town Superintendent.

HACKETTSTOWN.

Our town comprises two school districts. The trustees are attentive to the wants of their schools, and have them placed under the care of competent teachers. All matters relating to them seem to be working well.

In filling up my report, I have endeavored to answer the questions propounded, as accurate as possible. I came into office last April, and not finding records previous to that time in the schools, or with the trustees, has made it difficult to get correct information, (there having been changes in our teachers.) Much unnecessary trouble could be avoided, if town superintendents would keep a record in a book of their official doings while in office and hand it over to their successor.

I have visited our schools lately, and find them under very good government and in healthful operation.

D. V. C. CRATE,
Town Superintendent.

HARDWICK.

I have visited the schools in operation once. The inhabi-

tants generally manifest but little interest in the education of their children. The school houses in the township are five, four of them in good repair and one not fit for a school to be taught in; four of them are frame and one stone, each having one room and plenty of play ground attached. The books used are Webster's Elementary, Sanders' Series, Davies' Arithmetic, Smith's Geography and Grammar.

The teachers are generally not well qualified, on account of the inhabitants not being able to employ proper teachers that are well qualified.

MICHAEL HETZEL,
Town Superintendent.

HARMONY.

In presenting my annual report, (as no registry of attendance of the number of scholars daily attending school has been kept by the teachers of the schools under their supervision,) I will not assert that it is altogether correct, especially in respect to the number of children daily attending, yet nearly so. As long as teachers are so neglectful of their duty in this respect, I know not how this evil can be remedied, besides the change of teachers in some of the schools has rendered the difficulty in this respect still greater. If the duties that belong to teachers and trustees were strictly attended to, the work that devolves on the superintendent to perform, would be greatly lightened, yet trustees here are as neglectful as teachers in this respect. Trustees here seldom visit the schools in the districts in which they are appointed. Until teachers and trustees coöperate with the superintendent, and each individually performs the duties assigned, the impossibility of drawing up statistics altogether correct is evident. My earnest hope is, that this and all other hindrances that now clog the car of improvement in its onward progress, may be removed—that the secret springs of knowledge may yet flow in their proper channel, until from school and college

may go forth streams of light from the fount of science, that shall gladden not only a part but the whole of our now favored land.

JOHN F. CLINE,
Town Superintendent.

KNOWLTON.

We have in our township nine districts. We have nine school houses, two stone ones and seven frame ones, all in good repair. Efforts are made in many of our schools to procure good teachers, but in some districts, as soon as the school money is gone the school ends. We have too much changing of teachers for the benefit of the schools. That you can perceive by the number of teachers we have had the last year; but I hope they will do better for the future. Examiners have not been appointed for this county, consequently the duty of examining and licensing teachers devolves upon the superintendent and trustees of the districts. All of the schools have been visited and all of the teachers have been examined and licensed.

MAHLON D. MOORE,
Town Superintendent.

MANSFIELD.

I think in the construction of our school houses many improvements might be made for the comfort and health of the children. As relates to the condition of the schools, there certainly is room for improvement. In several of the districts there appears a want of harmony among the inhabitants, which materially lessens the usefulness of the school. The schools, generally, have been under the care of competent teachers. The discipline has been of a mild type, striving to govern more by love than through fear. As I have been su-

perintendent only since spring, I have made but sixteen visits to the several districts. The interest manifested by the inhabitants generally has been much less than it should be. The books most used are Town's and Sanders' series of Readers, Thompson's and Smith's Arithmetic, Brown's and Smith's Grammar, McNally's Geography. In History and the higher branches of Mathematics, various authors are in use. A uniformity of books throughout the township would tend materially toward the efficiency of the schools.

E. WATERS,
Town Superintendent.

OXFORD.

Much might be said upon the subject of schools in this township, although I have nothing to communicate materially different from my report of former years. They have all been visited as the law directs, and in most cases with satisfactory results. The increase of the amount for the support of schools for the last two years, has had a visible and salutary effect in keeping them open for a longer period of time, and has been the means of rendering the business of teaching more permanent, thereby securing to teachers a more adequate compensation for their services, a desideratum which had long been desired. It is to be hoped that these considerations will be duly weighed and appreciated, and that no retrenchment will hereafter be made in the amount of means for the support of schools.

The schools of the township have been kept open, on an average, for the last year, about nine and a half months; two have been open the whole year, (allowance being made for vacations,) and one but six months.

Upon the whole, there is a gradual improvement in all the districts; yet much remains to be accomplished before our schools can be brought to a satisfactory degree of perfection.

Among the causes that may be enumerated of the disadvantages under which both teachers and pupils are obliged to labor, is the want of proper and convenient houses in some of the districts. It is in contemplation, however, to remedy this defect the ensuing year, in two of the districts, by the erection of new and convenient houses, and it is to be hoped that the inhabitants of the districts will acquiesce in a measure of such vital importance to the advancement and success of public schools. Good schools cannot be expected where there are not good school houses, constructed and arranged with a proper regard to comfort, health and convenience of those who are to occupy them, and furnished with such furniture as will enable teachers to engage successfully in the task of instruction.

It is therefore hoped that this consideration, too long delayed, will receive that attention which the importance of the subject demands, and find a remedy in the good will and voluntary action of the people.

D. D. CAMPBELL,
Town Superintendent.

PHILLIPSBURG.

In transmitting my report for the past year, it affords me great pleasure to say that all our schools are in a prosperous condition, and have been well attended during the year. The teachers, as far as I have been able to ascertain, from examinations and visits made to the several schools, are faithful, laborious, and endeavoring to be progressive in their methods of imparting instruction to the children committed to their care.

There is scarcely any opposition among the people to our system of public schools. As an evidence of this fact, we have been accustomed, for several years, to raise an amount of money sufficient to keep the schools principally free during

the whole year. Improvements have been made in some of our school houses—rendering them better adapted to the purposes of education—affording ventilation and other conveniences greatly needed. Still, there is room for improvement in this respect, as also for physical education, now too much neglected in all our schools.

The branches taught in the schools of this township are reading, writing, arithmetic, geography, English grammar, book-keeping, history, algebra, &c., &c.

The teachers have been examined and licensed, and the schools visited and examined agreeably to the provisions of the law.

The schools are supplied with Webster's Unabridged Dictionary and Lippincott's Gazetteer, two very important helps to the children in the pursuit of knowledge.

In regard to the practical working of our present school law, it does seem to me that it should be so changed as to make provision for the support of free schools in every township, without submitting the matter to a vote of the people, as at present. This opinion arises from the well known fact that in certain localities, in which free schools are the most needed, the strongest opposition is generally manifested to the raising of money for the support of common schools. It is the duty of the State to provide for the education of every child in it, and this can never be accomplished so long as it is made a contingency with those who do not appreciate its benefits. In time, no doubt, all these defects will be remedied, and the people fully prepared to adopt such a system as will place New Jersey far in advance of her present position in reference to the great cause of education and human progression. For this we will labor and wait.

J. R. LOVELL,
Town Superintendent.

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The first part of the paper is devoted to a general
 discussion of the problem. It is shown that the
 problem is equivalent to a problem in the theory
 of differential equations. The second part of the
 paper is devoted to a detailed study of the
 problem. It is shown that the problem is
 solvable in closed form. The third part of the
 paper is devoted to a study of the properties
 of the solutions. It is shown that the solutions
 are unique and that they depend continuously
 on the data. The fourth part of the paper
 is devoted to a study of the asymptotic
 behavior of the solutions. It is shown that
 the solutions approach a certain limit as the
 independent variable goes to infinity.

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