

ANNUAL REPORT

OF THE

Superintendent of Public Schools

OF THE

STATE OF NEW JERSEY,

FOR THE YEAR 1862



TRENTON, N. J.:

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1863.

STATE OF NEW JERSEY,
Department of Public Instruction,
NEWARK, January 15, 1863. }

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.

R E P O R T .

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

In obedience to the law, I submit respectfully my annual report, containing a statement of the condition of the public schools throughout the State.

It will be perceived that notwithstanding the difficulties and trials which, as a people, we have been called to encounter, there has been no diminution of the interest felt in our common schools ; but, on the other hand, an increased zeal for their welfare, and a deeper conviction of their vital importance to the maintenance and growth of our democratic institution.

In evidence of this, I beg leave to call attention to the following facts :

In the first place, the amount of money raised and appropriated for the support of public schools, as reported this year, is considerably greater than that reported during any previous year. There has not only been a great degree of willingness, on the part of the people, to pay the township school taxes, but a hearty desire to contribute whatever might be needed, additionally, in the various districts, to elevate the standard of education ; and much more money, as I shall presently show, can be easily obtained for this purpose.

While there is but a trifling difference between the number of schools reported this year and the number reported during the former year, it cannot be doubted that such an increase has taken place as the wants of the various districts demanded and their abilities permitted. The whole number of school houses erected during the year is twenty-one, at an average cost of about \$1,000 each. This number is not so great as that reported last year : but, in view of the deplorable condition of affairs, it is highly creditable to the good sense and patriotism of the people. The number of school houses yet needed in different parts of the State is eighty-six, and I am informed that several districts have already taken measures to provide what they respectively require.

The tables annexed show the whole number of schools to be 1,569. Of this number, 707 have been free during the entire year, and among these free schools are our best institutions for the instruction of the young. Many of them will compare favorably with the most desirable academies in the land. In forty-two townships the schools

are all free; in fifty-eight there are no schools entirely free; and in the remaining townships, some of the schools are free throughout the year, and others are not. In one county there are, so far as I can learn, but two schools in which there is any charge made for instruction, and even these two are free during a portion of the year. On the other hand, there are two counties whose schools conjointly number over two hundred and sixty, that can boast of only forty-nine in which there is no charge for instruction. The amount of money raised by tax for school purposes in the latter counties, barely exceeds one-half of the amount raised in the former, although the number of schools in the former is not thirty. But on this subject I shall speak more fully hereafter.

Another evidence of increased interest in the cause of education among us, may be found in the fact that the people have, during the past year, selected school officers with some reference to their zeal for the work. It is true, as the statistical tables hereto annexed will show, that there are some who have not heeded, apparently, either the requirements of the law or the earnest appeals addressed to them from this department; but it is to be hoped, at the same time, that what appears to be their fault may prove to be only their misfortune. A large majority of school officers have responded promptly, and to the best of their abilities, to all my interrogatories, and I am happy to state that in no former year has the information received from them been of a more satisfactory kind. The remonstrances so repeatedly made against the practice of employing unlicensed teachers, have not been without effect, and it will be gratifying to learn that of the 2,212 teachers at present employed in our public schools, only 144 are without licenses. This is especially pleasing in connection with the fact that, only two years ago, I found, while collecting the materials for my first report, 441 teachers engaged without the license required by law. There has been some improvement, too, in the matter of keeping school registers, the chief obstacle to which has been a misapprehension on the part of both teachers and school officers. In some way the impression has been generally made that the State was under obligation to furnish every district with a school register; and in many instances town superintendents have indignantly refused to furnish information upon certain points, on the ground that this department had not furnished the registers promised to them by law. This false impression I have, to a great extent, corrected; but the experience of the year just closed, shows me that, in many cases, the nature of the information required by law is very imperfectly understood; and, with a view to remedying this, I beg leave to take advantage of the opportunity here afforded to make some remarks hereafter, in regard to the different items which make up the statistical tables hereto appended.

Another evidence of our progress in educational affairs may be found in the fact that far greater attention is now paid to the furnishing of school houses than has ever before been known among us.

This is a matter to which I first directed my efforts on assuming the duties of my office; and there is no county in the State in which I have not labored personally to awaken the people to a sense of the importance of providing in every school house the ordinary conveniences and facilities for study and instruction. Success, beyond my expectations, has attended these efforts. In many instances, school houses have been re-modelled and re-furnished. In the erection of nearly every new school house, great regard has been had for these matters. The number supplied with globes and outline maps has increased twofold within the past two years, and of the four hundred and thirty-one school houses that I found destitute of blackboards when I entered upon my office, only sixty-four remain unfurnished.

It is somewhat remarkable that the number of female teachers in our public schools has been gradually increasing from year to year, until it now exceeds the number of male teachers. Ten years ago the number of male teachers was more than double that of female teachers; now the whole number of males is 1,104, and the whole number of females is 1,108. There are several reasons for this, and among them one which will continue to be felt until our schools shall be mainly under the management of female teachers. The reason alluded to is simply this: females are better fitted by nature to teach and train the young. It is an occupation in which they have an advantage over the opposite sex, and as instructors and disciplinarians, there are but few positions which they cannot fill with the utmost satisfaction.

The number of children in attendance at the public schools during the year just closed is not so great as during the year previous; but the reason for this is obvious enough. Hundreds and thousands of children between the ages of sixteen and eighteen have been called to fill the places rendered vacant at home by the necessities of war. The whole number, as reported, is 132,590, being less by 4,988 than the number reported the preceding year. But the average daily attendance at school is a trifle greater, a fact from which we may infer that the decrease in the whole attendance has been among the older pupils, who, under the most favorable circumstances, are able to be at school, in the rural districts, only a small portion of the year. In regard to those figures in the statistical tables which indicate how many children have attended school three, six and nine months. I am sorry to say there is little reliance to be placed upon them, for reasons which I give in another place, under the head of "Statistics." The amount of money raised and appropriated for educational purposes is, as I have already stated, greater than that reported last year. The increase is \$23,659 94. According to the annexed tables, compiled from the reports of town superintendents, the sums of money raised and appropriated for education during the year ending December 15, 1862, are as follows:

Raised by tax for the support of schools,	\$368,966 39
Raised by tax for building, repairing and furnishing school houses,	25,399 73
Received from the State,	79,435 72
Received from other sources,	88,457 39
	<hr/>
	\$562,259 23

But the items thus obtained do not include all the moneys raised and appropriated for educational purposes. The sum received from the State is not fully reported, and a more reliable and perfect statement may be given, 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 schools,	368,966 39
Raised by tax for the building, repairing and furnishing school houses,	25,399 73
Received from other sources,	88,457 39
	<hr/>
	\$574,023 51

TEACHERS' INSTITUTES.

During the past year teachers' institutes have been held in every county, as follows :

<i>County.</i>	<i>Time of Meeting.</i>	<i>Place.</i>
Atlantic,	August 4,	May's Landing.
Bergen,	April 7,	Harrington.
Burlington,	July 14,	Medford.
Cape May,	July 28,	Court House.
Camden,	August 25,	Haddonfield.
Cumberland,	May 26,	Millville.
Essex,	March 31,	Newark.
Gloucester,	July 28,	Mullica Hill.
Hudson,	May 19,	Hoboken.
Hunterdon,	September 29,	White House.
Mercer,	November 24,	Princeton.
Middlesex,	April 21,	Woodbridge.
Monmouth,	November 3,	Freehold.
Morris,	October 13,	Mendham.
Salem,	August 18,	Woodstown.
Ocean,	February 3,	Barnegat.
Passaic,	November 17,	Paterson.
Somerset,	September 29,	Bound Brook.
Sussex,	September 1,	Deckertown.
Union,	March 31,	Plainfield.
Warren,	June 10,	Belvidere.

I am more confident than ever that great and good results cannot fail to attend the means afforded by teachers' institutes for advancing the cause of public instruction. Although but a small portion, comparatively, of the people of the several counties are directly reached through them, their influence is felt far and wide, and they serve to increase, every year, an interest in our schools, and to elevate the standard of education among us. Opposition has been sometimes manifested towards them, but it proceeds, generally, from jealousy or misapprehension. In every place in which one is held, a wish is invariably expressed that another may be held there during the year ensuing, and the people of the vicinity generally find in the benefits resulting from it a subject for congratulation. It is to be regretted that in two or three instances the institutes were not as well attended as they should have been; but the average attendance has been larger than I have known it to be during any previous year. In one county numbering more than a hundred teachers, all were present with the exception of three, and in this county the attendance had never before, to my knowledge, exceeded forty. In several counties the attendance on the part of teachers was from fifty-five to eighty-five per cent., and it would have been still greater, had the district trustees, in all cases, consented to close their schools. This increased attendance is the result of efforts which I have made in the several counties, personally, and by means of letters and circulars. It requires time to carry out successfully the plan by which I propose to secure as much as possible of the good that can be derived from these associations, and I hope at the close of another year, to be able to report still greater gains,

STATE TEACHERS' ASSOCIATION.

We cannot dispense with any of the instrumentalities employed in promoting the great cause of education; and if we do not adopt the most active measures for increasing them, we ought, at least, to do all in our power to give efficacy to those which we may be so fortunate as to possess. Every department of science bears witness that associated effort is always attended with the best and most fruitful results; and in the development of no science has it wrought more efficiently than in that of teaching. For our most desirable methods of instruction, for our best plans for school government, for nearly all, in fact, that is valuable in the organization and management of our schools, public and private, are we indebted to the associated labors of those interested and engaged in the cause of learning.

To the New Jersey Teachers' Association do we owe much of the prosperity of our educational affairs; and I gladly embrace this opportunity to call the attention of the Legislature and the people generally to the fact. This association, composed of teachers and friends of education, was organized at New Brunswick, in the year 1853, and, since that time, has held regular annual meetings in different towns and cities throughout the State. These meetings have always

been largely attended, and their proceedings have been participated in by men, eminent as teachers and scholars, not only of our own but of sister States.

I have procured a copy of the minutes of the last annual meeting, which I beg leave to submit, feeling, at the same time, that while it is impossible to present, in so brief a manner, the transactions of the association, some idea may be formed of the important service which it is rendering to the cause of public instruction.

THE NORMAL SCHOOL.

For full information respecting the condition of this school, I beg leave to refer to the report of the Principal herewith submitted. It will be seen that the institution is prosperous, and that the State is reaping the benefits which it was designed to confer.

The day is at hand when it will be necessary to make a further appropriation for the maintenance of this institution, if it be deemed advisable to prolong its existence. Whether it be best for the Legislature to decide this matter during its present session, or to leave it until another year, is a subject for serious consideration. There are very good reasons for immediate action in the premises, and among them, not the least, is the advantage which the institution must derive from an early and hearty approval on the part of those who have the power to continue or discontinue its usefulness. That it has not only conferred great honor upon the State, but, contributed much to the advancement of learning among us, is admitted by all who are familiar with our educational affairs.

ATLANTIC COUNTY—APPORTIONMENT, \$1,464 40.

The zeal of the people of this county in educational matters has in no degree diminished during the past year. I felt bound to commend it in my last report, and am no less bound to do so now. The amount of money raised by tax for the support of schools is larger than ever, being \$7,294. The amount raised for building, repairing, etc., is reported at only \$150, which I have reason to believe is not correct, as I am informed that a sum exceeding \$600 was expended for repairs during the year. The number of children between the ages of five and eighteen years is 4,098, which is somewhat greater than that reported last. Of this number 2,385 have attended the public schools. There are forty-three of these schools, twenty-one of which are free; and in the remainder, the average charge for instruction is \$2 12 per quarter. There has been but very little improvement, I regret to say, in the keeping of school registers. In more than two-thirds of the schools they are not kept; and this was the case last year. The number of teachers employed without license is very small, and, as might be expected, the number of schools well taught is commendably large. Nearly all the school houses are now

supplied with blackboards, and there appears to be a sincere desire on the part of the people to do all in their power for the proper education of their youth.

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

The reports from this county are very full, and show a good degree of interest in matters of education. Some obstacles are here found to the advancement and efficiency of the schools, the most prominent of which is the undue largeness of the districts. The law in relation to this subject operates here very unfavorably.

The amount of money raised and appropriated in this county, for educational purposes, as reported to me this year, exceeds the amount last reported by \$2,596 53. This increase appears to be due chiefly to district assessments. The whole number of children between the ages of five and eighteen, is somewhat greater, and so is the whole number that have attended school. Of the fifty-seven schools in the county, only twelve have been free during the entire year. The average charge for instruction in the others has been \$1 74 per quarter. Forty-nine of them are said to have been well taught and disciplined, a condition of things which cannot be very surprising, in view of the fact that only three of the teachers at present employed are unlicensed. Two additional school houses are needed in the county, and a few new buildings ought to take the place of some that are much dilapidated.

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

The total amount of money raised and appropriated for school purposes in this county, during the year just closed, is reported at \$38,479 77, which is an increase of \$5,460 17 over that raised during the previous year. This increase does not arise from an increased taxation of the inhabitants of the several townships and districts, but from assessments levied upon those directly benefited by the various schools. It shows a growing interest in the subject of education, which is fully sustained by the reports of the township officers. In some parts of the county great improvement has been made in the character of school buildings, as well as in the schools themselves; and I would here call attention to the accompanying report of the superintendent of the township of Little Egg Harbor, which not only contains some very valuable hints, but which shows what can be accomplished in any community in which a true interest is felt in the maintenance of good public schools. Of the 113 schools reported to me, 77 have been free during the entire year, and in the others the average charge for instruction has been only \$1 69. The number of pupils is about the same as reported last year, but the average attendance has been a third greater. Every school house appears to be furnished with blackboards, and many of them with globes and

outline maps. Of the one hundred and eighty-one teachers employed in the county, only twelve are teaching without a license. It is to be regretted, however, that in a large number of the schools no registers are kept, according to the requirements of the law.

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

No reports have been received, this year, from the city of Camden and the township of Washington, notwithstanding every effort on my part to obtain them. Supposing the condition of educational affairs in these districts to be the same as reported last year, I find that the county has expended for the support of public schools more than it did then, by \$2,068 40. This increase is due mainly to assessments in the several districts for the maintenance of their respective schools. The attendance is somewhat less than last year, although the number of children between the ages of five and eighteen is about the same. The whole number of schools is eighty-five, and of these seventy have been free during the entire year. Nothing has been raised for building purposes, and very little has been done towards the repairing and improvement of school houses. Three additional houses are much needed. Those in use are, perhaps, as comfortable, and as well furnished as any throughout the State. Only six of the teachers at present employed are without licenses, and the schools are generally represented as well taught and disciplined.

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

Here, as in so many other counties, there has also been an increase of moneys raised and appropriated for the support of public schools. The excess over last year is \$932 40. The schools have not, however, all been free, as was the case last year. In ten of the twenty-six that have been maintained, the small sum of sixty-two cents per quarter has been charged for instruction. These schools are not all spoken of in the most exalted terms, though I am happy to say that about half of them appear to have been well taught and disciplined. In sixteen there are no registers kept, and five of the teachers are without licenses. The number of children between the ages of five and eighteen is somewhat less than that reported last year, and the same thing is true in regard to the number that have attended school. No money was raised during the year, for the erection of school houses, although two are very much needed.

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

The whole amount of money raised and appropriated in this county for school purposes, during the year just closed, is \$21,130 54, which is only \$98 11 more than that reported the year previous. The importance of good public schools appears to be thoroughly appreciated

here, and the people seem disposed to do all in their power to establish and maintain them. While in so many other counties the sum raised by taxation is much less than usual, here it is very nearly the same as that last reported; and, what is worthy of remark, four new school houses have been built during the year. In consequence of a failure to receive reports from two of the townships, I am unable to present so satisfactory an account of the educational affairs of the county as I could desire. Enough information has, however, been elicited to convince me that the schools are all in a healthy and flourishing condition. The whole number reported to me is sixty-nine, and of these twenty-eight have been free throughout the year; many others have been free a portion of the year, and the average charge for instruction has been only eighty-five cents per quarter. There is a slight increase in the whole number of children between the ages of five and eighteen, but a small decrease in the whole number that have attended school. I regret to say that there are twenty-nine schools in which the registers of attendance have not been kept, and this is somewhat surprising, as there is not an unlicensed teacher in the county.

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

The interest in public schools, as manifested here during the year just closed, compares favorably with that reported during the year previous; and although the sum of money expended for educational purposes is somewhat less, there has been an evident improvement in the character of the schools, and an increased zeal on the part of school officers. Of the one hundred and seventy-six teachers employed in the county, only two are at present teaching without a license. Of these teachers, sixty-one are males, and one hundred and fifteen are females, a fact worthy of consideration in connection with another fact, that many of the schools are among the largest in the State, and that, in a majority of them, the higher branches of education are pursued. Although the number of children is diminished by nearly two thousand, the attendance at school has increased nearly two hundred, and five additional schools are still very much needed. Of the eighty-nine schools in the county, sixty-nine have been free throughout the year, and the remaining twenty have been free a good portion of the time. With only nine exceptions, the registers of attendance required by law, have been regularly kept in all the schools—a very natural result where school officers are careful in the selection of teachers, and attentive to the performance of their own duties. One school house has been added to the number reported last year. All are furnished with blackboards, and fifteen are supplied with globes.

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

The township of Harrison, in this county, has failed to report to this department for the last two years. If said township has not done less for its schools than it did during the year 1860, then the county has done more for the education of its children, during the year just closed, than during either of the two previous years. The total amount raised for the support of public schools is \$1,808 37 more than reported last year. This increase is due partly to increased taxation in some of the townships, but mainly to increased assessments in the several districts for the benefit of their respective schools. The interest manifested by the people in education, is said to be very small; and so, indeed, it must be, if the sum which they raise for the support of schools be any criterion, for this sum compares unfavorably with that raised in other counties having about the same population. The whole number of schools in the county is sixty-six; of these, twenty-three have been free during the year. Nearly four-fifths of all the children between the ages of five and eighteen, have been in attendance at these schools; and yet only eighteen of these schools are described as well taught and disciplined. Many of the school houses are poorly furnished, and some of them are even destitute of blackboards. Four new school houses are needed. It is hoped that these will be erected, and that measures will be taken to improve those now in use.

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

In matters of education, this county is among the foremost in the State; and, in proportion to its quota of the school fund, raises more money for the support of public schools than any other county. The increase, during the year just closed, over that of the year previous, is \$10,079 40; and the sum raised by taxation is \$7,468 76 greater than that last reported. The number of its schools is comparatively small, but the schools themselves are large, requiring the attention of one hundred and nine teachers. These schools, with but two exceptions, have been free throughout the year. The whole number of children that have attended them is 10,911, an increase over last year of 1,199. Two new school houses have been built within the year, but the rapid growth of population makes it necessary to erect others, and it is thought that eight additional houses could barely meet the present wants. It gives me great pleasure to testify to the zeal and efficiency of the school officers of this county. Teachers are here licensed by county examiners, and none are employed in any of the public schools who are not qualified for the positions for which they are required. The attention to duty on the part of school officers is sufficiently well seen in the fact that there are only two schools in the county in which the registers of attendance are not kept according to law.

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

It is somewhat remarkable that this county, with an expenditure of money less by \$2,663 54 than that of last year, has maintained the same number of schools, almost the same length of time, with nearly the same number of teachers and a larger number of pupils. The secret by which this has been accomplished is not worth knowing, though there can be no objection to saying that it lies simply in the reduction of the teachers' salaries, as may be seen by comparing the present tables with those submitted last year. I am sorry to say that nearly one-half of these teachers began their labors without the requisite license, and twenty-two are still employed without such license. It is not surprising that under such management there should be seventy-two schools in the county in which registers of attendance are not kept according to law; but there is hope that these matters will be properly attended to in future. It gives me pleasure to state that two new school houses have been built here within the past year, one of which is located in the town of Flemington. This house cost \$6,000, and was built from a sum of money bequeathed to the town for this purpose by the late Daniel Reading, Esq. Four additional houses are yet required in other parts of the county, and many that are now in use need repairing, and, in some cases, rebuilding.

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

There has been much improvement in the educational affairs of this county during the year just closed. The total increase of appropriations for school purposes is \$4,085 45, and the increase of taxes for the same purposes is \$1,194 22. Ten additional schools have been opened, and the average attendance has greatly improved. The whole number of schools is eighty-nine. Of these, forty-seven have been free throughout the year, and fifty are described as well taught and disciplined. Three new school houses have been erected, and three more are yet very much needed. In some parts of the county much interest is manifested in the cause of education; in other parts very little, or none. The school officers are generally quite attentive to their duties, as may be inferred from the fact that there are but three teachers at present employed without a license, and only nine schools in which the registers of attendance are not kept according to law.

MIDDLESEX COUNTY—APPORTIONMENT, \$4,683 84.

The whole amount of money raised and appropriated here for educational purposes, is a trifle less than that reported last year. The number of schools is also less by three; the number of children who have attended is less by about six hundred: the average length of time that the schools have been kept open is less by about ten days;

and the average salary paid to teachers is also somewhat less. At the same time, the county has done well, better, indeed, than many others. Thirty-five free schools have been maintained throughout the year, and sixty-seven of its eighty-one schools are described as well taught and disciplined. In nearly all these schools, registers of attendance are kept according to law, and of the one hundred and sixteen teachers at present employed, only six are without licenses. Three additional school houses have been built within the year, and many of the old houses have been repaired and rendered quite comfortable. Four school houses are still much needed, and it is hoped that they will soon be erected.

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

Nearly the same remarks that I have made concerning Middlesex, may be made concerning this county. The amount of money raised for education is less, and the number of schools is also less; so the whole number of children who have received instruction is less; the average length of time that the schools have been kept open is less, and the average amount paid to teachers is less. Yet the county is far in advance of many others in matters of education. The number of its schools is one hundred and twenty-one, and of these, seventy-five have been free throughout the year. Its school officers are men who, with few exceptions, attend faithfully to the performance of their duties, and the people generally manifest an unusual interest in the cause of education. There are very few schools in this large county in which the registers of attendance are not kept agreeably to law, and only ten of the one hundred and forty-two teachers employed, are without the requisite license. Three school houses have been built within the year, and many that were dilapidated have been repaired and improved. Three additional houses are yet needed. I regret to find that many of the schools are not furnished with that indispensable aid to instruction, the blackboard. They should be provided without any further delay.

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

The amount of money raised for the support of public schools in this county is greater than that reported last year, by \$1,223 01; and, although the number of schools is less, the number of children instructed is greater. The average length of time that the schools have been kept open is also greater. The whole number of schools is one hundred; and of this number, forty-seven have been free throughout the year, and seventy-four are represented as well taught and disciplined. There is not as much interest manifested by the people in education as is desirable, but the school officers are generally quite attentive to their duties. In nineteen of the schools no registers of attendance are kept. This seems to be a large number, but compared

with that in some other counties it is small, and there is hope that, another year, it will be still smaller. Great attention is here paid to the examination of teachers; only six of the one hundred and thirty-four, now employed, are without the license required by law. One new school house has been built within the year, and many old houses have been repaired and improved. Five additional school houses are yet needed.

OCEAN COUNTY—APPORTIONMENT, \$1,610 66.

This county, unlike every other county in the State, raises less money, from year to year, for public instruction, while, at the same time, the number of its schools is steadily increasing, as well as the number of children who seek admission to them. What makes the matter still more wonderful is, that the length of time the schools are kept open increases, and the same is true of the salaries paid to teachers. I am constrained, however, to believe that the whole amount of money raised for school purposes is not reported. The whole number of schools is fifty-two. Of this number only eight are free. The average length of time they are kept open is six and one-third months, which is less than that of any other county in the State. The people manifest a good deal of interest in the cause of education, and profess to feel the importance of maintaining good schools, but, for want of proper direction, not much is done. A little effort on the part of school officers would, I am sure, be attended with the best results.

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

Although the number of children entitled to the advantages of the public schools has been somewhat less this year than during the year preceeding, there has been no diminution of the means necessary to conduct, improve and even multiply these schools. On the other hand, the amount raised by taxation for the purposes of education is \$1,150 28 more than that reported last, and the number of schools has increased from forty-one to forty-nine. Of these schools twenty-one have been free throughout the year, and among them are some of the largest and best in the county. No additional school houses have been erected, though several of those in use have been very much improved. The school officers deserve much credit for their faithfulness in the discharge of duty. Registers of attendance are kept in nearly all the schools, and there is, at present, but one teacher in the county employed without a license.

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

The educational advance made in this county, during the year just closed, is not so striking as that reported last year. The increase of moneys appropriated for the support of public schools is only

\$415 82, and this has been mainly obtained in the several districts as fees for tuition. The number of schools is the same as that reported last year; but the number of children that have received instruction is somewhat diminished. I am unable to give the exact number of free schools in the county, as no information could be obtained on this point from three of the townships. The number is between twenty-five and thirty. Most of the schools are described as well taught and disciplined. There is much negligence here in regard to the keeping of school registers, a matter which will not, of course, receive the attention of teachers, unless they are duly prompted thereto by the school officers. Neglect in this particular generally accompanies the neglect to examine and license those employed to teach, and in this county there are, by far, too many unlicensed teachers.

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

The advance made in this county during the year just closed is hardly indicated by the trifling increase of the amount raised for the support of schools. Two additional schools have been maintained, and the whole number in attendance is considerably augmented.—The average length of time that the schools have been kept open is also greater. It is to be regretted that of the whole number (eighty) only ten have been free throughout the year; yet it is a subject for congratulation that so many of them have been properly taught and disciplined. Due regard has always been paid in this county to the examining and licensing of teachers, and of the ninety-two now employed, only four are without this requisite. I regret, however, to say that there are twenty-four schools in which no registers of attendance are kept. The school houses are, generally, in pretty good condition. With scarcely an exception they are furnished with blackboards, and many of them are supplied with globes and outline maps.

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

I stated in my last annual report that notwithstanding the apprehension expressed by the school officers of this county, I was sure that the people were, at heart, disposed to do every thing for the welfare of their schools, and I am not disappointed by the result of my recent enquiries. The sum raised here, this year, for educational purposes, is greater than that reported last year by \$1,121 93. It is true that two schools have been closed in the county, but, on the other hand, the number of children between the ages of five and eighteen have diminished, and for this and other reasons it was thought advisable to close even some schools that were not, however, discontinued. Better salaries have been paid to teachers than formerly, which is another very favorable indication. A great deal of interest has also been awakened among the people in regard to the improvement of their

school houses, and there is reason to believe that steps will be taken in this direction. The whole number of schools that have been free throughout the year is comparatively small, being only twenty-four, but they will, no doubt, gradually increase. While many of the schools have been well conducted, there are some that need the attention of those appointed to superintend them. Forty-four are without the registers required by law. A little direction to teachers, on the part of the school officers, would prevent the neglect not only of this, but of other matters equally important.

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

The reports from this county are full and satisfactory, and there is evidently an increased interest in the subject of common school instruction. Although the sum raised by tax is somewhat smaller than that of last year, the whole amount appropriated for educational purposes is greater. This may be partly accounted for by the fact that the moneys received as tuition fees have been reported in two or three instances. The number of children between the ages of five and eighteen has slightly increased, but the whole number in attendance at school has, on the other hand, diminished. Twelve of the schools have been free during the whole year, and in schools not entirely free, the charge for tuition is somewhat diminished. No new school houses have been built, nor, so far as I can learn, are any needed. Those in use are all supplied with black-boards, and most of them are convenient and well furnished. That the school officers are attentive to their duties may be seen in the fact that there is not one unlicensed teacher in the county, and there are only two schools in which the registers of attendance are not kept agreeably to law. Of the thirty-four school districts seventeen are incorporated; and in these districts there seems to be no difficulty in raising whatever money may be necessary for the support of public schools.

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

Although the total amount raised in this county for school purposes, during the year just closed, is but a trifle greater than that reported the year previous, the sum raised by taxation is increased by \$1,232 64. As in many other counties, there has been here, too, a diminution in attendance, but the same number of teachers has been employed; the schools have been open about the same length of time, and, consequently, the expenses have been about the same. The number of schools that have been free throughout the year is thirty-nine; the cost of instruction in many others, however, has been so small that they might be considered as nearly free. Most of the schools are regarded as well taught and properly governed. The teachers, with only two exceptions, are duly licensed. Ten additional school houses are needed in the county; and many of the houses now

occupied are sadly deficient in regard to black-boards and other facilities to study and instruction.

STATISTICS.

In no previous year have the reports from Town Superintendents been sent to me with so much promptness, nor have these reports ever been more complete. A glance, however, at the statistical tables is enough to show that they are not only very meagre, but that many of them are exceedingly inaccurate. To correct them would be impossible. I present them, then, in nearly the condition in which they were sent, availing myself of the opportunity afforded in another part of my report to point out the errors contained in the tables, and to give, as far as possible, a true statement concerning all matters of real importance.

For the benefit of school officers, among whom my report is generally circulated, I beg leave here to take up, one by one, the different items which compose the schedule annually furnished to them as a means of facilitating the work of making out their yearly reports. The explanations which I propose to make may, in some instances, seem childish; but any one who will examine the multitudinous reports upon which my own must be based, will see that there is scarcely an item in the schedule alluded to that is fully comprehended by all.

The schedule annually furnished to Town Superintendents is as follows:—

Information furnished by the Superintendent of the Township of —, County of —, N. J. SERIES NO. II.

[Please fill the above blanks and return this series of questions, with answers, to the State Superintendent, as soon after December first as possible.]

1. Number of districts in the township? *Answer.—*
2. Number from which reports have been received? *Answer.—*
3. Number of public schools in the city or township? *Answer.—*
4. Number of children between the ages of five and eighteen? *Answer.—*
5. Number who have attended school one year, allowance being made for vacations? *Answer.—*
6. Number who have attended nine months, but less than twelve? *Answer.—*
7. Number who have attended six months, but less than nine? *Answer.—*
8. Number who have attended three months, but less than six? *Answer.—*
9. Number who have attended a less period than three months? *Answer.—*
10. Number over the age of eighteen years who have attended school? *Answer.—*
11. Number of colored children who have attended school? *Answer.—*
12. Whole number of children who have attended school? *Answer.—*
13. Average daily attendance at school? *Answer.—*
14. Average number of months schools have been kept open? *Answer.—*
15. Terms of tuition per quarter? *Answer.—*
16. Amount of money raised by tax for the support of schools? *Answer.—*
17. Amount received from the State? *Answer.—*

18. Amount received from tuition? *Answer*.—
 19. Amount received from surplus revenue? *Answer*.—
 20. Amount received from other sources? *Answer*.—
 21. Amount raised, in addition, for building, repairing and furnishing school houses? *Answer*.—
 22. Total amount raised and appropriated for school purposes? *Answer*.—
 23. Number of male teachers? *Answer*.—
 24. Number of female teachers? *Answer*.—
 25. Salary of male teachers per year? *Answer*.—
 26. Salary of female teachers per year? *Answer*.—

[An acknowledgment from the State Superintendent will be forwarded on receiving answers to the foregoing questions, together with the written report of the Town Superintendent.]

I premise my explanations by saying that the information intended to be gathered by the foregoing questions, is what the law requires every Town Superintendent to furnish to the State Superintendent on or before the fifteenth day of December, under penalty of ten dollars, together with a forfeiture of his compensation for official services. It is not sufficient that the Town Superintendent answer five, six or a dozen of these questions; he should answer every one of them, from the first to the last; and his answers should be forwarded by the time required by law. The excuse that teachers do not keep school registers is only a further evidence of his negligence, for it is his business to visit the schools regularly every quarter, and to see that they do keep registers; and if they will not keep registers according to his directions, it is his business to deprive them of their license and to compel the district trustees to employ teachers who will comply with the requirements of the law.

It will be observed that the foregoing questions are all numbered. This is done for the sake of greater facility in transcribing the answers.

The first question reads thus: "*Number of districts in the township?*" And so simple a question is it that one can hardly believe that it could fail to elicit a categorical answer in well made figures. But it often happens that the answer is vague and unsatisfactory: for instance, the officer will take the trouble to say in reply—"The same number as last year," or he will perhaps say—"I believe there are *eight* (8) or *nine* (9)," dashing his pen through the word "*eight*" and the figure "9" for the sake, apparently, of adding ambiguity to uncertainty. Sometimes the answer is—"None that make reports," and, occasionally there is no answer at all, in which cases I must refer to the statistics of a former year in order to fill the blank. This question should be answered definitely in *figures*. The answer should include all the *whole districts* in the township, and all the *parts of districts* which have school houses in the township. The *parts of districts* which have no school houses in the township should not be included in the answer: and when a district has a school house in one township and another school house in another township, let the Superintendents of those townships agree as to which of them shall return

it in his report. We might thus ascertain how many school districts there are in the State, an item which has never yet been made known.

The second question reads thus : "*Number from which reports have been received ?*" And I am sorry to say that this number falls far short of the number of districts, and the blame is sometimes thrown upon the teachers, and sometimes upon the State, which does not furnish registers. But I have already said enough on this subject. I will only add in explanation, that these reports are to be obtained by the Town Superintendent from the teachers, and not from the district trustees, as is supposed in some cases.

The third question reads thus :—" *Number of public schools in the city or township ?*" And here the trouble begins. From this point forward the whole schedule is darkness and gross darkness. To most school officers the first two questions are quite intelligible, but to a large number the remainder of the series is wholly incomprehensible. "What are *public schools* ?" says one Superintendent to himself, as he reads the question, while with pen in hand he is ready to write the answer. "Oh, they must be free schools," he mutters to himself. "Well, there are none in this township," and he accordingly writes as his answer—"None ;" but he afterwards proceeds to state how much money is raised by tax for the support of schools, and how many teachers are employed. Another Superintendent will argue with himself that "*public schools*" means all the schools that are not *district schools*, and he accordingly returns the number of Ladies' Seminaries and Select Academies that happen to be located in his township. Another will put down all the schools of every description, and indicate it in a note by saying that "the number is one less than last year, because Mr. A's boarding school, which was reported before, broke up last Spring." Another will frankly reply—"Don't understand the question." With some persons this may exceed the bounds of belief, but I am relating facts, and with no other object than to aid school officers in the discharge of their duties. To those who do not understand what is meant by the term "*public schools*," I wish to explain that it includes all such schools, and only such schools, as are under the care and control of the district trustees ; that is to say, schools that the district trustees pretend to have under their care and control, schools that they are elected to take care of, and furnish with teachers. I do not know how to make the matter more plain.

The fourth question reads thus :—" *Number of children between the ages of five and eighteen ?*" And this question is always answered for the reason that if it could not be answered, and had not already been answered to the Chosen Freeholders, the township would be deprived of its quota of the school fund. It needs, then, no explanation.

The fifth question reads thus :—" *Number who have attended school one year, allowance being made for vacations ?*" And this is, also, a

question which is always answered correctly when school registers are properly kept. To make it more clear is unnecessary.

The sixth question reads thus:—“*Number who have attended nine months, but less than twelve?*” A question which in a large number of cases is not answered correctly; and the same thing is true of the seventh, eighth and ninth questions, which are very much like it. Now, let any one refer to the schedule, above given, and read these questions carefully. No one can do so without saying they are perfectly simple, and ought to be correctly answered, if school registers are properly kept. Very truly, they are simple and cannot be made more simple, but, even with school registers properly kept, they are not always answered correctly, because they are so often answered without reflection. In a great many cases the answer to the sixth question is made to include the answer to the fifth question. The Town Superintendent forgets the last four words of the question, and says to himself, “Why the number who have attended a year must have attended nine months.” But the last four words of the question are all important, and are used expressly for the purpose of preventing him from giving the answer which he writes. It is very true that “those who attended a year must have attended nine months;” but it is equally true that those who attended a year, did not attend less than twelve months. How, then, can the children numbered in the answer to the fifth question be included in the answer to the sixth? It is precisely the same in regard to the seventh, eighth and ninth questions. A moment’s reflection will enable any body to perceive that the children who have attended school one year compose one set of pupils; that the children who have attended nine months, but less than a year, compose another set of pupils; that the children who have attended six months, but less than nine, compose still another set of pupils; that those who have attended three months but less than six, compose yet another set, and that those who have attended a less period than three months compose still another set. This must be very plain to every one; and so, too, it must be very plain that if we add together these different sets of children we shall know exactly how many have attended school during the entire year, and thus obtain the answer to the twelfth question. But the tables annexed will show many cases in which if added, they far exceed the whole number of children in the township. I beg most respectfully to call the attention of school officers to this matter.

The thirteenth and fourteenth questions need no explanation. The former is not so generally answered as I could desire.

The fifteenth question reads thus:—“*Terms of tuition per quarter?*” And the answers which it elicits show conclusively that it is not always understood. Some school officers suppose that it refers to the number of weeks that make a quarter’s schooling; and, in answering it, they will accordingly write “Eleven weeks to the quarter, except Sunday.” One says, “We have no terms, but three quarters to the year.” A great many Superintendents suppose that it

refers to the salaries of teachers, and, accordingly, in answer, write down "From \$65 to \$125." The expression "*Terms of tuition per quarter?*" is just like asking this question—"What does a man in your township have to pay a quarter out of his own pocket for his child's schooling?"

The sixteenth question reads thus:—"Amount of money raised by tax for the support of schools?" And I am sorry that the tables show so many that raise none. This question is generally understood, but it is not always correctly answered; and sometimes it is answered in such a way that I am obliged to refer to former reports, and to expend a great deal of time in making calculations in order to arrive at it definitely. It would be a very simple matter for the Town Superintendent to put it down in dollars and cents. The answer should include all the township school tax, and all the money raised by tax in incorporated districts. I am quite certain that the money raised by incorporated districts is not always reported to me. I beg school officers to bear this in mind.

The seventeenth question reads thus:—"Amount received from the State?" And this is answered incorrectly in numerous instances. Some Superintendents answer "*Nothing*," which is false, for every township receives some, though there are townships that are not entitled to any, because they do not raise by tax, or otherwise, what they should for the support of schools. Some Superintendents answer "We have received only half our quota from the county collector," but they do not tell me what that "half" is, in order that I may ascertain the whole. Some Superintendents answer the question by giving the whole amount of school money received from the township collector including taxes and surplus revenue; and very frequently the surplus revenue and State money are reported in a single item. This question is one of the simplest in the whole series, and a correct answer may be obtained at any time from the county collector.

The eighteenth question reads thus:—"Amount received from tuition?" And this, perhaps, cannot always be answered correctly, for the reason that the monies received for tuition go directly, in many cases, to the teacher, who renders no account of them to the school officers. But this is a question which needs some explanation. Some Superintendents answer it by saying, "*Don't understand what this means.*" Now, it means simply this: In a majority of the school districts the schools are not entirely free. Some of them are free for two or three months, and every body's children can go to them without any "pay;" but as soon as the public money is all gone, then the schools must be shut up, unless the trustees agree to keep them open as "*pay schools*," in which case the people are informed that the school master must have \$1 50 or \$2 00 or \$2 50 for every child that goes to school, and that the parents of the children must pay this money out of their own pockets. The amount of money that is thus taken out of the pockets of different individuals, in payment for the schooling of their children, is what is meant by

the "*Amount received from tuition.*" Sometimes the trustees calculate how much it will cost to keep the school open for the whole year, and they find, perhaps, that it will amount to \$150 more than the share of public money that is coming to the district. They then divide this \$150 by the number of children that attend the school, and the parents of these children have to pay it as an assessment. Now this \$150 is the "*amount received from tuition,*" and the trustees ought to report it to the Town Superintendent, and the Town Superintendent ought to report it to the State Superintendent. And so when the schooling is paid directly to the teacher, it ought to be reported by him to the trustees, and by them to the Town Superintendent, as the "*amount received from tuition.*" This amount, I am sure, would prove to be a very considerable amount, if it could ever be ascertained, and it might be ascertained, every year, with great accuracy, if school officers would give an hour's attention to it, once in three months.

The nineteenth question reads thus:—" *Amount received from surplus revenue!*" A question which, too often, and too truly, receives the answer, "*Nothing.*" The money apportioned to each township from this revenue, is appropriated, except in a few cases, to the support of schools, and it should be distinctly reported. In too many instances it is confounded with the interest of the school fund and reported as such. With a little care, every school officer could give these items separately and correctly.

The twentieth question reads thus:—" *Amount received from other sources?*" And this means all monies received from sources not specified in the schedule. The answer to this question must not include any sum of money that is already put down in answer to some other question, as is sometimes the case. It may include money that is given or bequeathed to a school by patriotic and benevolent persons, an instance of which occurred during the past year in the township of Raritan, county of Hunterdon, mention of which is made in another part of this report.

The twenty-first question reads thus:—" *Amount raised in addition for building, repairing and furnishing school houses?*" The small number of answers to this question indicate that the school houses are suffered to go into decay, or that they are preserved by means of the money that ought to be used exclusively for other purposes. No township in the State should fail to raise money every year for the repairs of school houses, and the Town Superintendent should be prepared to report at the town meeting what sum is necessary for this object.

The twenty-second question reads thus:—" *Total amount raised and appropriated for school purposes?*" And one can hardly believe that this question is seldom answered correctly. The errors in answering it are of every variety. In a large number of cases it is not answered at all. Sometimes the answer to it is "*Nothing,*" or "*None,*" and very frequently the answer includes only the amount

raised by tax, together with that received from the State. Now this question is very simple. It is only a "sum in addition," and might be stated in these words *Please add the figures written opposite to the 16th, 17th, 18th, 19th, 20th, and 21st questions, and place the amount opposite to the 22d question.* That is all that it means.

In regard to the twenty-third and twenty-fourth questions it is only necessary to say that the answers should include only the teachers of public schools actually employed in the township.

The twenty-fifth and twenty-sixth questions relate to salaries of teachers. In answering them care should be taken to give the average salary. It is not sufficient to say, "The salaries are from \$150 to \$600 per annum," for it is impossible to ascertain the average, unless one knows how many teachers receive \$150 and how many receive \$600. Nor is it sufficient to say, "The teachers receive three cents a day per scholar." It would be just as well to leave the question unanswered. But no question should be left unanswered, and with a little pains, on the part of school officers, this item of information might be correctly given.

In conclusion, I desire to say that every one of the foregoing questions may be answered in figures, and it is very desirable that they should be thus answered, for the work of transcribing is thus greatly facilitated.

Feeling that I am fully warranted in making these explanations, ridiculous as they may appear to some persons, I submit them, sincerely hoping that they may serve to secure more full and more accurate reports of the condition of our public schools than have ever yet been obtained.

THE SCHOOL LAW.

In the report which I submitted to the Legislature on the 15th of January, 1861, I called attention to certain defects in the School Laws, and proposed a number of modifications which, in my opinion, the interests of education among us urgently demanded. This portion of my report, together with a collection of the laws, revised and amended, so as to answer the necessities of our system, were referred to the Educational Committees of both Houses of the Legislature, and by them fully approved and recommended for adoption. Unfortunately, however, it was done at so late a period of the session that the bill introduced by the committee could not be fairly discussed, and the whole matter was postponed.

I now desire to call the attention of the Legislature once more to this subject, proposing, if I can accomplish nothing more, to treat of it here in such a manner as to render our school law more intelligible to school officers, from whom complaints of its defects and ambiguity are daily crowded upon me. If, then, my remarks assume a character at all inconsistent with the nature of the work at present demanded of me, I beg that due consideration will be given to the circumstance

that my yearly reports, being widely circulated among school officers, may be made the means not only of conveying to them much useful information, but of imparting to them such instructions as may greatly facilitate them in the discharge of their important duties.

In a review of the school law, such as I here propose, it is just that I should claim, while urging the wants of our system, that we are now very much in advance of the condition in which we were when the first act to establish public schools was approved. There was a period in the history of our Commonwealth when the Governor, Council and Deputies in General Assembly,* arrived, *for the first time*, at the conclusion that "the cultivating of learning and good manners tends greatly to the good and benefit of mankind;" and, under the impression that it was a part of their business to do some little "good and benefit" for mankind, they passed an act entitled "An act to establish Schoolmasters within this Province." This was actually making a beginning, and a very good beginning, too; and, perhaps, it was all that was necessary at the time; but no sooner had the work of establishing schoolmasters fairly commenced, than it was found necessary to do something more than make a mere beginning. It became apparent, within three years,† that the "cultivating of learning and good manners" was destined to be a flourishing business, and that the General Assembly must do something more than "establish schoolmasters." Accordingly, we now find them discussing the propriety of appointing men in the different townships to look after the schoolmasters, and to make good bargains with them, and to see that they moved their respective schools around from one locality to another, so that all the inhabitants of each and every township should have a fair chance at the "cultivation of learning and good manners." Thus, from time to time, as circumstances required, other laws were passed, whose object was to extend the work, the beginning of which appeared so insignificant; and, in process of years, educational matters were reduced to something bearing a semblance to system. Schools and schoolmasters became, in time, a necessity; and when, after the Revolution, neighboring States began to make provision for their permanent establishment and maintenance, a desire was also manifested here to do something in the same direction. Various projects for creating a fund for the support of schools were discussed, but nothing could be agreed upon that did not call for an onerous tax upon the people. In the year 1813 the State came into possession of forty thousand dollars, by the sale of certain bank stocks which it was deemed undesirable for her to hold, and the friends of education believing this to be a favorable opportunity, undertook to make this surplus in the treasury a nucleus for a permanent fund for the support of schools. Mr. James Parker, of Perth Amboy, still among the honored living, was unwearied in his efforts to secure the appropriation of this money for purposes of education. He introduced into the

*See Laws of 1692.

†See Laws of 1695.

Legislature a resolution to this effect; but the session being near its close, the subject was postponed, and when brought up again during the following year, was once more put off in consequence of the demands of war. Faithful, however, to the cause which he had so nobly espoused, Mr. Parker, on his return to the Assembly of 1816-17, again revived the subject, introducing the following resolution, which was adopted on the 1st of February, 1817:

Resolved, That a committee be appointed to inquire into the expediency of creating a fund for the support of free schools in this State."

Placed, according to parliamentary usage, at the head of this committee, he acted with so much promptness that on the fifth of the same month a bill was reported, entitled "An act to create a fund for the support of Free Schools," which was passed by the Assembly on the eleventh, and was introduced into and passed by the Council on the twelfth. Thus the foundation of the School Fund of New Jersey was laid.

Inadequate as the income of this fund may be to the entire maintenance of the public schools of the State, it nevertheless furnishes to every nook and corner of the Commonwealth nuclei for a thousand other funds which, in the aggregate, yearly exceed the principal from which this income is derived.

To increase this fund so that it should yield an amount equal to that which is now yearly required to maintain our schools, just as they are, could not, at present, be reasonably hoped for; but, at the same time, it is still within the power of the Legislature to do something towards increasing the means for the support of public schools, as I will endeavor to show.

TAXATION FOR THE SUPPORT OF SCHOOLS.

In view of the fact that our school fund must probably remain inadequate to the maintenance of free schools, the "Act to establish Public Schools," approved April 17, 1846, section fourth, makes it compulsory upon the inhabitants of the several townships "to raise by tax, or otherwise, in addition to the amount so apportioned to their use, such further sum or sums of money as they may deem proper for the support of public schools, at least equal to and not more than double the amount of such apportionment." Now, a sum of money equal to that apportioned to the several townships at the time this law was passed, would have been equal to \$30,000, and that sum doubled and added to the yearly apportionment would have been \$90,000. If, then, we look at the expenses for education during that year, we shall find that the whole amount of money received from township collectors was \$67,940 81,—a sum of money not equal to that which the law authorized, and but a trifle greater than that which it required to be raised. At the present time, a sum equal to that apportioned to the several townships would be \$80,000, and that sum doubled and

added to the yearly apportionment would be \$240,000. But, if we look at the expenses for education during the year 1861, we shall find that the whole amount of money received from the township collectors was \$499,843 63, a sum of money more than twice as great as that permitted to be raised by tax under the old law.

In view of the increasing demand for means to carry on the public schools, the Legislature, in 1851, passed a law authorizing the inhabitants of the several townships of this State, at their annual meetings, "to raise by tax, or otherwise, in addition to the amount apportioned to their use, 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 said town meeting."

What advantage has been taken of the privilege thus granted may be seen in the fact, that of the one hundred and eighty-eight townships from which I have obtained the necessary information, only twenty-five raise by tax an average of \$3 11 per child; fifty-eight raise \$2 20; sixty-two raise \$1 41; twenty-two raise \$0 66; and twenty-one raise nothing.

The twenty-five townships, whose average tax for education is \$3 11 per child, contain less than one-fourth of the children of the State, and raise nearly one-third of the whole sum obtained by tax. Had the remaining 188 townships a proportionate population, and were they to raise a proportionate tax, the sum expended yearly for schools would exceed a million dollars. Had said 188 townships raised on their present population a proportionate sum, their share by taxation for education during the year 1861 would have been over \$480,000, and their whole expense for this purpose would have exceeded the sum then expended by the whole State, and the total expenditure for public schools, exclusive of the Normal and Preparatory Schools, would have been \$725,763, or \$185,580 more than was then expended.

While it may be seen by these figures that in some parts of the State there is much interest taken in the cause of education, and a determination to take advantage of all the means afforded by the law for its promotion, it is no less evident that, in by far the greater portion of the State, a very different condition of things exists. That there should be more than twenty townships in the State in which no money whatever is raised by tax for education is not simply a disgrace to the inhabitants of such townships, but a warning to the Legislature that the law is defective in regard to this matter. In fact, the opinion is quite prevalent that section fourth of the act of April 17, 1846, is entirely superseded by section sixth of the act of March 14, 1851; but this is by no means the case, except as relates to the maximum of taxation, and the inhabitants of every township are as much under obligation, as ever they were, to raise by tax or otherwise, in addition to the amount apportioned to their use, a sum equal to

such amount. Unfortunately this law has no penalty attached to its violation, and the consequence is that the public money is, in a great many instances, absolutely thrown away upon districts that are entirely destitute of schools, or whose schools are, by reason of the apathy of the people, wholly unworthy of the name. A law compelling the inhabitants of every township to raise \$3 for each child between the ages of five and eighteen, with the privilege of increasing such tax to \$5, would be a step in the right direction no greater than that taken by the Legislature of 1845-46, and so long as this, or some other means of increasing our school moneys, shall not be resorted to, so long will the public schools throughout two-thirds of the State remain weak, and incapable of accomplishing the good for which they were establishe .

APPLICATION OF THE PUBLIC SCHOOL MONEYS.

There is no section of the school law which contains so few words, and which, at the same time, contains so many difficulties and requires so many explanations, as section twentieth of the act of April 17, 1846. It is in the following words: "All moneys received by the town superintendent shall be applied exclusively to the purposes of education." Beyond this the law is silent as to how the money raised and appropriated for the benefit of unincorporated school districts shall be used, and the question arises, what is meant by "the purposes of education?" a proper solution of which question is not only desirable, but must be attained.

In the absence of positive instruction on this point, it is fair to infer the meaning of the law from any provisions that it makes or any authority that it gives concerning matters which involve an expenditure of money; and by examination we shall find that the law relating to public schools provides for the appointment of certain officers, and the performance of certain labors, demanding an expenditure of money, for which it also definitely provides. In the first place, it creates a board of trustees of the school fund, upon whom it devolves the duty of assembling from time to time at the capital of the State, and for the loss of time and the expense of traveling to which they are necessarily subjected, it authorizes the State Treasurer to reimburse them from the fund belonging to the public schools. Again, the law creates a State Superintendent of Public Schools, who is to be compensated for his services by the trustees of the school fund, from the moneys, of course, which, as a body, they receive and disburse. Again, the law provides for the appointment of county examiners, allowing them a compensation for their services for each and every day by them actually employed in the duties of their office, to be paid to them by the *county collector*. But the county collector has no authority to disburse the public school money; he simply receives it from the State Treasurer, and holds it until directed to pay it into the hands of the several town collectors. He must, then, pay the

county examiners from the funds which he holds for the purpose of paying the county expenses. Again, the law provides for the election of town superintendents, and allows them a compensation for their services, which compensation is ordered to be paid to them by the township collector, out of the funds of the township. Again, the law provides for the election of district trustees, upon whom is devolved the duty of providing a suitable house or room where a school shall be taught, as well as of contracting with and paying a teacher, having a certificate of license, and of paying the wages of such teacher, as far as the same shall be paid out of the public money or moneys appropriated by the township.

Thus we see that the law declares distinctly what expenses shall be incurred in the establishment and maintenance of the public schools, and how these several expenses shall be met; and when, in addition to this, it declares that "all moneys received by the town superintendent shall be applied exclusively to the purposes of education," we must infer that it simply means to prohibit the use of the public school money except as specifically provided for.

This, however, is not the inference drawn by school officers generally, and we accordingly find the public money frequently invested in the repairs of school houses, in school books and maps, in fuel, stoves, blackboards, brooms, water pails, and other articles, which are claimed to be for the purposes of education, the justice of which claim might remain undisputed were the section of the law alluded to the only one relating to the expenditure of the public moneys.

Section eleventh of the supplement to the act approved March 14, 1851, begins with the following words: "In case the trustees of an incorporated school district shall desire to purchase land, to build a school house thereon, or to build or enlarge a school house, or to expend in repairs a larger sum in any one year than twenty dollars," etc. This paragraph, it is generally understood, gives all school districts, incorporated or not incorporated, a right to expend twenty dollars each year for repairs; and this sum, I have reason to believe, is, in a large number of instances, regularly set apart for such purpose. This interpretation of the law seems to have been authoritatively given, though I have never been able to trace its origin. That the interpretation is a false one scarcely needs assertion. That it should be corrected is no doubt just, though such correction would, in some quarters, result in serious inconvenience, especially where this twenty dollars is regularly expended for fuel or other necessities, while the school houses are suffered to crumble and decay.

It will not be denied that the comfortable and successful maintenance of a district school demands something more than a room and a teacher; and if something more than these are demanded the law should multiply facilities, instead of embarrassments, in procuring what is needed. At present, a multitude of the petty incidental expenses of an unincorporated school district cannot be met by a draft on the town superintendent, and, consequently, all moneys raised by

subscription, tuition fees, or otherwise, for such purposes, must be lodged in the hands of the trustees; and thus it is impossible to ascertain, with any exactness, what is the cost per annum of maintaining our public schools. These moneys (or vouchers for them) should be placed in the hands of the town superintendent, and be by him credited to the several districts from which they come. The law should then provide for the payment by him of all the expenses of the different school districts within his jurisdiction, so far as such districts have funds respectively in his hands, the bills of such expenses being properly certified to by the district trustees.

The application of the public school money is the source of endless difficulties, and the amount of ignorance as to the intention of the law concerning its disposition is almost incredible. It is a very common thing for an individual to draw from the town superintendent what he calls his "*share of the school money*," with the intention of paying therewith the tuition of his children in some district in which he does not reside, or with the intention of applying it to the education of his children in a private school; and district trustees and town superintendents consent to such proceedings as if they had the full authority of the law. Again: the public school money, in some districts, is paid directly to the teachers of private schools, in proportion to the number of their pupils, and the public schools in such districts are allowed to drag out a miserable existence.

Again: the public money, in some districts, is drawn from the hands of the town superintendent by the trustees, without specifying for what purpose it is wanted, and by them put out at interest until enough has been accumulated to erect a school building.

Of course these are all violations of the law, for which school officers should be held answerable; and they serve to show the importance of a revision, by the proper authorities, of the whole matter, for, although upon this subject the law is sufficiently explicit, it is nevertheless obscure by reason of its arrangement.

FREE SCHOOLS.

Another serious difficulty in applying the public money is found in the circumstance that, while the law appears to recognize a charge for tuition in the public schools, it distinctly makes it the "duty of the trustees of the several school districts to apply the money apportioned to their respective districts, or raised therein, to the establishing and maintaining of *free* schools in said districts, in which shall be taught, free of charge, all the children between the ages of five and eighteen desirous of attending the same."

Section thirteenth of the act of April 17, 1846, makes it the duty of town superintendents to report yearly to the State Superintendent of Schools "the condition of schools in their respective townships, the number of scholars taught therein, *the terms of tuition*," etc., The reference thus made in the law to this matter seems to sanction

the practice of making a charge for tuition in the public schools, notwithstanding the law provides, both before and after the enactment of this section, that the public schools shall be free. That this item of information should have been required from town superintendents is easily accounted for in the fact that, at the time this law was framed, the sum received from the school fund, together with that raised by tax, could not by statute exceed ninety thousand dollars, and did not actually amount to more than sixty thousand dollars. To maintain free schools throughout the State under such circumstances, was practically impossible, and a resort to tuition fees was inevitable. This fact the law was forced to recognize, but, at the same time, it abstained from sanctioning the measure unavoidably adopted.

It was undoubtedly the intention of the law to have the public schools entirely free. In the act which creates the school fund, the trustees thereof are designated as "Trustees for the support of free schools;" and the term "*free schools*" is employed in every portion of the law. To make our public schools free, and, at the same time, to make them of any great value, must depend, however, upon the people rather than the law. They might be maintained by the public money for a few days, or a few weeks, each year, in every district of the State, but what good could be accomplished by them in so short a time? It would be the sheerest folly to expend the public money in such a manner. That the people will not, in a large majority of cases, raise enough money by taxation to make the schools free, is sufficiently evident; but that by the aid of taxes, assessments and tuition bills, we have, in some localities, excellent schools during the whole year, is very true. Still, school officers are frequently subjected to serious embarrassment, and are often hindered in their efforts to elevate the character of their schools by penurious and capitious persons, who not only refuse to pay tuition fees or assessments, but insist upon enjoying the full benefit of the schools as a right given to them by law.

Although it is very desirable that every township should raise enough money to make its schools free during the entire year, I am of opinion that, in the absence of any law compelling them to do so, power should be given to school officers to collect such assessments as may be agreed upon by the inhabitants at their district meetings.

SCHOOL DISTRICTS.

Under the act of 1846, the State was divided into school districts, which, during the following year, numbered 1,479, and which, by reason of subdivisions, now number 1,571. These districts were formed by the town superintendents with reference to the convenience of the inhabitants of their respective townships, the law authorizing said superintendents, whenever the interests of a community demanded it, to form a district of parts of two or more adjacent townships, or

counties. The formation of new districts, or rather the alteration of old districts, devolves, as it did originally, upon these officers, and forms a very difficult and troublesome part of their duties.

Until the year 1851, school districts were all of one class, no one enjoying any advantage or privileges over another. The supplement to the act to establish public schools, approved in March of that year, provides for the incorporation of any school district whenever the trustees thereof shall desire the same; and to districts incorporated under this law, the privilege was granted of suing and being sued, of making and using a common seal, of taking and holding such real estate as may be necessary for school houses, and of disposing thereof, and of taking, holding and disposing of any other estate, real and personal, that may be devised, bequeathed or given to them for the use of the public schools in said district. The taxable inhabitants of such districts, on being lawfully convened by the trustees, have authority to purchase land to build a school house thereon, or to build, or enlarge, repair, sell or mortgage a school house, or school houses, and to appropriate the money apportioned to said district, or any part thereof, for that purpose, or to borrow money therefor, and to raise by taxation, any such sum of money for the purposes above named, or for the payment of debts, or maintenance of free schools, as two-thirds of the inhabitants so assembled shall agree to, in addition to the money apportioned to said districts.

About one-third of the whole number of districts in the State are thus incorporated, and it is a noticeable fact that in such districts there is more interest taken in education and more done for the establishment and maintenance of good schools than in districts not incorporated.

Incorporated districts, in raising money, are not limited to any specified sum per child, as is the case when money is raised for school purposes by townships. As districts, they may raise as much as they please, in addition to what they have a voice in raising, as component parts of a township. Such districts, then, have ample facilities not only for furnishing free instruction, but for the support of graded schools, and it is desirable that the number of such districts should be increased.

There is wisdom, no doubt, in that section of the law which provides for the formation of school districts from parts of two or more townships; but it is, nevertheless, the source of considerable embarrassment. The advantage which it affords of furnishing school accommodations for communities residing upon the borders of adjacent townships will not be denied, but on the other hand there are evils attending it which can with difficulty be avoided. Among the most prominent of these evils is the want of proper supervision, for although there may be exceptional cases, it is generally true that a district which is partly within the jurisdiction of one superintendent and partly within that of another, fails to receive its share of attention. Reports from such districts are always imperfect, and in many instances

are never rendered. Controversies, and, sometimes, serious quarrels arise among the inhabitants, because the townships from which such districts are formed do not raise the same amount of tax per child, and these controversies often result in more or less injury to the schools. The law ought to be so amended as to place districts of this kind under the supervision of the superintendent of the township in which the school house is located.

The alteration of the boundaries of school districts is a matter in which Town Superintendents cannot proceed with too much care. The opinion is quite prevalent that unincorporated districts are entirely at their merey, and may be altered and abolished whenever they see fit. This, however, has never been the case, whatever may have been the intention of the 5th section of the act of April 17th, 1846; for, although Town Superintendents are therein authorized to alter the boundaries of school districts as circumstances may require, section 17th of the same act 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." The alteration, then, of a school district is not complete, and cannot, of course, be legal, unless the Town Superintendent be able to show that he has fairly notified the trustees of all the districts to be affected by such alteration. It is to be regretted that these two sections of the law are so widely separated. Serious controversies, and even law suits, have arisen from this circumstance.

The alteration of incorporated districts involves at present no very great difficulties, and yet it is somewhat remarkable that for nine years the law did not prescribe the manner in which it was to be done, being content with simply declaring how it should not be done. But what is more remarkable, the law of 1851, while it does not provide for the alteration of an incorporated district, imposes certain duties upon the Superintendent and trustees in case any such district should, peradventure, be altered or abolished. In 1860, the Legislature discovered the absurdity of section 10 of the supplement of March 14, 1851, and decreed that "An incorporated district may be altered or abolished by the Town Superintendent with the assent of a majority of the legal voters of the district." This is perhaps sufficient; and yet trouble has, in several instances, arisen because the law does not declare how the assent of the majority of the legal voters shall be obtained and made known. I have, however, decided, with the approval of the Attorney General, that 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 enable him and the trustees to make the proper certificate of the alteration that has been demanded. I have also decided that inasmuch as the law requires the Town Superintendent to be satisfied as to the wishes of the taxable inhabitants before altering an incorporated district, he is entitled to be compen-

sated at the rate of one dollar per day necessarily spent in ascertaining the vote of such inhabitants. Such expense seems unavoidable until the law provides some expeditious mode of obtaining the assent requisite in these cases.

SCHOOL OFFICERS.

The immediate supervision of our public schools is entrusted to three classes of officers, respectively designated as Examiners and Visitors, Town Superintendents, and District Trustees. The duties of these officers are very explicitly declared, yet there is much in the laws relating to them that needs explanation, and not a little that might be advantageously amended.

There is great wisdom in the law which provides for the appointment of County Examiners and Visitors, whose special province it is to examine and license suitable persons as teachers of public schools within their respective counties. The duty of appointing these officers devolves imperatively upon the Chosen Freeholders of the several counties; but the continual neglect of it in a very large majority of cases has almost rendered the law relating thereto a dead letter.

The selection of teachers for our public schools is a matter of no small importance, and to entrust their examination to persons who are not generally appointed with any reference to their qualifications for the performance of such a duty, is not simply an absurdity but an outrage upon society. If the law relating to the appointment of County Examiners is to be systematically ignored, and that, too, with impunity, it would be well to repeal it, and let the people of the several townships elect a superintendent of schools, with the understanding that upon him will devolve the duty of testing the abilities of those by whom their sons and daughters are to be educated and trained. It is true that by a very large number of Town Superintendents this is a duty that could be performed, and is performed, with entire satisfaction, but the office of Superintendent was not created for this purpose, nor are persons elected thereto, as a general thing, with any special reference to this matter. While the law only intends to empower Superintendents to examine teachers under certain circumstances, the Chosen Freeholders of nearly every county in the State, deliberately impose the duty upon them; and such Freeholders are, then, of course, more or less responsible for inefficient teachers and wretched schools. The law should be repealed, or the appointment of Examiners and Visitors should be placed in other hands.

The Town Superintendent is the officer whom the law holds responsible for the proper management of the educational affairs of the township. He is the custodian of all the moneys appropriated to school purposes, and he gives bonds to the inhabitants of his township for the safe keeping and lawful disbursement of the same. To him is assigned the duty of forming and altering school districts. He gives

notice of the time and place of all annual and special district meetings. He must visit the schools, make himself acquainted with their condition, report the same annually to the inhabitants of the township and to the State Superintendent; he must examine teachers when the Chosen Freeholders see fit to add this to his other duties; and he must, in short, be more or less concerned in every thing that pertains to the maintenance of the public schools within his jurisdiction.

This officer, like other township officers, is elected yearly by the people, at their annual town meetings. He may be re-elected as often as the people choose to do so; but in case his office becomes vacant by death or otherwise, before the completion of his term, it must be filled by some person selected by the township committee.

The compensation of the Town Superintendent is at the rate of one dollar per day for every day that he shall be employed in the business of his office; and there are certain duties devolving upon him which, if he does not perform, he subjects himself to fine as well as to a loss of the compensation allowed to him by law. Among these duties is that of "making out a report in writing, and transmitting the same to the State Superintendent of common schools, on, or before, the fifteenth day of December, in each and every year, of the state and condition of the schools within his township, the number of scholars taught therein, the terms of tuition, the length of time the school has been kept open therein, the amount of money received by him, and the manner in which it has been appropriated and expended, together with such other information as he may think necessary, or may be required by the State Superintendent, a copy of which report shall be read at the next annual town meeting; and in case the said Town Superintendent shall neglect, or refuse, to make such report, he shall incur the penalty of ten dollars." So much importance does the law attach to the faithful performance of this duty, that it further provides in another section of the same act, that "No compensation shall be paid by the township collector (to the Town Superintendent) until the said Town Superintendent shall produce an acknowledgement of the State Superintendent that he received from him a copy of the report required to be made by the preceding section of this act."

In order to obtain the information thus required by law, it is made incumbent upon the Town Superintendent "To visit every school in his township, at least once in every quarter, to examine into the condition of the same, to advise and consult with the trustees and teachers, and cause the result of such visit to be entered upon a book to be kept for that purpose in each and every school." In addition to this, it is provided by law that "Every teacher employed to teach a public school, shall keep a register of all the children attending the school, their names and ages, and the names of their parents and guardians, the date when each child left the school, their daily attendance, and the branches taught," etc.

This provision for the keeping of school registers is contained in the supplement of March 13, 1856, at section 3. It is declared by nearly all school officers to be defective, because no penalty is attached to its violation. There are, however, provisions in the law by which the license of a teacher may be revoked by school officers, and the teacher thus deprived of his title to receive any amount of the public money; and, surely, if there be any good reason for a punishment so severe, it would be for refusing to comply with such a plain and positive requirement of the law.

The law then enables the Town Superintendent to obtain the information necessary to the preparation of his annual report: 1st. By requiring him to visit every school in his township at least once during each quarter, advising and consulting with the trustees and teachers, and causing the result of such visit to be entered in a book to be kept for that purpose; 2d. By requiring every teacher employed in a public school to keep a register of all the pupils attending said school, their names, ages, names of parents or guardians, date of leaving school, daily attendance, and studies; 3d. By authorizing school officers to revoke, at pleasure, any teacher's license.

It is true that the law does not declare how, or by whom, the school register shall be furnished; but it is equally true that if this register is not in the school house and accurately kept, the Town Superintendent is the person who should first discover the neglect, for he is obliged by law to visit the school within three months after his election, and upon the school register must he depend mainly for information which he is required to furnish at the end of the year under penalty of ten dollars, besides the forfeiture of his compensation for official services. If, then, the school register be not found in the school room, no one can be more interested than the Town Superintendent in placing it there without delay; and if the register be not kept by the teacher according to law, no one has more reason to complain, and no one has a greater right to punish the offence than the Town Superintendent who is thereby exposed to fine and forfeiture.

Notwithstanding, then, the complaints of school officers in regard to the want of school registers, and the negligence of teachers, I do not see how the law can be amended so as to furnish them with greater facilities for the preparation of their annual reports.

District Trustees compose the third and most numerous class of school officers. By the act of April 17, 1846, it was provided that the people of each and every school district should assemble, annually on the first Monday of April and elect, by a plurality of votes, three or more discreet persons who should constitute the trustees of the districts in which they respectively reside; and they were all to hold their office for one year, and until others were duly elected. It is somewhat remarkable that this act made no provision for holding any other than annual district meetings, nor did it provide for filling any vacancies that might occur in the district boards of trustees.

Time could not fail to point out this defect, and, accordingly, in the supplement of March 14, 1851, the law relating to the election of trustees was virtually repealed, except so far as relates to the time and manner of calling district meetings. It was now provided that each district board of trustees should be composed of only three persons, one of whom should go out of office each year, another being elected to fill his place. It was further provided that in case of any vacancy, the same should be filled by the election of a trustee to hold for the unexpired term; and at the same time the remaining trustees were empowered to fill such vacancy, by choosing a trustee to hold his office until the next annual meeting. Evidently the defect of the first law had been very seriously felt, for, now, two ways were provided for filling vacancies, and that, too, in four consecutive lines. But to whom these vacancies were to be made known, or who was to declare them, whenever they should occur, the law did not set forth. So the law was again found to be imperfect; accordingly, on the 17th of March, 1854, it was once more amended, by providing that when a vacancy should occur, ten or more of the taxable inhabitants of the district should certify the fact in writing to the Town Superintendent, and thereupon he should order an election, giving ten days' notice of the time and place thereof; said election must, however, "be held on or before the first Monday of March;" but what the law intends by the expression "before the first Monday of March," must be guessed at. Possibly, it means that such election shall not be held within one month prior to the annual district meeting. Notwithstanding these several amendments, the law was still found to be defective, for migratory persons would occasionally be put into office, and the school sometimes suffered by reason of their frequent and prolonged absence from the district. Again, then, the law was amended, and on the 15th of February, 1860, it was enacted that whenever any trustee shall depart from his district, with the intention of being absent therefrom, for the space of six months, or more, his office shall be declared vacant, and the same filled by an election according to law.

A vacancy in the board of trustees of any school district must, undoubtedly, be filled by a vote of the inhabitants; and when any such vacancy occurs, the Town Superintendent should be notified in writing of the fact, before proceeding to order an election. It is, however, desirable that the law should be so amended as to declare how a trustee may resign his office. Difficulties have sometimes arisen from the circumstance that a resignation has been improperly tendered to, and accepted by the Town Superintendent.

The duties of trustees are few and simple. It devolves upon them to provide a school house, or school room, to employ a teacher, to pay his wages and to make out lists of the children capable of attending school within their respective districts. In connection with the Town Superintendent, it also devolves upon them to select school books and to examine and license teachers. Trustees of incorporated

districts have authority to call meetings of the taxable inhabitants of their respective districts for all special purposes, and in case such districts order money to be raised by tax for the support of schools, it is the duty of the trustees to certify the fact, under oath, to the assessor or assessors, of the township or townships, in which such districts may be situated.

The law is very plain in regard to the duties of trustees; still controversies innumerable grow out of ignorance or misconception of it. The selection of teachers is a very fruitful source of trouble. In some districts, it is made by calling a meeting of the inhabitants and taking a vote. It is not uncommon for the trustees of a district to select one teacher, and the dissatisfied portion of the inhabitants to select another. Two schools will then be opened and a quarrel ensue as to which of them is entitled to the public money. The same thing sometimes results from dissatisfaction as to the location of a school house. Difficulties often arise, too, from what is called "the apportionment of the free money," by the district trustees: the schools cannot in all cases be free throughout the year, yet the people are unwilling to have them closed, and the additional expense thus incurred, is assessed upon those who patronize them. In order, then, to secure as much patronage as possible, the trustees will sometimes make the schools free only a portion of each term, instead of one entire term; and it is almost impossible to make them free at a season of the year which will be satisfactory to every one. The school of every district should, however, be made as efficient and profitable as possible; and to this end it is important, that, whenever such a school is free, it should be at a time of the year when it will benefit the largest number of children. To make it free during one month, and to charge for tuition during the following month, and thus throughout the year, is not in accordance with the spirit of law, and should not be tolerated. That the public schools shall be free during some portion of the year, is undoubtedly the intention of the law. Let the law, then, declare how many months they shall be free; and let the school district that fails to comply with the law, forfeit its claim to the school fund the year ensuing.

It is the duty of trustees of every district within twenty days after their election, to make out a list of the children capable of attending school between the ages of five and eighteen years, within their district, together with the names of the parents or guardians of such children, and to transmit the same to the Town Superintendent of the township of which such district forms a part; and in case the trustees shall neglect, or refuse, to render such report, they shall be subject, respectively, to a penalty of ten dollars for each and every neglect. These lists are important, and should be promptly and accurately prepared, because the apportionments of the school money are made by the Town Superintendent among the several school districts, in the ratio of the number of children therein between the ages of five and eighteen years. Nevertheless this matter is often strangely neglect-

ed, as I have sometimes discovered, in townships where a new officer has succeeded one who had been for a number of years in service. There are school districts from which the lists required by law have not been furnished to the Town Superintendent for several years in succession. This officer has continued to make apportionments to them based upon old lists that have been for a long time in his possession. A new officer takes his place and these delinquent districts are, perhaps, unexpectedly notified by this new officer that he cannot make any apportionment of the public money to them, because they have not furnished him any list of their children. Thereupon, appeal is made to the State Superintendent, who is obliged to inform the trustees that the money apportioned to a township must be applied to the purposes of education only in those districts where 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 of which such township is a part.

TEACHERS.

County and township officers, in licensing teachers, are required to have regard always to their scholarship, and moral character. To determine whether the candidate for a license possesses the latter requisite recourse must generally be had either to the verbal or written declarations of third parties; while to determine whether he possesses the former requisite, recourse must be had to the declarations of the candidate himself. This is oftentimes a serious and difficult piece of business, not only for the candidate but for the inquirer.

With great satisfaction, I acknowledge that among our Town Superintendents are men of learning, and men in every way qualified for the responsible duties of the office; but I must say, on the other hand, that there are among them not a few who do not possess even the rudiments of a common English education, and yet who are appointed by the people to select, and determine the qualifications of, those who are to be entrusted with the instruction of their children. I should be an unfaithful public servant, could I be cognizant of this fact, and refrain from proclaiming it, and not remonstrating with all earnestness against it. If we would have competent teachers in our public schools, we must, in the first place, have school officers capable of deciding as to their competency.

The examination of the teachers of our public schools is, in a large number of cases, a perfect farce. It cannot, under the circumstances, be otherwise. The law requires it, however, and wisely, too; for it serves as a check to the aggressions of enterprising impudence, as well as inordinate ignorance. That the law relating to this matter is precisely what it should be is questionable. This law makes it the duty of district trustees to contract with and employ a competent

teacher having a certificate of license. It also declares that no teacher shall be entitled to receive any amount of public money unless possessed of a license. Trustees are not subjected to any penalty for non-compliance with the law, unless it be that the teacher may hold them personally responsible for his wages, and this he has an undoubted right to do. It is not the business of the teacher to inquire where the trustees are to obtain the money wherewith he is to be paid; it is his business to make a good contract, and to abide faithfully by it. If the trustees comply with the law by requiring the teacher to show his license before contracting with him, then they avoid all personal responsibility so far as the public money will pay such teacher's wages. If they do not comply with the law, it is not the teacher's fault, nor can he be justly made to suffer for their delinquency. It is clearly the duty of the trustees to oblige the teacher to procure a license before contracting with him, and it is just as clearly the duty of the teacher to save himself the trouble of running here and there after a license if the trustees choose to assume the responsibility of employing him without one, especially if they are men of ample pecuniary resources. I am very certain that a teacher has, in more than one instance, been deprived of his wages for the want of a license, when the trustees themselves should have been the losers.

The law requires every teacher employed in a public school to keep a register of all the children attending the school, their names and ages, the names of their parents and guardians, the date when each child entered and left the school, their daily attendance, and the branches taught.

This law, when I first encountered it, appeared to me to be an insult to the common sense of the teachers of the State. It was enjoining upon them something so natural for them to do—something so essential to their comfort and convenience—something so indispensable to the satisfactory performance of their daily labors—that it seemed to be a species of trifling unworthy the dignity of legislators. What! Suppose that the teacher of a school can enter upon the discharge of his duties without making a registry of his pupils, without taking down their ages (even if it were only from curiosity, or for the sake of speaking to each one of them), without taking down the names of their parents and guardians (if for no other reason, that he may know who are his patrons), without marking each of his pupils when present or absent; without keeping an account of each one's lessons from day to day! The thing is absurd. Surely, there is no teacher in the State who is such a dolt as to fail to do this! And if there be one who has not enough interest in his school and in his business to do this voluntarily and systematically, the sooner the town superintendent strips him of his license, and the sooner the trustees turn him out of the district, the better it will be both for himself and the community, for he is nothing less than a lazy, shiftless, ignorant fellow.

But there is the law, and I am ashamed to say it was made not

without reason ; and, what is worse, I regret to say that it is a law that is continually violated. Not a year rolls around that does not bring to me a multitude of complaints from school officers against teachers in regard to this matter, and I am continually besought to have the law so amended as to compel teachers to keep their registers, under penalty of forfeiting their wages. But I am well convinced that this would be no improvement ; for, as I have just intimated, the teacher who does not keep such register voluntarily is not worth employing. If the law is amended at all, it should be to the effect that the trustees of any district that shall retain such a teacher three months shall forfeit to the State the amount of such teacher's wages for the time that he, or she, may have been or shall continue to be employed.

INHABITANTS OF SCHOOL DISTRICTS.

As long ago as June, 1855, the Supreme Court defined the meaning of the words, "taxable inhabitants," as used so frequently in the school laws ; and yet I am continually called upon to explain them.

No one can fail to be struck with the fact that whenever, in the different sections of the school law, any power or authority is conferred upon the people of the various townships, such people are designated as the "*inhabitants of the several townships*," and whenever any power or authority is given to the people of the various districts they are spoken of as the "*taxable inhabitants of the several school districts*." This is uniformly the case, except in the supplement of March 22, 1860, in which we find the words, "*legal voters of the district*," instead of "*taxable inhabitants*."

Whatever may have been the intention of the Legislature in using the words, "taxable inhabitants," the Supreme Court has decided that these words mean *legal voters not exempt from taxation*, and the argument advanced by the court is unanswerable.

The inhabitants of the several townships are authorized and empowered, at their annual meetings, to elect and choose a town superintendent of public schools for their respective townships. They are also authorized, empowered and *required*, at their annual town meetings, to raise by tax or otherwise, in addition to the amount apportioned to their use, such further sum or sums of money as they may deem proper for the support of public schools, *at least equal to* the amount apportioned to them, and not exceeding three dollars for each child contained in the lists transmitted by the several district trustees to the town superintendents in the year previous to holding said town meeting. They are also authorized to appropriate, from the interest of the surplus revenue received by them, and such other funds not raised by tax, such sums for the support of public schools as they shall order and direct at their annual town meetings, in addition to the amount apportioned to them from the State School Fund, *and the amount which they are required to raise by law*.

The taxable inhabitants of the several school districts are required, at their annual district meetings, to elect, by plurality of votes, three persons (being residents and taxpayers in said districts) to be trustees in said districts; and at the first election held in any district they shall elect one of said trustees to hold his office for one year, one to hold his office for two years, and one to hold his office for three years; and afterwards one trustee shall be elected annually, to hold his office for three years. Said taxable inhabitants, in case their districts shall become incorporated, may prevent the alteration, or abolishment, of said districts by refusing to consent thereto; and in such incorporated districts said taxable inhabitants, when duly assembled, have power, by a vote of two-thirds of those present, to authorize the trustees of said districts to purchase land to build a school house thereon, or to build, or enlarge, repair, sell or mortgage a school house or school houses, and to appropriate the money apportioned to said district, or any part thereof, for that purpose, or to borrow money therefor, and to raise by taxation any such sum of money as two-thirds of the inhabitants so assembled shall agree to, in addition to the money apportioned to said district. Said taxable inhabitants, whenever a vacancy occurs in the Board of Trustees of their respective districts, may, by a notice in writing served upon the town superintendent, compel him to call a district meeting for the purpose of filling such vacancy.

Such are the powers and duties of the inhabitants of townships and of districts, as conferred by the act to establish public schools, and the several supplements thereto. They, after all, are responsible for the character of our public schools; for they not only decide what amount of money shall be yearly raised for the purposes of instruction, but they select the officers whose duty it is to disburse this money, to examine and employ teachers, and generally to look after their educational interests. If the people are sincere, then, in their wishes to have good schools, they will not neglect to attend their township and district meetings, for here is where the work begins. The law does not, it is true, declare what shall be the qualifications of school officers, but it declares, distinctly, what shall be their duties; and these duties being such as cannot be performed by persons destitute of education, it behooves the people to select those that are not so. There are offices which a man may fill with great credit, even if he be ignorant of the rules of grammar and arithmetic, but in a Town Superintendent, a knowledge of these and of all the branches of a common English education, is absolutely indispensable. If the law does not demand some evidence of the competency of a candidate for this office, it is a compliment to the good sense and intelligence of the people, which I am sorry to say they do not, in all instances, deserve, and it may be a question whether the law should not be so amended as to be less complimentary and more just.

This is a matter of the greatest importance, and I hope that it may receive from the Legislature and the people all the consideration

which it demands. We cannot have good schools, unless we begin by having good school officers. This is something for the people to look after. I can do no more than warn them in regard to the matter, and I should fail in the performance of my duty were I to withhold from them the solemn truth that they suffer more from their own carelessness in the choice of school officers, than they do from the incompetency of school teachers. It is never too late to mend; and the sooner this matter is attended to the better; and the sooner everything like party feeling and nepotism and personal friendships are forbidden to interfere in what we boast as being our labors for the advancement of education, the sooner will we show our sincerity, the more indisputable will be our claims to patriotism, the more shall we accomplish for humanity, the more may we expect from God.

F. W. RECORD.

State Superintendent of Public Schools.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State
of New Jersey for the year 1862.

COUNTIES AND TOWNSHIPS.	In the township or city or township.										Number of children between the ages of five and eighteen years.		Number who have attended school one year, twelve months or more.		Number who have attended 5 months but less than 9 months.		Number who have attended 3 months but less than 6 months.		Number who have attended 1 month.		Number over the age of 18 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.		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.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368

COUNTIES AND TOWNSHIPS.

MERCER																								
Population, 37,418																								
East Windsor.....																								
6	4	6	629	26	158	140	82	88	5	46	270	10	Free.	\$1,500 00	\$246 42	\$108 00	.....	91,851 42	8	5	3	\$3,300 \$240	
6	5	6	471	64	108	81	70	31	18	314	110	10	\$1 70	627 00	196 00	1,229 00	.....	2,062 00	10	6	2	4 400 300	
10	10	10	1,350	98	153	252	290	240	9	22	380	105	10	3 867 00	507 33	1,524 13	.....	3,789 33	16	8	5	5 450 300	
13	13	13	1,208	32	73	227	276	214	9	22	329	8	1 42	1,837 00	202 26	1,634 74	.....	3,453 98	15	7	8	8 270 190	
8	8	8	688	237	46	60	30	10	25	304	210	8	2 50	837 00	232 26	216 12	300 00	.....	1,555 38	8	3	5 500 300	
4	4	4	1,034	230	70	100	100	100	56	213	1,560	12	Free.	2,658 05	419 06	268 47	.....	3,075 53	5	3	5 500 300		
1	1	1	485						56	213	1,660	10	Free.	11,000 00	2,016 51	13,016 51	.....	13,016 51	23	6	23 687 204		
3	3	3	65	380	320	364	161	78	2	10	38	120	10	Free.	1,000 00	202 65	121 25	.....	1,223 99	5	5	5 200 160	
4	4	4	624										10	Free.	600 00	218 13	272 43	.....	1,080 56	8	5	5 200 160	
55	43	89	11,080	1,084	903	1,151	912	651	21	201	5,711	3,009	9%	80	23,931 08	4,601 17	3,974 40	560 00	33,006 65	96	40	56 393 250		
MIDDLESEX																								
Population, 35,366																								
East Brunswick.....																								
8	5	6	714	.....	116	141	147	123	.....	2	529	192	9	Free.	2,142 00	323 57	.....	2,470 57	6	6	1	1 350 250
18	10	11	1,111	.....	219	268	348	376	6	8	251	182	10%	Free.	9,153 00	1,404 48	188 93	.....	10,746 41	25	8	22 600 235
6	4	6	277	15	65	98	148	148	5	24	250	259	9	2 50	431 00	127 00	.....	558 00	6	3	5 300 200		
12	12	13	884	65	97	193	158	148	5	24	250	259	9	2 50	431 00	127 00	.....	558 00	6	3	5 300 200		
12	12	13	884	65	97	193	158	148	5	24	250	259	9	2 50	431 00	127 00	.....	558 00	6	3	5 300 200		
1	1	1	690	58	40	62	64	36	.....	.....	900	560	10	2 00	700 00	317 22	123 54	.....	1,140 76	3	1	2 500 250
9	9	9	1,134	.....	400	425	630	.....	.....	.....	1,158	560	9	2 00	12,000 00	526 76	74 00	.....	1,140 76	3	1	2 500 250
18	18	20	1,357	102	150	221	138	59	9	14	671	392	10%	2 00	2,224 00	610 84	74 00	.....	3,184 81	29	14	6 350 250	
14	.....	12	1,112	102	150	221	138	59	9	14	671	392	10%	2 00	2,224 00	610 84	74 00	.....	3,184 81	29	14	6 350 250
.....		
50	60	81	10,300	1,220	1,139	1,636	860	742	20	121	6,100	2,555	9%	1 41	20,420 00	4,742 97	2,360 27	.....	27,723 24	116	51	65 390 237	
MORRIS																								
Population, 34,699																								
Chatham.....																								
8	8	7	495	165	108	144	171	130	3	18	717	352	11	2 00	2,556 00	391 36	531 71	.....	4,339 07	10	6	4 375 250	
10	10	12	1,045	160	133	211	201	230	7	1	785	380	10	1 50	1,000 00	414 37	411 67	.....	1,886 06	12	5	7 500 220	
8	8	8	510	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	Free.	851 66	115 07	.....	1,028 96	6	4	2 400 200	
6	6	6	549	130	100	176	65	67	10	8	137	200	10	2 00	500 00	247 80	847 11	.....	75 00	11	7	7 300 220	
13	13	16	1,721	385	231	364	516	6	43	1,278	413	10	2 20	3,000 00	1,069 93	456 00	456 00	.....	4,535 73	21	14	6 400 250	
16	16	13	1,221	137	201	321	153	12	6	1,592	270	10	1 75	2,000 00	445 22	392 20	.....	500 00	19	6	13 400 250		
16	16	12	1,264	23	70	114	53	57	11	6	1,148	410	9	2 00	2,620 00	670 10	292 70	.....	3,310 30	23	14	9 375 225	
16	14	9	929	40	60	80	30	400	20	4	530	340	7	2 00	1,200 00	429 78	212 70	.....	682 52	10	5	5 250 175	
9	8	9	885	200	75	150	10	75	12	8	640	400	10	1 70	12,007 68	378 72	1,335 58	3,014 57	17	12	5 350 240		
*Taken from last report.																								

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Back.....	9	4	6	67	126	297	416	100	5	\$1.79	\$399.00	\$121.61	\$970.07	9421.61	16	5	3
Bever.....	11	9	19	96	60	5	14	360	225	300	225	161.73	191.73	855.15	12	5	3
Jackson.....	8	9	9	76	305	21	7	102	46	3	.....	284.19	104.35	962.54	4	3	2	280,500
Thurston.....	8	4	6	77	305	21	7	102	46	3	.....	284.19	104.35	962.54	4	3	2	280,500
Thurston.....	8	4	6	77	305	21	7	102	46	3	.....	284.19	104.35	962.54	4	3	2	280,500
Union.....	4	6	6	65	.....	.....	.....	.....	.....	.....	.....	292.43	197.90	660.5	6	6	.....	.....

SOMERSET.

Population, 22,601.	59	1	54	439	455	270	214	730	382	85	31	3,019	990	63	1.92	1,940.00	1,455.12	1,249.41	.....	40	28	12	28	200
Barnstable.....	12	12	12	61	130	127	89	80	.....	.....	11	411	281	9	3.0	500.00	381.43	2,218	2,218	11	2	9	30	250
Barnstable.....	8	8	8	71	75	110	29	75	25	14	.....	564	29	8	2.0	970.00	337.0	2,600	2,600	8	4	4	30	200
Barnstable.....	4	4	4	34	73	51	57	32	26	10	1	283	170	11	2.7	800.00	165.56	1,599.96	250.00	14	3	4	30	250
Barnstable.....	16	16	16	137	35	170	23	207	125	7	4	929	301	11	7.5	3,000.00	611.32	470.95	.....	14	2	11	10	325
Barnstable.....	15	15	15	117	119	115	17	131	116	21	1	288	339	11	2.0	2,352.00	552.00	1,656.00	.....	15	12	3	35	300
Barnstable.....	7	7	7	63	200	149	94	119	137	6	7	695	282	9	.....	800.00	333.50	188.42	.....	11	6	5	34	175

TUSSEY.

Population, 23,855.																								
7	6	7	51	62	47	129	43	119	6	7	418	220	620.00	235.32	90.47	935.6	4	31	190				
11	12	61	60	85	70	101	65	66	1	.....	280	3	99.00	437.0	.....	1,112	2	3	20			
5	3	6	311	135	175	225	325	25	1	.....	564	3	516.00	137.0	.....	729.4	1	1	.....				
10	6	10	26	81	81	101	194	21	.....	.....	564	8	1,000.00	310.0	30.00	.....	.....	.....	.....	
8	3	3	27	140	51	65	75	50	.....	.....	290	150	222.00	20.22	.....	72	.....	.....	.....		
5	9	9	37	50	50	65	75	50	.....	.....	290	200	500.00	165.47	5.00	.....	.....	.....	.....	
10	10	13	134	310	291	334	291	115	32	1,040	501	3,570.00	692.28	1,770.9	75.4	5,818	4	3	216				
10	10	10	40	25	55	151	238	311	22	.....	818	115	2,075.87	91.60	.....	.....	.....	.....	.....
9	9	9	67	121	170	101	94	15	8	481	21	674.00	32.91	1,464	5	3	135				
11	6	13	68	190	399	490	459	553	27	570	350	1,025.50	363.65	440.02	1,715	9	6	144				
18	16	11	81	291	100	1,000.00	53.70	50.00	2,007	1	1	112				
6	3	3	24	8	53	89	69	12	.....	.....	291	100	1,000.00	190.65	23.00	.....	48	.....	.....			
22	22	22	131	680	222	51	49	32	1,029	10	1,500.00	530.00	2.00	2,070				
Walpole, 1,341.																								

COUNTIES AND TOWNSHIPS.	Whole number of districts in township or city.	Number from which reports have been received.	Number of public schools in city or township.	Number of children between the ages of five and eleven years.	Number who have attended school one year, allowing being made for vacations.	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 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.	Amount raised in addition, for building, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.		Female.	Male.	Salary of teachers per year.		
																				Female.	Male.					
PASSAIC																										
Population, 29,021.	8	4	9	1,008	350	45	45	90	2	400	1,500 00	11	11	\$1.50	\$1,500 00	\$416 00			\$1,916 00	8	7	1	1	\$320	\$390	
Acquackanonk.....	4	4	4	327	109	9	9	90	2	194	700 00	10	10	Free.	700 00	135 24			565 24	4	4	2	2	250	135	
Manchester.....	1	1	1	507	1,091	67	67	106	8	3,392	1,091 00	11	11	Free.	1,091 00	2,338 30			14,070 00	43	43	4	4	4,612	200	
Pateron City.....	7	7	7	590	122	53	53	106	7	1,753	1,753 00	10	10	2 50	1,753 00	246 40			12,466 40	6	6	2	2	300	220	
Pompton.....	4	4	4	388	56	32	32	21	32	175	1,000 00	10	10	2 50	1,000 00	162 00			1,162 00	6	6	4	4	2,300	200	
Wayne.....	12	12	12	931	61	95	134	130	75	591	800 00	2	2	2 50	800 00	385 00			1,185 00	11	6	4	4	300	200	
West Milford.....	36	28	49	8,907	1,722	861	1,003	963	821	10	5,198	2,475	10	1 00	15,881 70	3,683 00	325 00		19,889 70	82	24	56	347	207		
SALEM																										
Population, 22,431.	12	12	12	264	29	33	23	61	9	174	300 00	5	5	2 50	300 00	85 97	74 13		469 10	3	1	2	2	250	250	
Essexborough.....	1	1	1	504				66		174	300 00	5	5	2 50	300 00	85 97	74 13		469 10	3	1	2	2	250	250	
Lower Alloways Creek.....	5	5	5	531	22	40	74	125	165	20	25	431	13	13	2 50	700 00	230 25	475 23		1,405 48	8	3	5	3	325	260
Lower Penns Neck.....	10	10	10	824				200		1,000	1,000 00	11	11	2 50	1,000 00	417 58	342 21		2,289 79	12	10	2	2	350	200	
Mannington.....	8	8	8	1,035	180	290	290	130	20	60	1,000 00	11	11	2 50	1,000 00	417 58	342 21		2,289 79	12	10	2	2	350	200	
Pittsgrove.....	9	9	9	428	70	104	130	150	75	1	320	160	6	2 25	625 00	184 50	123 72		933 22	10	6	4	4	275	175	
Pittsgrove*.....	8	8	8	1,041	119	98	106	114	154	591	1,041 00	11	11	Free.	1,041 00	412 12	337 51		2,000 00	6	1	5	5	525	350	
Salem.....	1	1	1	1,012	200	218	162	102	14	6	771	441	10	Free.	1,012 00	412 12	337 51		2,000 00	6	1	5	5	525	350	
Upper Alloways Creek.....	14	14	14	1,012	200	218	162	102	14	6	771	441	10	Free.	1,012 00	412 12	337 51		2,000 00	6	1	5	5	525	350	
Upper Penns Neck.....	7	7	7	705				630		630	1,065 00	6	6	2 25	1,065 00	457 36	322 88		1,780 24	16	7	9	5	350	200	
Upper Pittsgrove.....	9	9	9	705				755		755	1,065 00	6	6	2 25	1,065 00	457 36	322 88		1,780 24	16	7	9	5	350	200	
MONMOUTH																										
Population, 39,363.	75	57	77	7,413	554	689	720	755	567	58	130	4,410	1,211	1 31	7,724 33	3,184 08	4,035 43		14,943 84	90	45	45	338	229		
Atlantic.....	5	5	5	520				110		479	800 00	11	11	2 50	800 00	200 00	200 00		1,200 00	5	2	3	4	400	300	
Freehold.....	3	3	3	1,078	115	172	25	196	127	13	68	780	401	10	2,500 00	411 80	467 55		3,379 35	10	4	6	4	400	300	
Hovell.....	17	11	11	723	85	115	158	360	136	21	4	932	175	2 50	2,000 00	379 31	151 02		2,070 30	11	4	7	3	400	300	
Manalapan.....	7	7	7	428	12	36	56	375	34	8	1,000 00	10	10	2 50	1,000 00	230 10	246 45		1,485 55	6	4	2	4	400	300	
Marlboro'.....	7	7	7	723	12	36	56	375	34	8	1,000 00	10	10	2 50	1,000 00	230 10	246 45		1,485 55	6	4	2	4	400	300	
Matamoras.....	4	4	4	637	156	227	231	375	34	8	1,000 00	10	10	2 50	1,000 00	230 10	246 45		1,485 55	6	4	2	4	400	300	
Midleton.....	15	15	15	1,251	428	380	273	175	25	1	3,720 00	253	19	Free	3,720 00	783 00	713 00		5,216 00	17	8	9	5	350	250	
Ocean.....	8	8	8	1,607				909		1,207	1,207 00	6	6	2 50	1,207 00	230 10	246 45		1,485 55	6	4	2	4	400	300	
Raritan.....	14	14	14	1,607				909		1,207	1,207 00	6	6	2 50	1,207 00	230 10	246 45		1,485 55	6	4	2	4	400	300	
Shrewsbury.....	6	6	6	913	25	120	51	45	36	10	1,171 00	253	19	Free	1,171 00	783 00	713 00		5,216 00	17	8	9	5	350	250	
Upper Freehold.....	10	10	10	1,413	334	335	305	256	24	2	4,339 00	371	11	Free.	4,339 00	977 72	912 62		5,859 34	18	13	5	8	400	300	
Wall.....	7	7	7	968	15	120	182	245	108	6	400	270	9	3 00	1,800 00	583 80	330 93		2,635 82	17	13	4	8	350	250	
Wall*.....	9	9	9	936	4	195	125	120	100	580	1,590 00	375	8	3 00	1,590 00	360 50	118 35		1,978 85	17	13	4	8	360	280	
Taken from last report.	116	97	121	12,816	1,931	2,100	2,245	2,732	2,573	60	440	8,403	4,343	9	1 41	27,956 50	5,188 84	3,905 63	576 00	37,316 02	142	84	55	339	277	

GLOUCESTER.

Population, 18,448.

Clayton.....	5	4	5	833	3	75	156	224	189	.....	650	227	8	\$2 50	\$1,220 00	\$943 65	\$454 12	\$300 00	\$2,897 15	8	4	4	\$500 \$200
Deftford.....	12	8	9	1,296	50	104	182	351	316	6	70	257	9	2 34	2,032 00	2,531 00	1,422 50	.....	3,820 10	19	9	1	1 44 300
Franklin.....	5	2	5	714	140	78	186	370	316	1	6	.....	6	2 75	500 00	253 52	55 61	.....	1,811 13	12	5	5	4 25 160
Greenwich.....	10	13	17	869	58	138	241	416	104	55	81	2 09	9	3 61	800 00	562 57	119 32	.....	1,233 25	5	.....	.....	5
Harrison*.....	6	6	16	539	132	170	271	216	28	19	1	455	2 63	2 50	1,275 00	562 57	200 00	.....	2,067 57	15	.....	.....	12 43 200
Marlton.....	15	.....	15	1,062	27	180	159	290	250	25	40	1 04	2 50	2 50	675 00	2 25	153 00	.....	1,040 25	12	7	6	6 35 240
Woolwich.....	61	39	66	5,942	563	705	955	1,309	1,045	45	139	4 512	1 04	5	7,382 00	2,852 57	2 196 85	500 00	12,931 32	82	4	29	385 214

UNION.

Population, 27,786.

Elizabeth.....	1	1	3	2,941	453	214	261	380	225	1	76	1,503	8 47	Free	9,000 00	1,178 41	106 40	.....	10,178 41	21	2	1	55 253
Lincoln.....	5	5	4	595	39	49	95	21	.....	.....	3	155	9 ²⁵	1 71	805 00	106 51	.....	.....	1,008 00	8	.....	.....	292 240
Northampton.....	5	3	5	4	.....	.....	.....	.....	25	.....	.....	308	1 45	1 25	804 00	145 58	.....	.....	949 58	3	3	8	25 220
Pembroke.....	2	2	2	919	100	12	160	171	166	3	20	78	2 98	Free	2,690 00	332 80	30 00	.....	2,062 80	1	.....	.....	56 240
Rahway.....	6	6	6	1,385	440	455	381	501	396	1	.....	1,434	7 10	10	4,580 00	620 00	.....	.....	5,000 00	18	5	1	79 330
Staten Island.....	3	3	3	291	42	61	45	51	36	1	3	237	9 ¹¹	2 00	400 00	106 38	815 00	.....	1,553 38	4	.....	.....	47 180
Union.....	7	7	6	518	62	46	78	65	34	.....	4	284	1 47	10	600 00	187 62	955 00	.....	1,742 62	6	4	2	33 280
Westfield.....	5	4	5	548	36	52	77	66	34	2	3	262	1 86	10	600 00	198 46	467 00	.....	1,235 46	6	4	4	43 245
*Taken from last report.	34	31	34	7,362	1,232	1,075	1,199	1,312	910	8	109	4,554	2 432	10 ¹	19,220 00	2,874 82	2 103 49	.....	21,517 31	78	2	55	475 244

the year ending December 15th, 1862.

	Amount received from other sources specified in the returns.	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.	Males.	Females.
7	\$550 00	\$150 00	\$9,452 77	50	33	17	\$417	23
1	5,051 15	892 74	15,571 55	64	43	21	350	200
60	12,540 32	214 75	38,479 77	181	70	105	405	241
8	389 48	.....	6,004 66	32	22	10	415	190
91	11,481 79	.....	36,552 20	95	50	45	405	247
99	1,888 85	1,200 00	21,180 54	108	57	51	406	188
90	4,215 00	8,237 00	81,260 90	176	61	115	458	240
57	2,190 05	500 00	12,031 52	82	43	39	385	214
08	2,335 96	7,540 00	54,414 04	109	23	86	630	241
37	11,404 50	205 00	27,349 03	152	93	59	334	229
17	3,974 40	500 00	33,006 65	96	40	56	303	250
07	2,360 27	200 00	27,723 24	110	51	65	390	237
84	3,535 08	575 00	37,310 02	142	84	58	359	277
59	5,632 38	2,505 00	29,920 03	131	72	62	313	218
62	1,289 44	.....	4,615 6	40	28	12	290	240
00	325 0	.....	10,880 70	82	2	56	317	267
18	4,035 43	.....	14,941 84	90	45	45	338	229
47	5,103 35	1,350 00	29,820 82	62	52	10	314	233
07	5,479 89	265 48	21,672 91	154	95	59	278	186
82	2,433 49	.....	24,647 31	78	23	55	476	244
41	2,298 6	1,104 76	24,646 47	139	87	52	322	211
72	\$88,457 30	\$25,699 73	\$562,269 23	2212	1104	1108	38,	222

Summary of the preceding Abstracts, exhibiting the Results in the Several Counties of the State for the year ending December 15th, 1862.

COUNTIES.		Population, 675,812.		Number of townships in the county.		Number that have made reports.		Number of school districts in the county.		Number that have reported to the Township Superintendent.		Number of schools in the county.		Number of children residing in the several townships of the county between the ages of five and eighteen years.		Number who have attended school twelve months, allowance being made for the usual vacation.		Number who have attended nine months but less than twelve.		Number who have attended six months but less than nine.		Number who have attended three months but less than six.		Number who have attended a lost 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 school.		Average number of months the schools have been kept open.		Terms of tuition per quarter.		Amount of money raised by tax for the support of schools.		Amount received from the State.		Amount received from other sources specified in the returns.		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.		Males.		Females.		Males.		Females.		Salary of the teachers per annum.	
Atlantic	7	6	43	35	43	4,408	354	630	744	1613	566	60	9	2,385	1341	71	\$2 12	\$7,291 00	\$1,458 17	\$550 00	\$150 00	\$9,462 77	50	33	17	\$417	23																																
Bergen	0	0	64	48	57	6,281	937	729	829	1925	579	19	86	3,774	1582	101	1 74	7,134 95	2,492 11	\$,051 15	\$92 74	\$5,577 84	64	43	21	\$360	200																																
Burlington	20	18	101	113	117	15,197	2364	2514	2749	2950	1029	18	322	10,349	4304	25	1 69	18,044 20	6,754 50	12,846 32	214 75	\$8,470 77	181	76	105	405	241																																
Cape May	5	5	23	12	20	2,404	346	608	511	746	34	282	19	1,351	1156	62	7	4,500 00	1,025 18	380 48	.....	6,904 66	32	22	10	415	100																															
Camden	11	9	55	34	35	10,844	1591	1763	1948	1014	246	34	280	6,667	2902	81	1 25	21,729 50	2,341 91	11,481 79	.....	36,552 20	95	50	45	490	247																															
Cumberland	10	8	63	50	60	7,082	1588	1355	1764	1213	487	58	170	5,782	2128	81	85	11,250 00	2,901 69	1,088 55	1,200 60	\$21,130 64	104	57	51	406	198																																
Essex	19	10	77	56	89	22,067	4032	2001	3118	4149	2599	18	107	15,708	6307	101	80	60,457 60	6,300 99	4,215 00	8,217 00	\$1,200 00	176	61	115	458	240																																
Gloucester	7	6	61	39	66	5,042	563	706	955	1399	1005	95	130	4,542	1104	8	2 21	7,382 00	2,852 57	2,190 95	500 00	\$12,931 52	82	43	39	385	214																																
Hudson	10	8	21	14	28	15,897	2801	1643	2210	2246	2561	8	83	10,971	4497	101	Free.	41,780 00	3,182 38	2,335 98	7,540 00	\$4,414 04	109	23	80	690	241																																
Huarterdon	14	13	128	87	128	16,539	1218	1694	2037	2168	1811	70	54	7,553	3812	0	2 25	11,350 70	4,389 57	11,404 50	205 00	\$27,319 63	153	93	69	534	229																																
Mercer	9	8	55	43	69	11,080	1654	963	1154	912	651	21	261	5,711	3109	91	80	23,931 08	4,061 17	3,074 40	500 00	\$33,605 65	98	40	68	333	250																																
Middlesex	9	0	80	60	81	10,391	1229	1139	1636	866	742	20	133	9,140	2554	91	1 41	21,430 00	4,742 07	2,300 27	200 00	\$27,752 24	116	51	65	800	237																																
Monmouth	14	13	116	97	121	12,816	1951	2169	2245	2732	2573	60	449	8,403	4143	91	1 41	27,950 50	5,188 84	2,545 64	575 00	\$37,310 42	142	81	54	310	217																																
Morris	11	10	118	102	100	10,820	935	1068	1583	2318	2378	86	103	7,783	3504	91	1 70	17,067 60	4,815 50	5,632 28	2,560 00	\$29,395 63	131	71	62	343	218																																
Osage	6	5	59	40	52	4,308	455	270	213	709	342	86	32	8,040	390	61	1 92	1,900 00	1,425 62	1,280 44	.....	4,615 40	40	24	12	290	200																															
Passaic	6	5	50	28	40	8,067	1722	801	1061	963	821	10	87	5,128	2475	101	1 60	15,881 70	3,083 00	325 00	.....	\$19,889 70	82	26	66	317	207																															
Salem	10	8	77	57	75	7,413	550	689	726	755	607	68	130	4,410	1211	8	1 31	7,724 31	3,184 08	4,065 41	.....	\$14,043 84	90	45	4	375	209																															
Somerset	8	8	80	65	80	6,820	883	924	1380	733	449	64	110	4,740	1767	10	2 03	11,292 00	3,215 17	5,483 35	1,350 00	\$20,829 52	92	62	40	311	235																																
Sussex	13	12	134	102	132	8,330	1501	1505	1731	1699	2013	162	37	6,201	2150	8	2 55	11,696 47	4,241 67	6,470 89	260 48	\$21,672 91	154	95	69	278	180																																
Union	8	8	34	31	34	7,392	1212	1053	1109	1312	910	8	109	4,054	2432	101	1 62	10,260 00	2,874 82	2,43 49	.....	\$14,547 31	78	23	55	476	201																															
Warren	17	15	126	86	100	9,313	1511	1697	1439	1680	1315	293	40	6,510	2335	9	1 25	17,399 24	3,944 41	2,209 6	1,104 76	\$24,647 47	139	87	62	322	211																																
	214	193	1571	1196	1017	188,829	28,922	25,428	31,594	33,958	24,095	1,293	12,808	132,500	58,720	9	\$1 48	\$368,966 39	\$70,433 72	\$8,457 39	\$26,309 73	\$502,289 23	2212	1104	1108	38	222																																

APPENDIX.

INTERPRETATION OF THE SCHOOL LAW.

Question—Is it agreeable to law to divide the whole amount of public money apportioned, during the year, to a district into as many equal shares as there are children in the district, and then to pay towards the support of the school in said district as many of these shares as there are children attending said school, keeping back the unexpended shares, and adding them to the next year's apportionment?

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

Question—What control has a district trustee over the money belonging to his district which may be in the hands of the Town Superintendent?

Answer—When the school money belonging to a district is needed, it then becomes the duty of the trustees of said district to make a draft upon the Town Superintendent for the amount required, and to state in such draft the object for which said money is to be used; and furthermore, said draft must be made payable to the order of the person entitled to receive said money.

Question—Is the consent of the trustees of an incorporated district, necessary, in order to alter or abolish such district?

Answer—In order to abolish an incorporated school district, the law requires the assent of a majority of the legal voters; and thereupon it makes it the duty of the Town Superintendent and trustees to make and sign a certificate thereof, and have the same recorded by the Clerk of the county in which said district is situate. It is not optional with the Town Superintendent and trustees to sign or not sign the certificate aforesaid. Their refusal to do so when all the

proceedings have been in accordance with law, may be punished by the proper tribunal.

Question—Is it required by law that the district school house should be designated in the public notice as the place for holding the annual district meeting?

Answer—There is nothing in the law that requires this. The Town Superintendent may call the meeting at any place that, in his judgment, may seem best.

Question—What children may the officers of a Friends' school, established prior to April 17, 1846, include in the lists which they are required by law to make, and how shall the money by them received be expended?

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

Question—A district meeting for the election of a trustee was called by the superintendent of ——— township at 7½ P. M., instead of 2 P. M., the usual time. The trustees being dissatisfied, gave notice that the meeting would be held at 2 P. M. A meeting was accordingly held at 2 P. M., and a trustee elected; and another meeting was held at 7½ P. M., and another trustee was elected. Which of these is the lawful trustee of the district?

Answer—Section thirteen of the act to establish public schools, approved April 17, 1846, provides that "district meetings shall be held annually on the first Monday of April, of the time and place of which annual meeting ten days' notice in writing shall be given by the town superintendent." It appears, then, that the town superintendent is authorized by law to fix the time and place for holding district meetings. While it would be proper for him to consult the wishes of the trustees in this matter, he is not compelled by the statute to do so, and it is not within the power of the trustees to change the hour which he designates in his notice, nor is it within their power to call a meeting at any hour whatever. The meeting held, then, at 2 o'clock P. M. was illegal.

Question—Is a district composed of portions of two or more townships entitled to more than three trustees?

Answer—It is not.

Question—Section seventeen of the 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." Now, who is to be associated with the town superintendent? Is it the trustees, or is it the township committee?

Answer—It is the trustees who are to be associated with the town superintendent.

Question—In case the town superintendent be petitioned to change the boundaries of a school district, shall he act immediately upon the petition, or shall he, on receiving the petition, notify the trustees, so that the decision of the question shall first be made by the associated judges provided for by section seventeen of the act of April 17, 1846?

Answer—The town superintendent is not bound to take any notice of a petition to change the boundaries of a school district. If he see fit to take any notice of such petition he may himself decide what changes to make; but, after determining upon these changes, he must, before further proceeding, notify the trustees of all the districts to be affected thereby, and said trustees must at once avail themselves of the provisions of the law—*i. e.*, appeal to the township committee—or forever after hold their peace.

Question—If the town superintendent refuse to alter the bounds of a school district, in compliance with the wishes of the inhabitants, is there any way of compelling him to do so?

Answer—There is not.

Question—At a recent annual election held in a certain school district, only three persons were present. After organizing, they elected, in due form, one of their own number as trustee for the ensuing term. It is contended that the election was illegal, because there were not five voters present. Is this the case?

Answer—The law does not specify the number of persons who shall be present and vote at a district meeting held for the election of a school trustee. The meeting alluded to having been called and held in accordance with the statute, it follows that the person then and there elected trustee is lawfully entitled to the office.

Question—A certain school district is composed of portions of three townships, and it is required to know whether the trustees representing two of these townships have a right to give the teacher an order to draw the public money from the third township, in spite of the objections of the trustee representing said third township; and, furthermore, whether they have a right to draw any more money than is necessary to pay the schooling of the children sent or subscribed from said township?

Answer—The affairs of a school district, whether it be wholly situated in one township, or composed of portions of two or more townships, are controlled by a majority of the trustees, and the majority of the trustees have full authority to draw upon each of the superintendents of the several townships from which their district is formed for the payment of all legal bills to the extent of the money belonging to their district which may be in the hands of such superintendent.

The money apportioned from the public fund, or raised by tax for the support of the school of a district composed of parts of several townships, is paid into the hands respectively of the superintendents

of the townships from which such district is formed, and each superintendent must pay towards the support of such school according to the number of children between five and eighteen years of age in his portion of the township which belongs to the district, and he cannot pay this money to any other district or to any other school.

Question—In case no election should take place at an annual district meeting, does the trustee whose term of office would then expire hold over until a successor may be appointed?

Answer—The law makes no such provision. If no election be held at an annual meeting the vacancy that then occurs in the Board of Trustees continues to exist, and can be filled only in accordance with the provisions of the supplement to the act approved March 17, 1854.

Question—What is the number of hours per day, and the number of days per week, that a public school must be kept open?

Answer—The law is silent upon this subject. At the same time it may be said that custom seems to have established the rule of six hours per day, and five days per week, as the maximum. In many schools the number of hours per day is five, or five and a half. Six hours per day, in the opinion of most educators, is quite enough; and for young pupils, it may be safely asserted that more than five hours' confinement is not only unprofitable, but injurious.

Question—The trustee of a certain school district has enlisted for nine months; can another person be elected to supply the office during his absence?

Answer—The law makes no provision for the temporary supply of district offices. In this case the office becomes vacant, (see supplement to the act approved February 15, 1860,) and must be filled for the balance of the term for which the incumbent was elected.

Question—In case of a vacancy in a board of school trustees, must the Town Superintendent be notified of the fact by ten of the taxable inhabitants of the district before ordering an election to fill the vacancy?

Answer—The Town Superintendent, before ordering an election to fill a vacancy, should be duly notified that such vacancy exists. It cannot be taken for granted that he would be cognizant of a matter of this kind; nor would it always be safe for him to proceed therein upon mere hearsay; at the same time, when he has reasonable assurance that a vacancy exists, it is no less his duty to take the steps necessary to fill it.

Question—Can an inhabitant of a school district lawfully draw from the Town Superintendent his proportion of the public money, with the intention of paying therewith the tuition of his children in another district, or with the intention of applying it to the education of his children in a private school?

Answer—Such proceedings would be unlawful. The public money apportioned to one school district, must not be diverted to another district, and it cannot, under any pretext, be used to support private schools; nor can it be parcelled among the inhabitants of a district

in order to be disposed of as they may severally choose. School trustees cannot be justified in giving orders on the Town Superintendent for money to be used in such ways; and a Town Superintendent who should thus pay out the public money, could be compelled to refund the same to the State.

NEW JERSEY TEACHERS' ASSOCIATION.

The tenth annual meeting of this body was held in Grossepup's Hall, Bridgeton, commencing on the evening of Monday, December 29, 1862, and continuing through the Tuesday and Wednesday following. The President being absent, Joseph E. Haynes, of Newark, one of the Vice Presidents, took the chair.

After prayer by the Rev. Dr. Jones, of Bridgeton, Paul T. Jones, Esq., welcomed the association on behalf of the citizens of Bridgeton, and tendered their hospitalities.

Prof. William F. Phelps, of the Normal School, responded for the association.

John S. Hart, L.L.D., of the Model School at Trenton, was then introduced, and delivered an address on normal schools, setting forth, in the first place, what a normal school is—namely, a seminary for professional training in the art and science of teaching—showing next, with some particularity and variety of illustrations, what teaching is in its root and essence, and making the matter plainer by drawing the difference between teaching and training, and explaining several out of many different modes of teaching. The lecturer spoke for an hour and a half with admirable clearness of statement and comprehensiveness of views.

After the lecture the resignation of the Treasurer was read and accepted, and G. Q. Johnson, of Elizabeth, was appointed Treasurer *pro. tem.*

The association adjourned until morning.

TUESDAY.

The session this morning was opened with prayer by Rev. J. S. Smith. The subject of Dr. Hart's address of last evening—"Normal Schools"—was then taken up and discussed.

Mr. F. W. Ricord, the State Superintendent of Public Schools, read a paper on the school laws of New Jersey, presenting a history of the school legislation in the State, and pointing out existing defects which need correction. The views presented in this paper seemed calculated to be of so much practical importance that, on motion of Prof. Phelps, it was unanimously

Resolved, That the State Superintendent of Public Schools be, and hereby is, requested to repeat his lecture upon the school laws of New Jersey, delivered before this association, to the two houses of the State Legislature at its approaching session.

Resolved, That a committee of three be appointed by the President to make the necessary arrangements.

Adjourned to 2 P. M.

AFTERNOON SESSION.—Mr. John Gosman, principal of the West Jersey Academy, delivered an address on the "Relations and Duties of Teachers to the Country," the importance of inculcating an enlightened patriotism being strongly enforced. This occasioned an animated discussion, in which the members gave utterance to their patriotic views and sentiments.

An elegant map, showing the physical features of South America (one of a set prepared by Arnold Guyot, Professor of Geology and Physical Geography in the College of New Jersey, and designed to accompany a series of text books on physical geography written by Prof. Guyot, and soon to be published, was exhibited to the association.

The chairman then announced the following committees:

On Resolutions—Messrs. Peekham, of Essex; Phelps, of Mercer; Burlew, of Bergen; Gause, of Gloucester; Gibby, of Mercer.

On Nominations—Berry, of Union; Harrison, of Middlesex; Betts, of Mercer; Casterlin, of Cumberland; Abbott, of Burlington.

EVENING SESSION.—At the evening session, Prof. Phelps, from the Committee on the Course of Study best suited to our Public Schools, reported that they have consulted with the most prominent educators in the country, and their conclusion is, that what is wanted is a well defined *policy*. Only one State (Massachusetts) prescribes a course of study; in all other States the pupil is his *own* chooser of books, and the curriculum embraces the range of the sciences. The great principle is still unlearned, that the *method* is more important than the study taught. The report elaborated the thought that a true education embraces all places that can effect the full and harmonious development of all the powers of the pupil, the physical, the intellectual, and the moral. The committee asked longer time to complete their report. On motion of Dr. Hart, the subject was recommended, and the report now read was requested for publication.

WEDNESDAY'S PROCEEDINGS.

After prayer, Mr. P. C. Case, of the Farnum Preparatory School, read an interesting paper on object teaching, which was followed by the adoption of a resolution directing the Executive Committee to make arrangements to have object teaching illustrated at the next annual meeting, by the teaching of a class in the presence of the association.

The question, "Is it desirable to introduce military instruction in our public schools?" was then argued by C. M. Harrison, of New Brunswick, and G. Berry, of Rahway.

Prof. Phelps moved the following resolution, which was unanimously adopted:

Resolved, That the study of the Constitution of the United States and the leading features of our system of government should be introduced into all our schools, both public and private, and that we, as teachers, will use every means in our power to diffuse a better knowledge of the laws under which we live, and to inspire our pupils with that love of liberty and of country so indispensable to the perpetuation and preservation of the glorious institutions bequeathed to us by the patriots and sages of the revolution.

Sergeant Woodward, of the First New Jersey Regiment, and for many years a successful teacher of this State, was called out, and made a brief patriotic address, which was received with great applause. In proof of the patriotism of the teachers of our State, Sergeant Woodward stated that eight out of the sixteen members of the squad to which he belongs were recruited from the teachers' ranks. Hon. John T. Nixon being present, was called out, and though so unexpectedly invited to speak, made a very happy address. In the course of his remarks, he mentioned that he had in early life been, for some time, a teacher; and declared that he reviewed no part of his career with more satisfaction. He advised all whose hearts were in their work to devote themselves for life to this honorable and useful calling—if they could afford it—for teachers' salaries were generally far too low. The honorable gentleman also alluded to the great events which are passing around us, and to the energetic and patriotic manner in which New Jersey has thus far discharged her duty to the country.

AFTERNOON SESSION.—At the afternoon session, the Committee on Nominations reported the following officers, who were elected:

President—S. A. Farrand, of Essex.

Vice Presidents—J. Quinlan, of Essex; L. H. Gause, of Gloucester.

Recording Secretary—W. D. Casterline, of Cumberland.

Corresponding Secretary—N. S. Corson, of Cape May.

Treasurer—A. Burlew, of Bergen.

The following preamble and resolutions, offered by Prof. Phelps, were adopted:

WHEREAS, Every teacher owes a debt to his profession as well as to the cause which that profession is designed to promote; and, *whereas*, It is the sole object of this association to elevate the calling and increase the usefulness of its members, as well as to arouse the masses of the people to a deeper sense of the importance of public education, and to the duties which are incumbent upon them in relation thereto; and, *whereas*, We feel it to be our solemn

duty by every laudable means in our power to secure the co-operation of every teacher in the State in this great work ; therefore,

Resolved, That the President of this association be and hereby is requested to appoint a corresponding committee for each county, to consist of three active teachers in said county, whose duty it shall be to distribute the circulars announcing the annual meeting of this association, and the proceedings thereof, and to communicate as far as possible, by letter, with every teacher in the county for which said teacher shall be so appointed, urging upon said teachers the duty of attending these meetings and of furthering the great object which it is desired to promote.

Resolved, That these corresponding committees so appointed for the respective counties be, and they hereby are earnestly requested to divide the county as equally as may be into three districts, by townships, and to apportion to each member of the committee a district; that they be further requested by correspondence with the township superintendents to procure the names and post office addresses of all the teachers in their respective districts, and to send an accurate copy thereof to the recording secretary of this association on or before the first day of July in each year, retaining a copy of the same for their own use in directing the circulars and letters as hereinbefore provided.

Resolved, That the treasurer of this association be, and he hereby is authorized to pay all bills for postage necessarily incurred in furtherance of the object for which said committee shall be appointed, to an amount not exceeding one dollar, provided the same are presented in due form at the annual meeting succeeding the year for which such expenses were incurred by the persons incurring the same after they shall have been audited by the proper committee.

Prof. Phelps offered the following resolution, which was adopted:

Resolved, That a committee of five persons be appointed by the President of the association, whose duty it shall be to collect all the information in their power by correspondence and otherwise, touching those members of our profession in our State who have been and are engaged in the great struggle for the preservation of this Union, and that they present a report of the result at the next meeting of this association.

The following persons were appointed a committee, in accordance with the above resolution: F. W. Ricord, of Essex; G. Q. Johnson, of Union; William F. Phelps, of Mercer; S. A. Farrand, of Essex; and J. B. Woodward, of Cumberland.

The following persons were appointed a committee to make arrangements to have the lecture of F. W. Ricord delivered before the Legislature: Prof. Phelps, Hon. John P. Stockton, and A. S. Livingston, Esq.

The following resolution, presented by G. Q. Johnson, of Union, was adopted:

Resolved, That as teachers of the State of New Jersey in convention assembled, we regard it as our duty to rise above all party considerations in reference to the great struggle now going on in our country, and give our whole influence in favor of *Union* and for that *Liberty*, to secure which, to ourselves and to our posterity the Union and the Constitution were ordained.

EVENING SESSION.—Reports of the progress of education were called for, and received from each county in the State. Notwithstanding a want of interest was manifested in many localities, the cause of education was represented to be steadily progressing.

Mr. Berry, chairman of the Committee on Resolutions, reported as follows:

WHEREAS, A republican form of government is the offspring and result of education diffused among the masses; and

WHEREAS, Ignorance on the part of the people is the great enemy of republics, and hence our peculiar enemy; therefore,

Resolved, That we, the teachers of this convention here assembled, in view of the obligations that rest upon us, pledge ourselves, now that our shoulders are at the wheel, to do all that in our power lies to further the cause of education and to destroy the influence of the despotic power of ignorance.

Resolved, That we hail with joy the fact that light has at last dawned, that the popular heart begins to throb in sympathy with this great work of universal education, that the leading idea of this age is not what shall we do for the few, but what shall we do, what can we do, to elevate the many, in order that our chosen and revered form of government may be perpetuated.

Resolved, That we return our heartfelt thanks to the citizens of Bridgeton for their generous hospitality to the members of this association; this, and the munificent manner in which they have provided for the education of their children, prove that they have a proper appreciation of the educational interests of our State.

Resolved, That we return to E. M. Bruce our grateful acknowledgments for the excellent music with which he has favored the association.

Resolved, That the grateful thanks of this association are eminently due and are hereby tendered to the superintendents and directors of the West Jersey Railroad Company, the Camden and Amboy Railroad Company, the Camden and Atlantic Railroad Company, the New Jersey Railroad Company, and the New York and Erie Railroad Company, for their prompt and liberal response to the request to furnish excursion tickets to those in attendance at the present session of the association.

Resolved, That the secretary be directed to transmit a copy of the foregoing resolutions to the superintendents of the above named roads, and that the same be published with the proceedings of this association.

Resolved, That the thanks of this association are hereby gratefully tendered to Messrs. Casterline, Gosman and Hampton, the Committee of Arrangements, for their efficient labors in providing for the entertainment of the members of this association.

Resolved, That the thanks of this association are due to the retiring President, Joseph E. Haynes, for the able and impartial manner in which he has discharged the duties of his office.

On motion of Mr. Betts, of the Normal School, the following resolution was also adopted :

Resolved, That a committee of three be appointed to report upon the comparative merits of males and females as teachers in the various departments of our common schools at the next annual meeting of this association.

Messrs. Silas Betts, G. B. Sears and E. S. McClellan were appointed a committee in accordance with the last resolution.

A social reunion between the citizens and teachers followed, and the association adjourned.

S. A. FARRAND, *Secretary*.

STATE NORMAL SCHOOL.

STATE NORMAL SCHOOL, }
TRENTON, Jan. 14, 1863. }

To the State Superintendent of Public Schools :

The following figures give the attendance at the Normal School and its dependencies for the year 1862 :

Total for February term,	73
Males,	19
Females,	54
Total for September term,	102
Males,	23
Females,	79
Total for the year,	121
Males,	28
Females,	93

MODEL SCHOOL.

Total for February term,	220
Males,	130
Females,	90
Total for September term,	263
Males,	162
Females,	101
Total for the year,	331
Males,	202
Females,	129

FARNUM PREPARATORY SCHOOL.

Total for February term,	82
Males,	36
Females,	46
Total for September term,	122
Males,	55
Females,	67

Total for the year,	162
Males,	76
Females,	86

RECAPITULATION.

In Normal School,	121
In Model School,	331
In Farnum Preparatory School,	162
	<hr/>
	614

From the foregoing statistics, it will be seen that the institution has been in a highly prosperous condition for the year just closed. There has been a large increase for the last six months, the total of which will reach nearly one hundred pupils. This is a striking fact, when the state of the country is considered, and when we take into account the large drafts made upon our male population by the exigencies of the war. There has been a considerable falling off among the male students from this cause. The increase is almost entirely in the number of females, especially in the higher departments. The attendance upon our normal schools throughout the country clearly indicates a change in our educational policy in reference to the employment of male and female teachers. The preponderance is greatly in favor of females. In our normal schools there are not less than three females to each male in attendance. In our own school, the ratio is even much greater than the above. This is as it should be. "Woman," it has been truly said, "is the God appointed teacher." She must soon supersede man, especially in the work of primary instruction, on account of her superior adaptation to meet the wants of childhood. It is to be hoped that the people of this State will soon discover that economy and efficiency in the administration of our public school system, alike require the employment of female teachers wherever children are to be instructed.

THE NORMAL SCHOOL AND THE TEACHERS' INSTITUTES.

These two instrumentalities are now working a silent but potent change for the better in the public schools of our State. As you are aware, I have devoted a large share of my personal attention to the county institutes during the past year. At these annual convocations of the teachers of the State, it has been my aim to arouse among them a more active professional feeling, to illustrate the methods and spirit of the normal school and to inform the public mind as to the nature, objects and results of institutions of this kind. In this way the influence of the school is felt in every part of the State, and a higher appreciation of its importance among the masses of the people is invariably established. It is necessary that *the unity of*

our educational system should become a fixed fact in popular experience. It should be universally understood that the normal school, the institutes, the teachers' associations, and the public schools themselves are parts of one system, and that they are all necessary means to an end. There *should* be, there *can* be, no antagonism among these parts, if success is to be realized. Our system is yet deplorably detached and fragmentary. It lacks coherence as well as completeness. And we need rather to cement than to separate. We need to labor for harmony and co-operation among the different members of the educational body.

Much has been already done in this direction, by blending the workings of the normal school and the institutes. The union needs to be made still more intimate and complete. These institutions, to realize their highest aims, must be worked upon a harmonious and well defined plan. When this desideratum is secured, there will be a powerful influence exerted upon the teachers of the State, which will at once be felt and seen in the improvement of the schools and the elevation of public sentiment in all that relates to the education of the masses.

FIDELITY AND SUCCESS OF THE PUPILS OF THE NORMAL SCHOOL.

No sentiment has been more current among the enemies of the Normal School and of public education, than that the graduates of the institution do not fulfill their pledges to teach. This charge has been iterated and reiterated in utter ignorance of the facts of the case, and it has been repeated in many quarters until it has come to be accepted as true. Fortunately we have the figures at hand to disprove this reckless and untruthful assertion, and to set the question forever at rest.

But even in the absence of specific facts bearing upon this matter, no intelligent person could fail to perceive in advance, that such a charge must be groundless and absurd. For, in the first place, those who are sent to the Normal School are persons of veracity and of honorable impulses. They carry with them a good moral character and a regard for the obligations under which they rest. They have made a solemn pledge to fulfill those obligations. In the second place, after incurring the expense of a special education for a particular profession, and after devoting years to a preparation for that profession, they have the strongest possible inducements for engaging in the work to which they have been set apart. Special preparation for a given calling implies the ability to succeed better therein than in any other. And the ability to succeed in any avocation, is the best guaranty of proper remuneration. Hence interest conspires with a sense of duty in urging the Normal graduate to be true to his obligations and to engage in the work of public instruction. Here are, therefore, sufficient grounds for the *a priori* conviction that the pre-

pared teacher will teach, for the simple reason that he will, in general, do that for which he is best qualified.

But the facts prove beyond all controversy that this conviction is a just one. A circular was issued by the undersigned on the first of November last, to all who have been connected with the school, in which the following questions were proposed :

1. Please state *in months* how long you were a pupil in the New Jersey State Normal School.

2. Are you a graduate thereof?

3. Did you teach before entering the Normal School? If so, how many months?

4. For how many months, if any, have you taught in a public school of this State since leaving the institution?

5. How long have you taught in a private school?

6. Have you taught either in a public or private school in any other State since leaving this institution?

7. What is the sentiment of the people of this State in the localities where you have taught, respecting the Normal School?

To the above questions about three hundred answers have been received. From these replies, it appears that only thirteen out of the entire number reported, have failed to teach since leaving the institution. This is less than five per cent.—a less deduction to be carried to profit and loss, it is believed, than any other enterprise of seven years' standing can show. The statistics further prove that the pupils of this school, embracing those who have been out but six months, have already averaged more than two school years of actual teaching since leaving the institution. This is all that the law requires them to do, and yet more than three-fourths of the whole are undoubtedly still teaching, and the greater proportion of them will continue to teach for years to come. It may safely be affirmed that the State has never engaged in any enterprise yielding so liberal a return for the investment as this, and she has every possible encouragement to persevere in the great work; for there is "assurance doubly sure" that she will continue "to reap if she faint not."

The subjoined facts show in a still stronger light the results which have accrued from the establishment of the Normal School.

1. The figures show that for every month of instruction received while in the school, each pupil has averaged about one-and-a-half months of actual teaching since leaving it.

2. That the aggregate amount of teaching done by these pupils before and since leaving, is two months for each month of instruction received at the school.

3. That the total average number of months taught in the public schools of this State since leaving the institution by each pupil is nineteen and a half; a school year in this State, according to the report of the State Superintendent for 1861, being nine and one-fourth months.

4. That this total average number of months taught in this State before and since leaving, is twenty-seven for each pupil.

5. The total average number of months during which the pupils of the Normal School are instructed therein is fifteen.

6. That the total number of school years taught by these persons since leaving the institution is five hundred and forty-seven and four thirty-sevenths.

7. That the total number of school years taught by them, before and since leaving, is seven hundred and fifty-two.

8. In reply to the question, "What is the sentiment of the people of this State in the localities where you have taught, respecting the Normal School?" only five out of the entire number reported, answer unfavorably. The responses to this question, with the exception above noted, are of every degree of approval, from the simple expression of "favorable," to the strongest and most enthusiastic terms of satisfaction that could be desired.

FUTURE OF THE SCHOOL.

The great question to be settled soon is, what shall be the fate of an institution which has thus, even in its infancy, conferred such untold blessings upon the people of this State, and whose usefulness must go on multiplying in the future without limit?

I will not on this occasion enter upon the discussion of this question, but content myself with a simple enunciation of it, that it may receive that earnest and thoughtful consideration which its great bearings upon every interest, material, social and moral, of the State demands. Certainly never had a people greater encouragement to persevere in well doing, than have the citizens of New Jersey in the promotion of a cause which aims to shed its benign blessings alike upon all. "For knowledge is free, pure, pleasant, exhaustless. It admits of no preëmption, no rights exclusive, no monopoly." May heaven speed the day when every child in the State shall actually inherit his great birth-right.

All of which is respectfully submitted.

WM. F. PHELPS,
Principal.

REPORTS OF TOWN SUPERINTENDENTS.

ATLANTIC COUNTY.

ATLANTIC CITY.

I am happy to be able to inform you that during the last year quite a reformation has been accomplished in the public school of this city. From a worthless and disgraceful institution, which we have been compelled to bear with for two years past, we are now being favored with a good and a systematic school.

You may think that the above remarks are strange, since the report from this city last year stated that our school was then in a "flourishing condition, through the exertions of their zealous teacher, notwithstanding they met with opposition from men whose position in society would call for better things." This assertion, let me assure you, was false and groundless, and was considered here as scandal upon the characters of those very men who were endeavoring earnestly to advance the cause of education. The privilege of making that report, I am sorry to say, was taken advantage of to advance unjust principles, which it is not necessary here for me to state.

The only opposition offered by those alluded to, was against the teacher, who was not an educated man, and entirely unfit to educate children, either literary or morally. He seemed not to understand the propriety of the first and important principles of order and cleanliness, while low and vulgar language was even addressed to him by his pupils.

Our school had dwindled down to about thirty scholars, while at the same time we numbered in this city one hundred and seventy-eight schoolable children. Many parents would not allow their children to attend the school, on account of the demoralizing influences existing there. Even some of those who kept him here for other purposes, refused to permit their children to be under his instruction. But we have succeeded in getting rid of him, in consequence of which our school was closed nearly all last spring, during which time we improved the opportunity by repairing our school room and looking around for a good teacher, and by the kindness of Professor Phelps, we succeeded in obtaining a Normal School graduate, who had had

three or four years' experience in teaching, and under whose supervision our school has rapidly increased both in numbers and interest, until we were compelled to secure an assistant teacher, and now you will see by the report that the average number of scholars in attendance is one hundred and sixteen, while our building is found too small to contain them comfortably. And now, to show you how the interest in our school has increased among our citizens, at a call of the trustees, our citizens assembled at the school house, listened to an interesting discourse from Professor Phelps, and then unanimously voted the trustees the authority to enlarge the school building to the capacity of holding two hundred and fifty scholars, which work we are about to commence, and as soon as we have rooms enough completed, we purpose employing another assistant teacher.

So you see that now the cause of education in this city is progressing encouragingly.

E. S. REED,
Town Superintendent.

EGG HARBOR.

The schools of the township are generally well conducted.

The people are beginning to see that it pays to employ those who are qualified for the business of teaching, not only in a pecuniary point, but in the development of that immortal principle, the mind—the training of which, in childhood, has a great influence over the future life of the child, causing him or her to become qualified for the duties of an honorable and industrious life, or preparing him or her to become the associate of the votaries of vice.

DAVID LAKE,
Town Superintendent.

EGG HARBOR CITY.

We would respectfully report that the schools of this city are in as prosperous a condition as, under the circumstances, can be expected. We have two schools under our control—one is very large, consisting of pupils taught by two competent and experienced teachers, one male, one female. The school is divided into two departments. The children are taught in the German and English, one-half of each day respectively. The other is a small school, located in a distant and sparsely settled part of our infant city.

F. SIHIN,
For the Committee of Schools.

GALLOWAY.

In presenting my annual report I can speak of no special alteration in our school districts. We have eleven districts, eight of which have schools at the present time. I have been very particular in consulting with the trustees and teachers, and I find that there is a gradual advancement in our schools. Parents and children seem to be taking an interest in education. We have county examiners, and it has been my duty with them in my own township to attend to the licensing of teachers for the public schools. I pay out no money that is appropriated for schools, except to teachers that have certificates. In all districts during the present year some of the teachers have omitted keeping registers, and that caused some difficulty in filling up the series of questions. I have tried to remedy this for two years past, but have not accomplished it.

We raised by tax this year in the township, nine hundred and eighteen dollars, for the whole township, and district No. IX raised an additional sum of four hundred dollars. From the State for the present year we received three hundred and fifty-six dollars and forty-four cents—making, in all, for 1862, one thousand seven hundred and forty-five dollars and forty-four cents.

GIDEON CONOVER,

Town Superintendent.

MULLICA.

You will please excuse my delay in forwarding my report, as I have been unable to possess myself with the necessary information wherewith to form it; and even now, at this late day, I have nothing of special interest to relate.

From the manner in which the school records are kept generally, it is impossible for me to get full reports for the year, from any district; and from some districts, nothing at all; therefore, what little I do get is of no account, as relates to the number of scholars, attendance, &c.

We have been improving our school houses, so that each district has now a good comfortable house, and one district has two. The interest shown in the schools has been ordinary, except, probably, in the village of Hammonton, (settled principally by people from the New England States).

They have two school districts and three schools, and contemplate establishing a Central High School. They have first class teachers, and the schools are carried on in a very creditable manner.

I do not approve of the practice of employing teachers without license, (and going through the form of examination afterwards) which some of our trustees have fallen into.

In conclusion I would again recommend that each school be fur-

nished with a *book* for a school register, to be the property of the trustees. When that is done, and not till then, will we be able to make a respectable report.

J. H. CURL,
Town Superintendent.

WEYMOUTH.

The condition of schools in my district appears to be thriving at this time. The interest manifested by the people is not as great as it should be, but, taking everything into consideration, the number of children taught, the distance that a great many of them have to go to get to the school house, the interest is as great as in towns more thickly populated.

SAMUEL P. BAKER,
Town Superintendent.

BERGEN COUNTY.

FRANKLIN.

In pursuance of the thirteenth section of the act to establish public schools, approved April 17th, 1846, I enclose herewith my report as per the second series of questions forwarded to me—the first series having been mailed to you several days ago.

I do not know that I can add anything material by way of improvement as to the facts set forth in the two series of questions. There are, however, several things that require attention, if for no other purpose than to render the labor of the superintendent less laborious than I have found it, and that is, the failure of the teachers and trustees of several of the schools in furnishing fully and promptly the reports of the condition of their schools, during or at the expiration of each and every quarter.

It will be seen by my report, that seven out of the eleven districts do not keep the registers of attendance agreeably to law, and I understand they never have kept them. This fact, in connection with changes of teachers, as many as three in a school during one year, renders it impossible for the superintendent to furnish you with a report correct in every particular. Another difficulty is, that in order to report *for a year*, I must go back, say, to the first of last December, and report for the four ensuing months to April, when I assumed the office; a period when the schools were under the supervision of

another superintendent, from whom I received no facts on which to report during that time, and I have consequently been obliged to make averages for the year in replying to some of your questions. I shall endeavor to have this matter remedied immediately so far as I can, and I have requested the teachers and trustees of the delinquent districts to procure roll books and keep proper registers agreeably to law.

I have also reported to you that all the schools, in my opinion, have been well disciplined and well taught during the year, but I would rather have said *as well as usual*; for while the trustees, with few exceptions, seem to have been satisfied, my candid opinion is that but few of the teachers in this township have had the requisite ability to teach a school properly. I would prefer to obtain teachers of a higher standard—men and women better educated, and capable of leading the mind forward to higher aims than those to which the children of many schools have been accustomed. Instead of improvement, I have not the least doubt that there have been for many years, in this township as well as in others, numbers of boys and girls who have actually wasted many of the precious hours of their youth, merely on account of the inefficiency of teachers.

The fault seems to lie with the trustees and the people. The cause of education, although acknowledged by all to be of the greatest importance, and although all manifest a great desire to have their children well educated, still, from indifference about taking a personal interest in the matter, or from petty jealousies or trivial disputes about boundary lines of districts, or from all these and other causes, it is made a matter of secondary importance and consideration.

I should rejoice to see all these obstacles surmounted, these impediments removed, but it could not be done except by extraordinary means, which cannot possibly be now adopted. And I hope the time will soon come when all will consider a good education a money making business and a good and profitable investment, so that the greatest benefit may be derived from every dollar that shall be expended for instruction.

ISAAC WORTENDYKE,
Town Superintendent.

HACKENSACK.

There are now three private schools in this township, all well conducted. The great difficulty of forming a new school district, under the existing school laws, creates the necessity for private schools. The district or districts from which it may be proposed to set off a reasonable amount of territory for the formation of a new school district, declines to surrender the same, for the reason that by so doing they will lose a *pro rata* of the public moneys, and so increase the terms of tuition. The hardship is the greater to those who desire a

new district, because they are obliged to support a private school without any aid from State or township, while, at the same time, they are taxed to sustain the very school from which they are excluded on account of its distance from their homes. I will state an existing case in corroboration of the above. We have a district of extensive boundaries, which was formed many years ago, without any anticipation of the great changes that have since occurred. The district mentioned contains one hundred and seventy-six resident children of legal school age. The report lately received states that eight have attended twelve months, seven nine months, thirteen six months, thirty-four three months, and twenty-five a less time than three months; making the aggregate of attendance eighty-seven, the average attendance being thirty-six. Moneys received from the State and township, last year, four hundred and twenty-seven dollars and twenty cents. The most populous part of the district is over two miles from the district school house, and in this part there are now two private schools established and sustained independently of all foreign aid. Yet the inhabitants of the district, by formal vote, declined to allow the superintendent to create a new district and so dispense with the two private schools.

The marked discrepancy between the number of resident children of legal school age and those who attend our public schools, has long occupied my attention. The impression may be made that a large number receive no education. But such is not the fact, because: 1st. the private schools absorb no inconsiderable number. 2d. There are not a few who attend in winter but not in summer, and, perhaps, an equal number who attend in summer but not in winter. The small children compose the latter class, and the larger the former. The elicited fact, that of the nine hundred and thirty-nine children in this township who attended the past year, six hundred and seventy-one attended six months, three months, and a less period than three months, leaving but two hundred and sixty-eight who attended twelve months and nine months, sustains the position assumed. 3d. Many do not go to school at all until they are six or seven years old, being up to that age educated at home; and no mean proportion leave school altogether by the time they are sixteen or seventeen years old.

I still adhere to my opinion expressed in my last report, of the expediency of establishing by law a county board of education in each county, to be composed of the several town superintendents, as a connecting link between the counties and the State, and making, also, an affiliation of townships, of which, at present, there is none whatever. The advantages to accrue by forming such organizations are so obvious that it is unnecessary to repeat the arguments in their favor. Such as are familiar with the working of our system of popular education will, at once, admit their validity: they who have not given an inquiring attention to the same, will, upon so doing, see that they are too substantial to be successfully confuted.

In this township but few changes of teachers occur; the services

of all who are found to be competent are retained, and no disposition is manifested on the part of trustees to make any change except for ample reasons, so that when changes do occur they must be attributed to the teachers themselves. Of the three changes that have taken place the past year, two were made by the teachers, who voluntarily enlisted and are now in the service. As to the other, nothing is known to me further than that a male teacher now occupies the place formerly filled by a female. Two of the three pupils mentioned in my report as being over eighteen years of age, also enlisted and are now in the army.

In 1861, two excellent teachers (Mr. Allen and Mr. Powers,) both teaching in the same district, the latter having succeeded the former, volunteered into the service and lost their lives at the battle of Newbern. The short time he taught in the district prevented me from making the acquaintance of Mr. Powers. I can only say that with the trustees and his fellow teachers he was exceedingly popular. But with Mr. George D. Allen, the predecessor of Mr. Powers, I had formed a valued, pleasant and profitable friendship. I can bear testimony to his worth as a teacher and gentleman. Though young, (scarcely twenty-three,) he gave lively promise of future usefulness by his devotion to his profession, his studious habits, and the rapid progress he made in all his various studies. He was an apt scholar, of retentive memory and quick perception. In manners, he was gentle and winning. In moral worth, he challenged the imitation of even his senior fellow teachers. The interest he manifested in the educational matters of this township, his regular attendance at the meetings of the township teachers' association, the active part he cheerfully and ably took in all its proceedings looking to the elevation of the profession of teaching, attracted my attention and approval, and endeared him to his associates, all whom were his warm friends; enemies, he had none.

JOHN VAN BRUNT,
Town Superintendent.

HARRINGTON.

The condition of the schools in this township is much the same as last year, which is not as good as it might be. The principal trouble is, as I think, cheap teachers and too frequent changes. The schools generally have been kept open the whole year, allowance being made for the usual vacations. As you are well aware, there was no county examiners appointed last spring for this county, which is very much against the interest of the schools.

CHARLES TANNER,
Town Superintendent.

HONOKUS.

I have endeavored to furnish you the statistical report as accurately as possible. From those schools in which there has been a change of teachers during the year, positively accurate reports cannot easily be obtained, while from those in which the same teacher has been engaged the whole year, the reports may be considered as absolutely correct. If each school were furnished with a neatly bound blank book, of sufficient size to last for a number of years, in which each successive teacher should register the attendance of the pupils, it would be an easy matter to arrive at the exact truth in making out the annual report.

But as it is, registers are generally kept on a loose sheet of paper: some itinerant teacher comes along, is engaged to take a school, maintains his situation perhaps a quarter, or possibly half a quarter, gets his money and departs, leaving his register to the four winds of heaven. I therefore think it advisable, that as the State has furnished all the schools with dictionaries and gazetteers, it would also add a suitable book for the purpose intimated.

All the schools are at present supplied with teachers, who, so far as I can judge, are intelligent and well qualified. All those who have applied for license, have given me satisfaction in their examinations; yet out of a number of teachers equally well educated, equally industrious, equally honest in their desires to promote the schools in which they are laboring, there will be some who are better teachers than others, because they have naturally a peculiar aptness for teaching, which others have not, and possibly can not acquire. However, all who *will* can do *well*: and all those who *will*, ought so to be compensated and encouraged as to be induced to maintain their situations for a long time; for nothing can injure a school more than to suffer those interruptions which are necessarily made by a frequent change of teachers. Although the school be not left vacant for a single week, yet from the fact that every teacher has his peculiarities, both in his method of teaching and in his natural disposition, it distracts the minds and affections of children too much, if at every quarter or half a year they are compelled to study the character of a strange person, and to arrive at the important conclusion, whether they can love (not merely like) him or not, for without an almost filial affection of scholars for teachers, no school can be considered as approaching perfection.

We have some very good schools in our township. There is one which so excels, that I think it due to the credit of the teacher and of the district to particularize it—this is District No. 6, Allendale. The teacher, a female, has been regularly teaching for more than two years. The discipline of the school is perfect. The building is new, beautiful and well furnished with maps and blackboards.

The people of the district seem to take a remarkably lively interest

in the school. Visitors at the school are not uncommon, and I am certain they cannot but be pleasantly and profitably entertained while observing the exercises.

This prosperous condition is, undoubtedly, attributable to the excellent qualifications of the teacher, and her long continuance in the school, having made and still maintaining it in so pleasant a condition that it is to be presumed she will not easily be induced to leave it. Would that I were able to speak so favorably of every other district. By pursuing the same course, the same result would follow. The rule is simple, *keep a good teacher*.

I regret that on account of the urgencies of my ordinary business, I have not had the leisure to devote that amount of time in attending to the schools which their importance demands. Once a quarter is not too often to visit each school, but I have not been able to do it so frequently.

Several districts have had a change in their teachers during the past year; and as all the teachers now engaged are, I believe, well qualified, it is to be hoped that no changes will be made for at least a year, and I think we will be able to observe a very decided and favorable advance in the condition of all our schools.

ALBERT S. ZABRISKIE,
Town Superintendent.

LODI.

Agreeably with the provisions of the law, I submit the following report :

Owing to the death of one teacher and the changing of others, from whom I have received no reports, the answers to the series of questions are but approximately correct.

The board of Chosen Freeholders, having failed to appoint a board of examiners, the duty of examining teachers devolved upon the trustees and myself. Our school tax this year is one dollar and fifty cents per scholar, twenty-five cents less than last year. The interest manifested in the cause of education in our township has not increased to any extent. The trustees, however, do all in their power to advance the interest of their respective schools.

The three districts into which our township is divided have their schools in operation.

No. 1, which was closed when I became Town Superintendent, has been open nearly three quarters—the trustees apparently taking more interest than formerly in its welfare. The number of scholars is fifteen. They pay a tuition fee of fifty cents. No. 2 was closed in the early part of the summer, in consequence of the death of its teacher, a man ably qualified to instruct the young. The trustees, however, soon engaged another teacher, under whose instruction the scholars have made considerable progress. Number of scholars at-

tending is forty-five. They pay a tuition fee of one dollar. No. 3 has a male and female teacher, the latter taking charge of the younger scholars. There are at present one hundred and twenty scholars. They pay a tuition fee of twenty-five cents. The teachers of this school complain sadly of irregularity in attendance. Parents should remember that when they keep their children from regular attendance, they prevent the advancement of other children as well as their own. This school has a teacher well qualified in every respect, as is well attested in the progress of his pupils.

JOHN HOPPER,
Town Superintendent.

BURLINGTON COUNTY.

BEVERLY.

The enclosed report is filled up to the best of my ability, and I believe it to be as near correct as possible. You will perceive, by reference to it, that there is not one-half of the children of the proper age that attend our common schools, according to the reports handed me by the trustees of the several districts. This negligence on the part of patrons I cannot account for, unless it be that many of them send to private institutions. We have two incorporated districts in this township, viz: Beverly and Delanco. In the former district they raise by tax this year six hundred dollars, which, in addition to the amount received from the State appropriation and surplus revenue, keeps the school open ten months in the year, making two sessions of five months each. They charge an entrance fee of fifty cents a scholar per session, which keeps up a supply of books. The district has no school house, but rent the town hall, which is large and well adapted for the purpose. They have two departments, primary and grammar, under the superintendence of two female teachers.

In the latter district they raise by tax one hundred and twenty-five dollars this year for school purposes, which, added to the amounts received from the State and surplus revenue, enables them to keep the school open eight months in the year. They raise, in addition, sixty-five dollars, for the purpose of paying off and taking up a mortgage now standing against their school house. This school is taught in the winter session by a male teacher, in the summer by a female, and gives pretty general satisfaction. There are two union districts in this township, one of which I do not report (further than the number of children,) leaving that duty to the town superintendent of the township in which the school house is located. In two of the districts

there is no money raised by tax; they receive their apportionment of the public funds received from the State, and the balance is paid the teachers by the patrons, to make up the amount of their bills, which are at the rate of three dollars per quarter of sixty-six days. These schools are usually kept open six months in the year. I have just returned from a visit to the schools, and have found them mostly well conducted, the scholars making good improvement, and the teachers endeavoring to discharge their duty. The teachers have been examined according to law, and I believe they are fully competent to teach the different studies set forth in their license.

Money expended by order of trustees as follows:—Paid teachers, \$942 12; mortgage, 240 00, raised for that purpose but had been unappropriated; rents, 95 74; fuel, 55 52; incidentals, 20 00; books, &c., 107 25; janitor fees, 37 00; total, \$1,497 73. Leaving an unexpended balance of \$67 05.

C. R. FENIMORE,
Town Superintendent.

BORDENTOWN.

Having answered the two series of questions embracing all the information necessary in regard to the condition of the schools, and having no suggestions to make, I deem it unnecessary to make here a repetition in writing of their condition. However, I must say that, with one or two exceptions, the schools are in a prosperous condition, and there is also an increasing interest manifested in their welfare by the community.

C. RIDGWAY,
Town Superintendent.

CHESTER.

In filling up the printed circular, I found some difficulty in determining the class of schools queried after. The answers are intended for district schools only. There are seven *private* schools in the township, the number in attendance being from five to fifty. These, of course, are not included in the report. Two of them are boarding and day schools, and five day schools only. The boarding schools are well attended, averaging about thirty per day; the others are small, most of which are kept in private houses. The salaries of the teachers in the district schools are determined by the length of time the schools are kept open, as they are mostly paid by the day or quarter.

There is no improvement in the school houses in this township, and very little interest manifested on the part of the committees or inhabitants. The schools are entrusted to the committees, and they, in turn, turn the schools over to the tender mercies of the teachers,

resting themselves satisfied with getting a teacher, and keeping him or her in the school, but, for the most part, knowing as little about the school as if it was situated at the North Pole. Two of the schools are under the care of a religious society, who are very careful to visit them regularly and get tolerable specimens of teachers; but the school buildings are miserably contrived things of the last century, and give one the backache to see the children trying to sit bolt upright six or eight hours each day, but they (the committee) got their education in a house of that stripe, and their children and grandchildren must get theirs in the same manner while they have the management of affairs.

I should have sent the answers sooner, but could not get the reports in.

ELLWARD ALLEN,
Town Superintendent.

CHESTERFIELD.

Enclosed you will find the report of Chesterfield township, as far as I have obtained it. The trustees have neglected to send me any returns.

Our schools are in a prosperous condition, and are supplied by competent teachers—more so than they have been for the last five years. Our county has no board of examiners, consequently the burden falls upon the trustees and town superintendent to license teachers. We raised by tax the present year eleven hundred and seventy-five dollars, for schooling; two hundred and twenty-six dollars and ten cents, State interest; two hundred and sixty dollars and forty-six cents, surplus revenue, amounting, in all, to sixteen hundred and fifty-six dollars and fifty-six cents, which is all expended for schooling. Our teachers have all attended to their duties, and many of the children are learning rapidly. Our schools have remained open eleven months the present year.

AARON BUNTING,
Town Superintendent.

CINNAMINSON.

I have the honor to submit the following report concerning the schools of this township.

Upon entering upon the duties of my office in the spring of this year, I found a large field of usefulness and room for improvement, and in carrying out the provisions of our admirable school law, I had to contend with and correct many long standing prejudices. It seemed indeed as if I was inaugurating a new system, instead of simply enforcing the law on the subject.

The accompanying statistics are compiled mainly from the reports of the teachers of the different schools, which were obtained by personal application, and the information will be found reliable. Of the seven schools in our township, two are under the care of the religious Society of Friends; they receive their "just and ratable proportion" of all money received for school purposes to which by law they are entitled. In these schools charge is made for tuition, in order to secure *thorough* instruction for the scholars. The remaining five schools, I am happy to say, are *free*. This, I believe, is the first year that they have been supported *entirely* by the public money without charge to the parents, and considering the length of time they have been open it is certainly cause for congratulation. At present the schools are all well attended and in successful operation.

Being impressed with the necessity of having *competent teachers* to insure success, and believing it to be a fact "that *it is the master that makes the school*," I have exercised considerable care in licensing applicants for these responsible positions, and have had to reject a number who were evidently disqualified. While in some instances the teachers employed are not all that could be desired, they are the best we have been able to secure.

Our school houses are far from what they should be; most of them have received repairs that continue to make them tenantable, yet, in comparison to what is *needed*, there is a wide contrast. While *progression* is so universal and advancement seems to be the order of the day, it is lamentable to see so little improvement in our country schools and witness the lack of interest upon the important subject of education. Some of our school houses have stood for near half a century; they are mute witnesses to the truthfulness of our strictures. If there is any building more *pleasantly located or more inviting in its general appearance* than another, I think that building *should be the school house*.

I trust, sir, that there is a growing interest being awakened by the efforts of our *State* officers on this subject, and I can see that your efforts persevered in, must produce important results.

I take pride in referring to the State Normal School, for it is supplying the *great want* in our school system, viz., competent teachers. I have endeavored to make known its superior advantages, and have sent one young lady from this township. It is by such institutions that the *profession* of teaching is to be elevated to its proper standard.

I have only to add, sir, my *entire willingness* to second your efforts and to contribute what I may to secure for the rising generation the priceless boon of a "*good education*."

WILBUR F. ROSE,
Town Superintendent.

LITTLE EGG HARBOR.

The past year has been one of rather unusual interest and enterprise in the educational operations of this township.

While only a few of the districts have taken an active part in the movements which have increased our school interests, nearly all have added time to their school terms, so that the average number of months that schools have been kept open is one more than last year, which, distributed among the ten districts, affords ten months more of school time in the township than we had last year.

There is also a continually increasing demand for the best teachers, and it is my earnest hope that the people of this township will soon reach that state of intelligence and wisdom, so much to be desired, in which they will be satisfied with nothing less than the very best of cultivated minds and hearts to govern and instruct their children.

We have a few good teachers among us, but their number is much too small to supply the several schools, and among the most pressing and urgent wants of the township at this time, is that of half a dozen energetic, thoroughly qualified and high toned teachers, in addition to what we have; and could that number be induced to come here to reside, they would find an interesting if not a profitable field of usefulness open before them, increasingly so, as their own influences were elevating and salutary.

It has been my desire and my effort, ever since I have been interested in the schools of this township, to encourage their establishment upon a broader and more efficient basis, by uniting and combining, as far as practicable, their various interests and influences, instead of further dividing them, as seems to have been the course pursued for years previously.

The plan of dividing and carving townships up into small districts is a bad one, as by such mutilations the ability and the means of the people are crippled and reduced, and they are prevented from having as good school houses and as good schools as they could have, were their interests and means more concentrated and more harmonized.

In accordance with these views I recommended, a year or more ago, to two districts at Bass River, one of which was about to build a new school house, and the other badly needing a better one, a union of their territory and the coalition of their schools, the erection of a large house for their common use, and the establishment therein of a graded school. But local prejudice and feeling, in one of the districts, prevailed over the arguments and evidences of the benefits likely to accrue from the proposed union, and the zeal and means of its inhabitants were expended in erecting a small, one-storied building, in which, with their limited numbers, they are able to have only one term of free school a year.

In the districts comprised by the village of Tuckerton, the opportunities were considered favorable for adopting the system of graded schools, and during the past year the experiment has been made,

with most gratifying and promising results, if not with complete success.

Three districts, Number Two, Number Three, and Number Eleven, all comprised within the radius of one mile from a central point, and containing four hundred and twenty-nine children capable of attending school, and having within their bounds three public schools, besides sustaining for nine months every year a respectable private school, were so situated as to be favorable for the coalition of their means and interests.

The public school in District Number Two had also become so large, especially during the winter months, that some change became absolutely necessary to accommodate the increasing numbers that crowded into it.

Some advocated a division of the district into two, a plan favored by the friends of the private school then in progress in the district, the offer on their part being to use the room occupied by that school for the additional public school which would be thus created.

But others preferred, rather than the further division, the further uniting of all the school interests of the village, and the establishment of one complete system of graded schools, which should absorb and assimilate them all in one grand scheme.

Foremost and most zealous in this laudable enterprize was the late teacher of the public school in District Number Two, spoken of in my report of last year—a gentleman having a large experience in the school regulations of the New England States, and possessed of broad, liberal and benevolent views, and who, having resided sufficiently long in this community to perceive the defects of our schools and the pressing needs of reform, united his energies and his influence with those who had resolved to try the graded system.

Public meetings were called in July and August in the districts which it was contemplated to unite in this movement, and a scheme or plan was submitted to the people, proposing to unite their school interests in such a way that three grades of schools should be established for their accommodation, consisting of primary, intermediate and high or grammar schools.

It was proposed that the primary schools should be the district schools of the respective districts in which they were located: that one or more intermediate schools should be established at some convenient point or points for those children who were advanced beyond a certain age and a certain course of study, and that a high school should be established for scholars still further advanced in study, in which a thorough liberal English education could be obtained.

The children from any one of the three districts named, who should be entitled to go into either of the schools of the higher grades, were to enter the particular one to which they were admitted upon equal terms, and were to receive the pro rata sum of the public school fund assigned to each child in its respective district, to aid in paying the tuition in the school to which they were admitted.

This is the substance of the plan upon which it was proposed to start the experiment of graded schools in this township, and it was sanguinely hoped by those with whom it originated, that a scheme so simple and so easily adapted to our wants, so beneficent in its designs, and disturbing in no way the existing boundaries or organizations of any district, (of which some people are so tenacious,) would meet with little or no opposition from any direction; but those who desired to divide the district, looked upon the movement with disfavor. Some even actually opposed it, while others spoke distrustfully, and prophesied failure.

But a majority of the people understood their best interests, and sustained the authors and pioneers of the reform, and the nine trustees of the three districts consenting to and approving of the plan, it was adopted, and an agreement entered into by them to carry out its provisions.

Jacob H. Vining, the teacher previously mentioned, was chosen principal of the schools, and the services of an excellent and well qualified young man were procured as teacher. The primary or district schools were placed under the care of female instructors who are competent for their duties.

Previous to opening the school, it was thought advisable to combine the intermediate and higher departments in one school for the two first terms, endeavoring however to preserve the distinction in the classes. The reason for this was that very little material existed, manufactured to hand, out of which to form a high school.

Thus provided for and planned, the school was opened with flattering auspices, on the sixth of last October, and continues in successful operation, with constantly increasing popularity, and, with a few accessions from surrounding districts and townships, is already, before the end of the first term, crowded to repletion.

And here it becomes my proper and pleasing duty, to mention the generous act of Professor William F. Phelps, of the New Jersey Normal School, who, having spent a few days in our village at the time that the excitement about the union of the schools was at its highest pitch, strongly approved of the measures proposed, and upon receiving information after his return home, that the plan was adopted and was about to be put in practice, bestowed upon the school a valuable set of *outline maps* and geographical profiles.

Some attempts were made a few years ago to introduce a uniform series of books in the schools, with but little success at that time; but this year the effort has been renewed, with better results.

The principal of the graded schools and myself wrote to several publishers in Boston and New York, requesting copies of their reading series for examination, and a statement of their terms of exchange with schools. The most favorable offers were made by Mr. John L. Shorey, of Boston, publisher of "Sargent's Standard Readers," who generously proposed to exchange equally, giving a new book for an old one to every child in the public schools, thereby introducing his

series and removing all others from the field, and thus securing the patronage of our schools for years to come.

The series is among the best published, although it is but justice to remark, that Watson & Parker's National Series, published by A. S. Barnes and Burr, of New York, and Willson's Series, published by Harper Brothers, are well worthy the examination of teachers and school officers who desire to change their reading books.

Thus some reforms are begun and progressing in our midst, but much yet remains to be done, and many evils, some of which I have mentioned in former reports, still continue unabated, notwithstanding my appeals to trustees and teachers to correct them. It is hoped that a teachers' institute will be held in this township sometime during the ensuing year. Such appliances are among the very best employed to promote the great work so dear to every good and loyal heart, the education of all the people.

The commotions and dangers which still threaten and afflict our stricken land, admonish us in thunder tones that the safety of a Republic consists only in the virtue, the intelligence, and the patriotism of its people; and while we, with a humble but faithful trust in a merciful Providence, hope for a speedy and satisfactory deliverance from our present sorrows and distractions, and repose with firm reliance upon the continued patriotism of the people and their rulers, let us go forward to educate and enlighten our rising citizens, and thereby promote the future security and prosperity of our beloved country.

THEOPH. T. PRICE,

Town Superintendent.

LUMBERTON.

There are six schools in the township and two school houses out of the township, where some of our children go; all have two rooms each. One of the houses is in bad condition, the other pretty good. One of the houses is built of brick, the rest frame; all have play grounds. The furniture in most is ancient. Regard has been paid to the convenience and health of the children. I have visited each school in the township twice, and to those out, once. One school has been visited by the trustees twice in each quarter. Generally there is not much interest manifested in education.

JOS. H. DEACON,

Town Superintendent.

MEDFORD.

I have now been School Superintendent about two-thirds of a year. I hardly know what would be expected of me. If I should continue

in office I will be prepared to answer all the questions put, when another report is required.

There is no change in our schools. They remain the same as they were years ago. No one of them is free. Two or three teachers have adopted the better mode of teaching. There is but little change in the school houses; they are after the old fashioned style of building.

We very much need a building in Medford, but so far there is no interest in the matter; and, as far as I can judge, there is no prospect of a movement in that direction very soon.

I hope that I shall be able to make out a full report next year, provided, of course, I shall continue in office.

A. C. BUDD,
Town Superintendent.

NEW HANOVER.

I have the pleasure herewith to transmit the annual report from the township of New Hanover. It gives me much pleasure to report the evident improvement of the scholars, and the increased usefulness of the schools in the township. We feel the need of teachers raised in our own State. There is also a want of uniformity in regard to text books used not only in our own township but in others. This might be obviated by a convention of town superintendents and teachers. Our schools are all kept free, except in the Seventh District, which requires a small amount, and is paid by one man, without taxing the rest of the pupils. Sir, I hope to see the time when parents will consider the importance of the subject, and the responsibility that rests on them, and will say, our children must and shall be educated; we will have good schools and send our children regularly to them. When parents thus make up their minds and act upon it, we shall not see our school houses half filled three fourths of the year; nor, on entering, will we find a poorly qualified person, who is merely teaching to fill up a leisure interval, but instead thereof we shall find one who makes teaching a profession, possessing the knowledge and tact requisite to instruct, govern and interest the crowd of happy and intelligent children that surround their beloved teacher.

DANIEL LAME,
Town Superintendent.

NORTHAMPTON.

You will please receive herewith the annual report of the public schools of Northampton township, which has been delayed owing to a recent change in our principal teacher—our former one having resigned in order to take command of a company of volunteers in our country's service. All our schools are concentrated in a large brick

building, in a central and quiet part of our town, with ample play grounds for the different divisions.

Not the least interesting division of our schools is the primary department, the principal of which (Miss Carr,) in order to instruct the juniors under her care in vocal music, many of whom have scarcely mastered the alphabet, by first learning them to repeat the hymn and then the tune, and then the whole class join in discoursing the music.

The scholars, as they progress in learning, are transferred from one division to another, so that they are as near as may be in the same state of advancement.

P. S. BUNTING,
Town Superintendent.

SHAMONG.

In transmitting my written report, I would state that we have five districts in our township, in one of which there is a free school kept during the year, allowance being made for vacation, and the other four are kept free one quarter in summer, and one in the winter season. Our township is small, but we raised three hundred dollars for school purposes. We have four school houses in good repair, and in one district we have to keep in a dwelling house, our school house being much out of repair. We have two incorporated districts—one of which was incorporated this last summer. The district house and land was held by a society, and we incorporated the district and had it assessed to raise the money to pay for the school house. The people in this township seem to take considerable interest in free schools, and therefore we are encouraged. We have no county examiners. It falls on the trustees and superintendent to examine teachers, and we license the best we can get for the sum we raise, and we seem to get those that suit the people of our vicinity. We have one excellent male teacher, who teaches the whole year, allowance made for vacation. The people seem to manifest an increase of interest in education.

EDWARD H. WARRICK,
Town Superintendent.

SOUTHAMPTON.

Since my last report there have been but few, if any, changes in our school districts, except a growing preference for teachers educated at the State Normal School. I cannot speak my own appreciation of the great good this institution is working, in too strong and positive language. The few districts that have had the good fortune to secure teachers of said character show very decidedly, in the progress of

their pupils, when compared with others less fortunate in this particular.

ALEX. ELWELL,
Town Superintendent.

WESTHAMPTON.

I herewith transmit the information requested, as nearly as I can from the very imperfect reports of teachers.

I have not been able to obtain a full and reliable report from any teacher. But few teach more than three or four months at one time, and most of the schools have had three teachers during the past year. They do not like the trouble of preserving an accurate report of attendance, &c. In two districts there has been some increase of interest manifested by the patrons of the schools, and an endeavor to have good teachers and well kept, orderly schools. But in most places but little interest is manifested.

DAVID FERRIS,
Town Superintendent.

CAMDEN COUNTY.

GLOUCESTER.

The schools of Gloucester township, taken as a whole, have undergone some change for the better during the past year. There is a steady increasing demand for good teachers, which no doubt is owing to the fact that the people are, though slowly, coming to understand what should be taught in a public school.

As stated above, of the improvements as a whole, we take pleasure in making special mention of Somerville district, under the charge of Mr. Van Buren Griffin, and not only on account of his qualities as a teacher, but of his untiring zeal to make his school a model school.

We can see, and so plainly, what a teacher can do, as in the above case, that on comparison with other schools, we must conclude we have but *few good teachers*. And how is this to be remedied? Plainly there is a full supply of those who follow the vocation; and on comparing the merits of those who are college bred with those who are not, the comparison is often in favor of the latter.

Although the State has undertaken to furnish us with good teachers, it is plainly to be seen that those so educated are, on the whole, but little above the common average. Another fact, which seems to

bear on the question, is this: most families who receive their support from some one of the learned professions, educate their children to follow the same—they seeming to think their sons and daughters must not follow any business where the hands as well as the head have work to do. Let us notice, where is the doctor, lawyer or clergyman that will apprentice his son to any of the mechanical or useful trades, or their daughters to manage household affairs? As far as my observation extends, the cases are rare. Hence the epithet, “poor and proud,” is applied to many who, seeking some easy and (as they term it) genteel occupation for earning a livelihood, (a majority of such) are the applicants for our schools. And no wonder most of them fail as teachers, having no object in view save holding their position in society (as it is termed): and such teachers seldom remain long in charge of a school, simply because, having no energy, no life, no inspiring *motive*, it is impossible for such to give satisfaction. A good teacher is soon known and his services appreciated.

Through our Normal School, our Teachers’ Institutes and Teachers Associations, we may reasonably hope for improvement; yet, the great object of all interested in popular education should be to give character to our public schools; so that each should, in its sphere of action, give that tone to society which our private or select schools are now expected or required to give.

There is no reason to apprehend that private or select schools will ever be dispensed with; or that the college or the university should fail, because of too great encouragement of our public schools; but that the contrary should be the case.

One serious defect is the want of a well regulated or defined system of teaching. In some schools the ornamental takes the precedence, while the essential, or a thorough knowledge of figures, bookkeeping, and careful instruction in writing, are neglected.

It might be productive of good should the State Superintendent, through legislative authority, draw up some specific rules on the subject, in pamphlet form, to be sent to each superintendent, urging their strict enforcement. My attention has been drawn to this matter by observing the different and most endless variety of methods used.

I would here refer to writing, the most useful as well as ornamental. Teachers generally give but little attention to it. And yet we have the most complete as well as systematic series of books for having it well taught. Again, composition is sadly neglected by most teachers. We will conclude by again asking if something cannot be done to insure a well defined system of teaching in our public schools, embracing some useful plans for building and embellishing the school houses.

SETH HILLMAN,

Town Superintendent.

NEWTON.

Since my last report but little has transpired worthy of communication, save that the schools are now supplied with better qualified teachers, and a more lively interest taken by trustees, than can be said at any time for many previous years. These, surely, augur well, and are no small items in the cause of educational progression. The teachers are all licensed, and there is better attendance at school by the pupils. In two of the districts, weekly lectures are given on some scientific subject, which adds greatly to interest both of scholars and parents. The township this year raised but one dollar per child, the deficiency being supplied by special taxation. All the districts, one excepted, are incorporated.

The school houses are in comfortable condition, and a considerable less dissatisfaction manifested by the friends of education on the conducting of the schools.

B. W. BLACKWOOD,
Town Superintendent.

STOCKTON.

Accompanying this you will find your circular, answered as truthfully as circumstances will admit. This being the first annual statement I have had the honor of transmitting you, I hope it will also prove the most defective. From the fact that no register is kept in some of our schools I am unable to report as fully as the law prescribes. The condition of our schools and the standard of education remain about the same as for the last quarter of a century. It seems the people have been loth to accept the more modern and improved systems of imparting instruction; and from a general apathy we have not kept pace with other districts of our State with regard to the cause of popular education. Some of us yet indulge the hope we will yet become properly awakened in this great matter.

E. J. OSLER,
Town Superintendent.

UNION.

Enclosed you will find the questions you sent me answered, and, in addition, I would say there is not a general interest manifested in the schools by the community at large, but I think the teachers have generally performed their duty to the general satisfaction of the inhabitants, and the scholars have made good progress in their studies. District Number Two is very much in want of a new school house, and have bought a lot of ground in view of building a school house next year. We have in this town one school connected with the

Catholic Church and society generally; they have about one hundred scholars, and the school is supported by that church, but free to any who choose to send there to school. It is now under the care of the Rev. James Daly. They furnish and pay their own teachers.

WM. S. McCALLISTER,
Town Superintendent.

WATERFORD.

According to the laws of the State it being my duty to make a report, I now forward you the same. The mind of the people of this township is steadily advancing to a proper appreciation of the inestimable advantages accruing from a thorough system of public education. As evidences of this we have good school houses, and all free; and fogysim in regard to school tax is clothed in the habiliments of disgrace, dwelling in the prison house of folly and weakness, the people knowing full well that ignorance is the grand highway to tyranny and vassalage.

D. M. STOUT, M. D.,
Town Superintendent.

WINSLOW.

I have complied with your request, as far as the time would allow, which, you know, was very limited. I should have endeavored to answer your questions at the time you desired, if the trustees and teachers had reported to me the state and condition of the schools, as I have urged them to do. I have received satisfactory reports from one or two of the schools; the others did not respond to my request, hence my answers to your questions will be very incomplete, but I have done the best I could under the circumstances. Some parts of our township belong to districts that are reported from adjacent townships. I report no district that does not lie wholly within the bounds of our township. I am not able to answer questions nine, twelve, thirteen, and fourteen, from causes above stated. I think if you would hold a teachers' institute somewhere in our vicinity, *say at Williamstown*, it would awaken an interest in the cause of education. Please consider the matter seriously. Some of our schools have not Webster's Dictionary and Lippincott's Gazetteer.

JOHN I. SICKLER,
Town Superintendent.

CAPE MAY COUNTY.

CAPE ISLAND.

In transmitting my annual report, I have nothing to say further than that our district school has not been open for the last eight months, but still we are in hopes that it will be re-opened shortly, as soon as a suitable teacher can be obtained. We have a select school, where a limited number of pupils, say twenty-two, are privileged to attend, at six dollars per quarter, and also a primary school, taught by a female teacher. One thing I would like to call your attention to, and that is the practice of too many school trustees employing those to teach who never have been licensed; and not only employ teachers, but procure books, etc., without consulting or acting in concert with the town superintendent in the premises. This ought to be remedied.

JAMES S. KENNEDY.

Town Superintendent.

DENNIS.

I enclose you my report as superintendent of the township of Dennis, of the county of Cape May. It is made out with as much correctness as is consistent with the "guessing system," which grows out of the utter impossibility of obtaining reports according to law, from the teachers of public schools. This can only be obviated, as I have often reiterated to the State Superintendent, by *his* furnishing the township superintendents with proper blanks to supply the teachers, for them to fill up and report at the end of each term. And this course has been recommended by a large number of the township superintendents of the State: and yet the State Superintendent has paid no heed to our remonstrances. And it is to be presumed, with all due respect to yourself and the Legislature, both of whom have invited us to express ourselves, wherein the free schools of the State might be benefitted in government, policy, or usefulness, that one would hear to anything that might issue from a town superintendent in the matter, about as soon as the other. This is said in perfect respect, and it will be the last time I shall trouble you on the subject, although one of vital importance to the welfare of public schools.

Our schools have been progressive during the year, and competent teachers are mostly employed. County examiners have again been appointed, and teachers must receive a license before they can obtain any of the public money.

MAURICE BEESLEY,

Town Superintendent.

LOWER.

As I told you when I sent you the series, number one, I am unable to make a report this year of the five districts. Four only have commenced the fall school, and three of those have commenced but very lately; one of them last Monday; one last Monday week; one has had no public school since I have been in office; one of the schools I have not as yet visited, so you see I cannot make a favorable report; and as I do not wish to say anything disparaging, you will please excuse me with the promise, if I am elected next year, to send you as full a one as I can procure.

There are a few colored children in this district, who are a subject of annoyance, and I was appointed one of a committee, at our meeting for the election of trustees last April, to see if they cannot be removed. I have not, as yet, been able to learn any way; if you know of any will you please inform us?

We have county examiners appointed in the county, who have met this fall, and one of the districts has since hired an unlicensed teacher, and one that I think would not get a license if he was to apply. I asked one of the trustees how he expected him to get his money; he said he did not consider, from the law, it was a superintendent's place to inquire for a license, only the trustees; if they choose to hire an unlicensed teacher it is their business, not mine; now, what the law is I don't exactly know, but that trustee is our ex-sheriff, and ought to know.

Last spring two of the districts failed to send the number of children between the ages of five and eighteen, and I was pretty well aware and informed they were too high; so when I sent the report to the freeholders, I recommended taking off ten from each, and when I made the apportionment I took off ten from the former report which has made some hard thoughts; I am aware "two wrongs never, or seldom, make a right," but I thought it unfair to give them more money than they ought to have because of their injustice.

FRANK WHITAKER.

Town Superintendent.

UPPER.

The schools in this township are at this time in a prosperous state. The teachers are all regularly licensed, and most of them are fully competent for the work of teaching.

The board of freeholders have appointed examiners for the county.

The free school system is at this time in general favor with the inhabitants of the several school districts. I hear of no complaints, only from those who are anxious to give their children a more liberal education than can be obtained in our common schools, which are only primary at best. They think that a school of higher grade

should be established in every township, or at least in every county in the State, where the most advanced scholars should be sent, like those of Philadelphia or other cities.

It seems to me that the free school law is deficient on this point, and that the free school system will ever remain incomplete until such schools are established in every township or county in the State.

Many are of the opinion that if the State should appropriate the money now expended in sustaining the Normal School to the several counties, to establish a school of higher grade in each county, a much larger amount of good would be accomplished.

JOHN JONES,
Town Superintendent.

CUMBERLAND COUNTY.

BRIDGETON.

In making out my report of the statistics of the public schools in Bridgeton township for the past year, I find a small increase from the previous year. We have, during the past summer, in the First District, which includes nine-tenths of the population of the township, remodelled the old school house and built a new wing, forty by forty-eight feet, three stories high, at a cost of three thousand three hundred dollars, divided into convenient class rooms, and well adapted both for the health and convenience of the pupils. It will now seat six hundred children, and will compare favorably with any public school house in the State. I was fearful that the rebellion now raging in our beloved country, would make our taxes so heavy that the public schools would suffer, but so far it has not had that effect. We tax ourselves cheerfully, and our public schools never were in a more flourishing state; and while our able-bodied men go to fight the battles of our country, we keep their families at home and send their children to the public school. I am well satisfied from long experience in conducting the public schools, (or assisting to do so,) that our legislature ought to sustain them liberally, which I hope and trust they will.

LEWIS McBRIDE,
Town Superintendent.

MAURICE RIVER.

In accordance with my duty as town superintendent, I herewith transmit my report. Our schools are much in the same condition as

reported last year, with probably an increasing interest in the cause of education. There has been a change of teachers in several of our schools, and I hope those that are now engaged, will not neglect to keep the necessary register of attendance.

My answers to your second series are as correct as I possibly could make them.

J. EDMUND SHEPPARD,
Town Superintendent.

DOWNE.

I send you this my annual report of the number and state of the public schools in the township.

It will be seen by the answers given to the series of questions sent to me by you, that we have nine districts and ten school houses in the township, one district having two houses.

We contemplate building another house in the spring, in a part of the township where they have no school house.

Our schools have been somewhat interrupted this fall for the want of teachers. Three of them have but just commenced, and two of them have not commenced as yet, the new houses not being quite ready to open for school.

Some of our schools are good, and are kept open during the entire year, others are open nine, others six, and others three months.

Upon the whole, education is steadily advancing in the township.

In the absence of records in our schools, I have answered your questions as nearly correct as possible.

J. C. CHEW,
Town Superintendent.

STOE CREEK.

The statements herewith sent are not strictly accurate in every particular, but approximate the truth.

In consequence of three of the districts lying in connection with those of Hopewell township, and the school houses for said districts being on the Hopewell side, it necessarily makes the report from Stoe Creek more meagre than it otherwise would be. In consequence also of the location of Union Academy at Shiloh, quite a number of children between the ages of five and eighteen, as well as a number beyond that age, attend that institution. It will readily be perceived, therefore, that the mere report will not convey a correct impression with regard to the interest manifested by the community in the cause of education.

In relation to school houses we are quite deficient, the houses not being sufficiently capacious and airy for the comfort, convenience and

health of the pupils. Some of them bear date from the first of the present century.

In some of our schools females are employed in the summer season, but in the winter a *master* is generally considered necessary.

GEO. TOMLINSON,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE.

In my answers to the questions in your circular, I have endeavored to be as correct as my means of information would aid me, but it is very probable I may not be correct in some particulars.

With regard to the state of our schools, matters remain so much the same as in my former reports, that I have, in fact, but little which calls for notice.

As regards the concerns of the several districts, I can say that the schools have not been neglected.

The trustees have been in all the districts, attentive to the wants of the several schools, and watchful in their care over them; and I believe the institution of free schools is held in much favor by the people generally, and they have expressed their willingness to be taxed for their support.

In three of our districts the schools have been regularly kept open, no change in the teachers, and all attended with punctuality and care, to the satisfaction of all concerned, and over all the pupils the teachers are exerting a kindly and efficient moral influence, which does credit to the institution.

In two of our districts repeated changes of teachers have operated, of course, not to the good of the schools. One teacher having charge barely time enough to form an idea of the wants of the school, is superseded by another, which has materially interfered with the good order and progress of the scholars.

The friends of these schools flatter themselves that they are now doing better, believing that they have faithful teachers. The trustees of all our district schools are to be commended for their willingness to adopt measures for the interest of the schools; and promptness in looking to their welfare.

SAMUEL L. WARD,
Town Superintendent.

BLOOMFIELD.

The township of Bloomfield is divided into five districts. Number one, or Central Union, contains six hundred and sixteen pupils between five and eighteen years; four hundred and thirty-four of these names are recorded on the school register.

It is one of the first public schools organized in this State, and went into operation January 2d, 1850. The edifice is of brick, is very well arranged, and highly creditable to the township.

Its instructors have ever been of a high order, and the school, in its three departments, has been well instructed during the past year. The trustees have been untiring in their zeal in affording every facility in their power for advancing the institution to the first rank.

The school has three departments and seven teachers. Ample play grounds afford abundant opportunity for healthful exercise.

District Number two, or Montclair, formerly West Bloomfield, has been more recently established as a public school. It contains two hundred and forty-two children between five and eighteen years, one hundred and eighty-eight of whose names are found on the register. A fine edifice of brick has been erected for the accommodation of the school, furnished with desks of modern style, and other improvements calculated to facilitate the instruction of the young. There are two departments in this school, the one employing a male and the other a female teacher, well fitted to interest and instruct. The district already rejoices in the change which extends the advantages of a good education to all classes of individuals, free of charge.

The trustees manifest a deep interest, and seem disposed to lend their countenance to the encouragement of the school.

District Number three, or Washington, is still a district school, but free. It comprises within its limits one hundred and sixty children between five and eighteen, of whom eighty only are on the school register. It has at present a faithful and successful teacher. The school edifice is of stone, was erected many years ago, and although substantial, occupies a site unfavorable to improvement in taste. It is to be hoped that when times improve there will be a *change* in the location, that it may be surrounded (as should ever be the case, to make it attractive to children,) with pleasant grounds.

District Number four, or Stone House Plains, has within a few years erected for their school a plain but very substantial and convenient brick edifice. It does credit to the district. The tuition is free. It has within its bounds one hundred and thirty-five children between five and eighteen: one hundred and nineteen of these are recorded as having attended school during the year, a larger proportion than in any other district in the township. The district has employed male teachers during the past year: but for several years prior female teachers have been employed during the summer. The instruction seems to have been thorough, for the most part, but the trustees complain, as in most of the other districts in the town-

ship, of great indifference on the part of parents, as their faces are seldom seen within the school.

District Number five, or Speertown, is the only remaining school district in the township, as it is the smallest. It numbers ninety-three children between five and eighteen, of whom forty-five are recorded on the school list. The families are scattered, and belonging to a farming population, as in district Number four, only the younger class of pupils attend in the summer, and are then taught by a lady. The district has within a few years erected a fine frame building for their school room, so that at present there is but one of our districts unsupplied with a good school edifice.

It will be seen from this review that out of one thousand two hundred and forty-six children in the township, only eight hundred and sixty-six names are registered, leaving three hundred and eighty children between the ages of five and eighteen, who, notwithstanding tuition is free in all our schools, are never seen within their walls. Is there no remedy for this? Almost one-third absent from the means of education, in such a community as this!

The township of Bloomfield has for fifty or sixty years past been celebrated for its devotion to the interests of education, and besides its district schools, has at present three boarding schools for boys, two boarding schools for young ladies, besides four or five select schools for young ladies also. This fact will account, in a measure, but not entirely, for the small number in our public and district schools.

All these institutions are doing a good work for the young. Most of the teachers are professors of religion, in all these schools, and consequently the moral influence so necessary to our welfare as a nation in these times of degeneracy, is of paramount importance, and will tell, we trust, with saving power upon the future destinies of our country.

E. SEYMOUR,
Town Superintendent.

CALDWELL.

Our schools have been taught during the past year by experienced teachers, and have been attended with a great degree of success.

Within a few years our school houses have been much improved, through the operation of the present school law.

M. S. CANFIELD,
Town Superintendent.

CLINTON.

Since my last published report, our township has been divided—a

portion of it being taken to form what is now known as South Orange. In this division, four of our public schools and school districts were included, which also now assist in forming the school district of the above township, of which you have received a report from the present worthy superintendent, James Sandford, Esq.; the balance remaining in Clinton, of which there are six in number, are in a flourishing condition, with the exception of one. This, for the want of sufficient means to keep it open during the entire year, is fast becoming, as it were, a thing of the past. This seemingly want of interest, I think, may be attributable to many of the patrons having a desire to educate their children in the cities which are near, where the salaries paid to those who teach are sufficient to command first class teachers, thus giving their children superior advantage and greater proficiency in their educational pursuits, besides returning an equivalent for the monies thus expended. The schools, as a general thing, with the above exception, are well attended, and the scholars making rapid improvement in the several studies they are pursuing, while good discipline and order, so essential for the welfare of a school, is being carried out in a very satisfactory manner. The examinations of some of the schools are highly satisfactory, and alike reflect great credit on teacher and pupil, of which your respected self can bear me witness, being present with me on some two or three occasions. I regret exceedingly that, in most of the districts, the patrons seem perfectly indifferent in regard to visiting the schools, thereby giving their aid and encouragement to pupil and teacher. Instead of appreciating the efforts put forth by the teacher, for the improvement and advancement of their children, as also to stimulate them to excel in the several studies they are pursuing, by their visits to the school room they seem perfectly satisfied if, at the expiration of the quarter, the boy or girl return home with the little card bearing upon it the reward of merit, little thinking or knowing, and perhaps not caring, how many tedious hours they have spent without any other encouragement than that of obtaining the reward of merit from their teacher at the end of the term. The trustees of most of the districts are very faithful and deeply interested in the welfare and comfort of the pupils, as well as the success of the school. I am also happy to add that in connection with the studies taught in some of the schools, of which you received a report in your blanks, that some of the more pleasing, as well as profitable studies are being introduced, such as philosophy, physiology, &c.

D. S. SMITH,
Town Superintendent.

FAIRMOUNT.

In making my report to you of the situation of the schools in the township, I can say that there are a number of persons in each dis-

trict who appear to feel much interested in the cause of education; but there are far too many who take but very little interest in the cause, except to have their children taught in the cheapest way possible. Many parents think it far better to pay fifty cents a quarter for bread to eat, than to pay the same amount for teaching them in school.

If our State could make our schools entirely free, so that all could go to school steadily, and feel that they had nothing to pay, the parents and guardians of children would, perhaps, feel more interest in sending them to school.

HENRY BEACH,
Town Superintendent.

LIVINGSTON.

I herewith transmit my report for the current year, which is as correct as I can make it from the imperfect registers of the teachers. I find that little or no progress has been made in our township over last year. The fact is, that 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 should be, or they would manifest their interest by visiting the schools more frequently. It is to be regretted that parents, especially, do not show more interest in the education of their children. They should make themselves familiar with the character of the discipline and course of instruction their children are undergoing. And how can they do this if they never visit the school room? Children are naturally sensitive, and when they see their parents deeply interested, sympathizing with them, and aiding them in their tasks, it proves to them a powerful incentive to increased diligence and stronger effort. I hope the time will soon come when parents, as a class, will realize its importance and act accordingly.

ANDREW TEED,
Town Superintendent.

MILLBURN.

In making my annual report, I regret extremely that I am able to report but little improvement in the condition of public schools in this township, where there is such great need of improvement. But so long as there shall remain in this township so many and small districts, unable to pay salaries sufficient to command the services of well-trained and experienced teachers, just so long shall we be doomed to see little or no improvement in our schools.

I have answered all the questions, in both the circulars which you sent me, but owing to the imperfections of the reports from all the schools, I am unable to answer some of the questions in Series No. 2.

with entire correctness. The difficulty, moreover, of procuring the statistics of the schools has delayed my report.

Some of our schools, this year, have been well taught, and all not worse, perhaps, than a fair equivalent for the remuneration in the way of salary.

I believe this township might be, and ought to be, divided into *two* districts—then we could have *two good* schools.

W. COLVIN BROWN,
Town Superintendent.

NEWARK.

No change has occurred in the character or workings of the public schools in this city, during the past year, that demands special notice.

It is very gratifying, however, to be able to say that there has been no retrograde movement. The people have furnished the requisite means for their support, with quite as much cheerfulness as in days of brightest sunshine.

I believe the schools have such a hold upon the community, that the pressure of circumstances must be very severe to cause any serious embarrassment to their progress.

The evening schools have not been as well attended during the past year as formerly, owing to the absence of many of our young men in defending these precious institutions from the withering influences of rebellion, and also on account of the extra demands made upon those who remain, as laborers in our manufactories.

The demand for boys and even for girls in our workshops, has reduced the attendance upon the grammar schools, during the fall term especially.

With these exceptions the schools have been prosperous.

The primary schools have never made better progress than during the past year. Their condition has been greatly improved in many respects—our teachers are better qualified for their work.

Wherever we succeed in having good teachers and a convenient school house, we secure the hearty coöperation of the citizens of that neighborhood.

The cause of public education is popular with us in proportion to the excellence of the schools. The better our public schools become the more easily will they be supported, though it may require double the amount of money to do it.

A very fine site has been purchased and a good primary school house erected in the Tenth Ward, in the place of one that was burned in February last. The house consumed was a hired building. The cost of the new house, together with the lot, was five thousand and seven hundred dollars.

A great improvement in convenience and appearance has been made

in the Fourth Ward grammar school house, at a cost of about six hundred dollars.

These two instances comprise the improvements made in the way of school accommodations.

My annual statistical report contains all the information needed in respect to details, and I will only add that teachers, patrons and pupils are harmoniously engaged in rendering deservedly popular our system of popular education.

GEO. B. SEARS,
City Superintendent.

ORANGE.

The diminished number of children reported in the accompanying statistics, is explained by the formation of the new township of Fairmount. The report due from that township will supply the deficiency in numbers apparent on comparing the present report with that of my predecessor.

The number of school districts in the town of Orange is further diminished by the incorporation of several districts in the central part of the town into one. This measure was adopted with a view to a more systematic, thorough and economical instruction of the children. It is but the beginning of a much needed reform. It should embrace the whole town, bringing all the schools under one uniform supervision and control.

The number of public schools has been increased by placing one large parochial school under the public care. This school was already under very efficient management, and had risen within a year from a small number to an average attendance of more than two hundred and fifty pupils. This transfer of the school was accompanied with the liberal grant to the district of the use of a new and commodious school house, without any charge.

The improvements in our schools during the past year may be seen in several particulars. Repairs and enlargements have been made, and more commodious seats introduced.

In some instances the trustees have united with the superintendent in a revision of the list of school books used, giving to the teachers and pupils the unquestioned advantage of uniformity, and the best books also, so far as the time and pains given to the examination has enabled them to select them.

A beginning has also been made towards furnishing to the younger pupils the slates, charts and illustrative objects, which they so much need both for their enjoyment and their progress.

More important, possibly, than any of the particulars mentioned above, is the growing tendency to dispense altogether with a charge for tuition, thus rendering the schools, as the law designs and requires they should be, entirely free.

It is not quite without interest in this connection to mention the recent formation of a teachers' association, which meets once in two weeks, for the discussion of questions connected with their professional work.

I append a few statistical facts.

The whole number of children between the ages of five and eighteen years, 1,854.

Whole amount of money, exclusive of small sums for tuition, \$7,423 80; therefore the public money for each child in the town is four dollars.

The whole number who have attended school at all during the year is 1,132.

The average attendance, 609, which is 53 per cent.

Taking the whole number of children in the town for a basis, the average attendance is 33½ per cent.

F. A. ADAMS,
Town Superintendent.

SOUTH ORANGE.

In making this, my second report to you, I refer, with pleasure, to the statistics furnished, exhibiting, as they do, an improvement in attendance and in numbers who have been instructed. The interest in the schools has increased, and the disposition of parents to send their children to the public rather than private schools, is strongly attested by the larger yearly attendance. I call your attention to it as evidence that our public schools may, under proper management, almost supersede the private schools in our villages.

Improvements have been made in this township as to discipline and thoroughness of education beyond my expectations. More can be done, but time must be allowed; and time and the energy now at work will accomplish satisfactory results.

I have no change of much importance to report in our school edifices. They have been improved externally and within, and appear to be, as they are, neat, comfortable and pleasant buildings.

I have examined the schools carefully and very thoroughly, and on each occasion addressed the scholars, commending, where appropriate, and making suggestions when my judgment dictated, that improvements could be made. There is still the one great difficulty which teachers justly complain of, the little interest felt by parents in the school. I think we are improving in that regard in this township, and I feel satisfied that my successor will find all more interested and anxious to aid him than I have done.

The teacher we had with us for many years in one of our schools has left us, for a higher and more important position in his chosen profession. He left us with the unfeigned sorrow and regret of all who knew him, bearing with him a bright and valuable testi-

monial of the regard and affection of his pupils, given to him on the close of his connection with the school. The scene was one of deep emotion in teacher, pupils and friends. Certainly the relation of tutor and pupils was never severed under more affecting circumstances.

Entire uniformity in text books is not yet attained; and I fear cannot be until the supply of school books is thrown upon the superintendent, irrespective of teachers' preferences.

JAMES S. SANDFORD,
Town Superintendent.

GLOUCESTER COUNTY.

CLAYTON.

In making my annual report, I would say first, that in selecting me for the office of town superintendent, it was against my wish and will, having my time very much taken up with other business matters, so much so that I find it conflicts with the interest and attention that the several schools demand in the township, of the superintendent. But wishing to comply with the voice of the township, I have been trying to pay some attention to the schools. In district Number one, Glassboro, the school is in a very good condition, and quite an interest is taken by the children in their teachers. Number three, Fislerville district, is doing very well. They have two departments, and both teachers are very well liked, and appear to render general satisfaction. In the other three districts they have about two terms in the year, one in the winter and the other in the spring or summer. The interests of education are at a low ebb, and we need something like a general law by which we can school our children free; and I have long advocated the principle, that New Jersey free school her children by a general tax for the purpose. The answers to printed questions I hope will prove satisfactory, though to arrive at much precision in regard to the attendance of the pupils at school in some of the districts, seems almost impossible, owing to change of teachers so often. I am led to the opinion that the teachers in Number one and three districts make it their business to be thorough in their instructions to the children.

There is one great evil prevalent in this township, and I suppose it is general, and that is the little attention parents and patrons give to visiting the schools. It is strange, but so it is, that men will look after the training of animals and the selection of good seed for sowing and planting; but when a man or woman is engaged to teach a

school for a district, the whole work is over; no interest is felt after that, no matter if the child does not learn in many cases; and no matter if the teachers do get discouraged by the little attention paid to them in the school room. How long will we overlook so important a matter? We are trying to introduce a uniform class of school books, so that the children, in moving from one district to another, will not be so much embarrassed in their studies.

In conclusion, I would say that we hope to see the day when New Jersey will come up in the matter of education, along side of some of her sister States; and that after we shall crush out the great Southern rebellion, (*for we shall*) we in this noble old State will resolve and will have a law that will give every child in the State the advantages of a common school education.

J. D. HOGAT,
Town Superintendent.

DEPTFORD.

In accordance with your request and the requirements of the law, I herewith transmit you a report of the schools in the township of Deptford, in the county of Gloucester.

We want more competent teachers; the interest taken by trustees and parents is not what it should be. The appropriations by the township are liberal; a tax of one thousand dollars is assessed for school purposes, and a poll tax of one dollar assessed on each resident tax payer besides, for the same purpose.

The following statement will show in what manner the money has been expended the last year:

Paid to trustees of organized schools,	\$245 97
Teacher of free school,	661 00
Schools not free,	1,151 23
Fuel, repairs, &c.,	296 47
	<hr/>
	\$2,354 67

All of which is respectfully submitted.

WM. D. SCOTT,
Town Superintendent.

GREENWICH.

As required by the law relating to public schools, I send my report, giving you the information said law demands, excepting on those points upon which you have already been informed by answers to questions forwarded already.

The whole amount of money to come into my hands this year, is \$1,233 28.

Of this amount, there was raised by tax,	\$800 00
Surplus revenue interest,	149 52
State appropriation,	283 76

Making the above named sum, \$1,233 28

This amount will be disbursed almost exclusively for schooling purposes.

There are five school houses in the township, but in several instances they are entirely too small for the comfort or advantage of teachers or scholars, especially so in the winter season. All have ample play grounds attached; the furniture and apparatus of all are tolerably good.

The books mostly used are the following:—In reading, Sanders' Series; in arithmetic, Robinson's Series, Emerson's, and Davie's; in English grammar, Wells' and Brown's.

Owing to misapprehension on the part of teachers as to what is required of them, from neglect, or other cause, I have not been furnished with reports except in two instances.

I gave you my opinion, in my last report, on the subject of school registers, and it has not been changed.

I now repeat that every school should be furnished by the State Superintendent, I do not say at his expense, with blank registers, in book form, wherein may be easily kept a full account of all such information as the Town Superintendent so much needs in making his annual report, and which, under the present system, is so difficult to obtain.

Said book should be the property of the school, and any teacher who neglects to make the regular entry should forfeit his license.

JOSEPH C. WEATHERBY,

Town Superintendent.

MANTUA.

The condition of the schools in this township has not changed much during the past year, except that we are able to report a rather fuller attendance, and the average number of months the schools have been kept open somewhat greater, with an increased interest manifested by the trustees in some of the districts, while in others but little appears. The teachers are all licensed, and generally competent for their respective duties. The schools are all visited by the superintendent according to law, and some of them frequently by the trustees. Male teachers are employed about half the year, (winter term,) and females the other half, but few of whom attended the institute for the teachers of the county, although due notice thereof was given to them, as also the district trustees, by the superintendent. Some of the teachers very modestly objected, upon the ground, as they thought, that too much time was taken up in musical notes. Our school houses are in

pretty good condition, except one, all furnished with blackboards and maps, and the registers required kept in all the schools. And considering things in general, we have but little to complain of.

WM. HAINES,
Town Superintendent.

WOOLWICH.

In making my annual report, I can say that, all things being considered, our schools are, as a general thing, in as flourishing a condition as can be expected under the circumstances. Many of our schools are small, and will not support a teacher who has been at the trouble and expense of preparing himself for the business, and as a consequence, the trustees in some of our districts are obliged to employ such as will be satisfied with a small compensation. We have some excellent schools in the larger districts, where teachers can be well supported.

We have no schools entirely free. The custom is to employ a teacher and divide the money in proportion to the time of attendance at school, and charge the balance to the patrons of the schools. Consequently, those persons who send to school most, realize the greatest benefit from the public money.

SAM'L A. GROFF,
Town Superintendent.

HUDSON COUNTY.

BAYONNE.

Though at present our schools present an encouraging aspect, such has not been the case during the whole of the past year. The year has been much interrupted by change of teachers in two of our districts. The teachers in these districts have been negligent in keeping school records, and as a consequence our statistics, on the whole, are not so accurate as they should have been. This, however, we trust will be altogether remedied for the coming year, as the present teachers seem disposed to do their duty in this important matter.

With a single exception, the standard of our teachers' education is not quite as it should be, but as those who do not have a principal's license are working for it, we think they will come up to the highest grade of a license in the course of a few months.

Our county board of examiners is doing a good work in raising the

standard of education on the part of our teachers. Those who appear for licensure find that the monthly examinations of the board are no farce. They must have solid attainments and be wide awake if they obtain a license at all, and especially the grade of a principal.

We are trying to bring our teachers and trustees to respect the law and the board in this matter of obtaining licenses, before a bargain for the teacher is valid.

The interest of our trustees and people on the subject of common school education is growing. We shall do all in our power to foster this interest and growth.

AARON S. STILLWELL,
Town Superintendent.

BERGEN.

By the Legislature of this State, in the early part of this year (1862,) it was enacted that "All that part of the county of Hudson heretofore constituting the township of Bergen, be and the same is hereby formed into a town corporate, to be known in law as 'The town of Bergen.'"

On the eighth day of April last I was elected town superintendent under said act. Of course, from the close of the last school year until May last, the schools remained under my charge as superintendent of the township of Bergen, and have since been so as town superintendent of the "town of Bergen."

The districts remain as reported last year, five in number. The number of one, that for colored children, formerly known as Number Seven, an unincorporated district, has been changed to Number Four.

Columbian District, Number One, has employed throughout the year five teachers, one male and four females. There are three departments, in which they are fully occupied. They are admirably qualified for their work, and have secured to themselves a good reputation. They possess the affection of their pupils, and are eminently useful.

The progress of the children, the good order of the departments, and the comfortable appearance of the pupils, as well as the frequent visitation of parents and friends, tell the satisfaction of the community.

The trustees continue to conduct the business of the district school with good order and success. During the year no special school tax has been raised, excepting that for liquidating the indebtedness for erection of the school house.

Franklin District, Number Two. The large number of children in this district has called for an important change. The citizens have, by taxation, provided for an expenditure of three thousand dollars in enlarging, altering and re-furnishing their school house. The work has been promptly and well done. The addition to the original building is a wing of twenty-three by forty-six feet, two stories high, which,

with the former apartments, have been well arranged for school and class rooms. The partitions are well supplied with blackboards or large slates. The furniture is all of modern structure, and there can now be accommodated in the entire edifice four hundred children, each with seat and desk.

The expenses of this improvement, including repairs to fences, yard, out-buildings, well and pump, are as follows, viz:—Additional building, \$1,968; new school furniture, 493 92; repairs to old building, and a new bell, 315 62; well, pump, repairs to yard, &c., 252 40; total cost, \$3,029 94.

With these increased accommodations the attendance of scholars is augmented, and the comfort of the children largely advanced. The teachers are four—one male and three female; all actively, usefully, and, I believe, successfully employed. No special tax ordered excepting for the improvement referred to. For a few weeks the exercises of the school were interrupted while the improvements were in progress.

Washington District, Number Three. Two departments and two teachers. Changes of teachers have been made. At times, in both departments, the attendance has been small, but of late there has been an increase. The present principal is a long-tried and successful teacher, and is, with the assistant, striving to build up the school. Vigorous action and adequate liberality on the part of the citizens would add largely to the usefulness of the teachers and to the profit of the children. No special tax is raised in this district.

District Number Four, (formerly Number Seven.) Exclusively for colored children. This school has one female teacher, (colored.) The attendance of the children is irregular; the largest ones being often called away to assist their parents in their daily avocations, nevertheless quite a number of them have advanced in their studies, and some have become good readers.

The school could not be kept open throughout the year but for assistance from the citizens. The faithfulness and persevering efforts of the teacher to sustain the school deserves commendation.

Communipaw District, Number Eight. One male and two female teachers. The number of children in the district is constantly increasing. The attendance is enlarged; the facilities for instruction are good; the teachers are well qualified and are interested in their work. It cannot be long before three of the commodious apartments will need to be supplied with additional furniture. The satisfaction rendered by the instructors increases the interest of the citizens in the school, while the advance of the pupils is very gratifying. Special tax is raised for educational purposes, in addition to the annual amount for paying for the building.

All the teachers are licensed by the county board of examiners. It is proper to add that as the licenses are granted for the term of one year, the teachers are reexamined every year, and the grade of license is varied according to the results of the examination. The

grades attained by the teachers in this town for 1862 are very creditable; four of them have been advanced to higher grades than they secured in 1861. Our male teachers have made teaching their exclusive business for several years. Nearly all of the eleven female teachers are daughters of well known respectable citizens of this county. Of all of them I may say that their moral influence over their pupils is large.

I believe the schools of this town will compare favorably with any in the county. The citizens are disposed to foster them, especially in districts numbers One, Two, and Eight. Did the same feeling prevail in the other two, the town would be blessed with a system of elementary education of which we might well be proud.

My answers to your questions, Series No. I, have been forwarded to you; your Series No. II. will be answered by the time specified by law. These will corroborate the statements made in this report.

BENJAMIN C. TAYLOR,

Town Superintendent.

NOBOKEN.

You will find as correct answers to series of questions numbers one and two as it is practicable to give from the reports received from the teachers in the district. Our schools, in a few particulars, have made satisfactory progress. The appropriations have been increased; many of the teachers are more efficient; the daily attendance is more satisfactory; the whole number registered is far larger, and the discipline enforced is more strict.

On the other hand, the appropriations are still insufficient to secure the talent and energy in teachers required to fill all the positions; to procure books and other wants of a well ordered institution. Party spirit runs too deeply in the bosom of politicians, to enable them always to select the best man for school officers; and when not so chosen the desire to "rule or ruin," often tends to the lasting disadvantage of the interests of those committed to their official care. In school affairs, (in my opinion) there should be but one school officer. He should be selected for his fitness to fill the responsible position, and when selected, should be allowed supreme control. Divided authority in educational affairs is absolute rebellion, and if permitted long the institutions must perish. Another evil which greatly retards the growth of our schools in this district, is the fact that many of the parents of children belonging to a higher grade of society send their children to the public schools in the city of New York, thereby rendering them indifferent to the interests of our own schools; and I am sorry to say that many of them have obtained admission through the practice of fraud and deception on the part of both parents and pupils, as to their real residence. Willful falsehood has to be perpetrated and studiously persisted in to accomplish

their stay. Let those parents and guardians who have sown the seeds of dishonesty take warning; let them prepare to resist, if they can, the gathering storm. Such seed shall bring no fruit fit to comfort or gladden the hearts of aged parents in their decline, nor to aid the welfare of society. The inhabitants in this district are too unmindful of the morals and manners of the youth, too lax in all that pertains to the discipline of a well regulated orderly life. Mothers, excuse their truancy, their falsehoods, and their idleness. Too many fathers spend their evenings away from the family fireside; family bickerings and discords are angrily discussed by them at the breakfast-table; and divided authority there, as in the board of school officers, too often exert the most pernicious effects. How can you then expect children, exposed daily to such influences, to be made patterns of moral and mental perfection, by the anxious and conscientious school teacher? Expect, my friend, no such result. If the correcting aid of parents and the hallowed influences of a Christian home are denied to the pupil, who shall save or reclaim the wanderers? School officers must work with the parents as well as with the children. They must teach the parents how to teach their offspring. Then, and not until then, shall we accomplish a great work.

L. W. ELDER,
Town Superintendent.

HUDSON CITY.

I am very happy to inform you, sir, that the people, and more particularly the school officers of this little city, since the erection of new and commodious school buildings, take a deep interest in the cause of education.

In the selection of teachers for principals of the different departments, we employ those only who give us unmistakable evidence of thorough scholarship, ability to teach, good disciplinarians, &c. There are other tests besides the examination and the license. Formerly persons having physical defects betook themselves to school keeping, without having any special training for their new business. It is not so now. A higher standard of attainment is now demanded. No inferior man can now retain his position any length of time in our schools. Public opinion calls for a better class of teachers. This undoubtedly comes from the general diffusion of knowledge by the public schools. Their good influence extends to all departments of business, and to every grade of society.

WM. H. DOCKSTADER,
Town Superintendent.

NORTH BERGEN.

In consequence of irregular boundaries, the result of former township divisions, an act was lately passed (session laws 1862, pp. 15-16,) having for its object the defining of four distinct school districts for this township. These districts are now formed and stand—

I. Bull's Ferry Union District, No. 1,	112	children reported.
II. Secaucus District, No. 2,	82	“ “
III. South New Durham District, No. 3,	170	“ “
IV. North New Durham District, No. 4,	163	“ “

Total,	527
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Number One has a good school house, in which school has continued its sessions—with but a brief intermission—during the year. Number Two had a female teacher early in the season; this district since May has been without a school and is now without a school house. Number Three paid out an accumulated fund of \$450 in the purchase of a building, formerly a meeting house, which was fitted up and has been occupied by a female teacher since June. Number Four raises by special tax and loan \$1,000 this year. Pupils of this district have until recently been taught in an old school edifice of a divided district, now a building in disuse. A brick school house is in progress of erection for this district, and will shortly be completed. The town voted last spring \$1,500 for schools, and, as in former years, the full amount allowed by law has been assessed. The schools when in operation are ordinarily FREE

The observation of the actual condition of our schools is very limited, as the present superintendent takes, by appointment, the vacant post of a superintendent lately removed to Pennsylvania. But two reports of district teachers have come in, and these merely number and name pupils, with an addition in one, of the days attendance during four months, not *data*, as you see, for an annual table if a blank were at hand. Among text-books used, are Webster's and Town's spellers, Towers' and McGuffey's readers, Baldwin's tables, Thomson's arithmetics, Colton & Fitch's geographies, Cornell's series of geography, Lossing's United States history, Smith's English grammar, G. Brown's English grammar, &c. The schools are yet without the modern conveniences of maps, illustrations, etc., etc., but Webster's Dictionary and the "Gazetteer," the grants of the State, were early secured and are of service.

At the teachers' institute, annually held in the county, the township teachers have been represented. County examiners grant licenses, and compensations are \$500 per annum to male teachers and \$280 to females. Of the interest manifested by the inhabitants little at present can be said; they vote for and pay the school tax cheerfully, but beyond that they do not toil, either to lend hearty coöperation to the trustees in making all the school facilities of the first class, or to give

aid and encouragement in the complicated and difficult labor to which the teacher is called.

Every district is expected to augment its energy in this not only important but essential cause. In doing this, it is in vain to effect much without action. Precept is not palpable enough, we must have examples. Simply to recite that "an intelligent people can alone be a free people," shows that education is appreciated, but it is not doing much. A part of every patriot's duty is to educe mind. Eternal efforts are wisely urged in a crusade against ignorance. As sovereigns the people may so act as to give earnest impulses to the youth of our country to persevere in the acquisition of useful knowledge. Convince them of the estimation in which education is held, by tangible evidences of it, and they are made the more ready to adopt the motto, "Excelsior," and to wheel in the ranks in the march of intelligence.

A. H. RYDER,

Town Superintendent ad interim.

JERSEY CITY.

Your circular came to hand during my absence from home, which is my excuse for not complying with your request, but trust it will be in time.

In regard to our public schools I have but little to note of marked interest, from the fact that we have added no new buildings, nor made improvements or repairs to the old ones.

We are sadly in need of more school accommodation to meet the requirements of our increasing population, but the distracted state of our country has weighed so heavily upon our patriotic citizens that it was thought best not to press them in this regard for the present.

We still hope that during the coming year we may be able to secure suitable rooms to open small primary schools, which class seems most in need.

I think we make a mistake in our public school buildings, in making them too large. I find in our city that the class of children availing themselves of the public schools are mostly very small children, say from five to twelve years of age, and while the rooms devoted to them are crowded to suffocation, the higher classes are thinly and irregularly attended, and I think this experience will hold good throughout the State.

Granting this to be the fact, is it not better to build small houses, suitable for such children, in convenient neighborhoods, and place them under the care of well qualified female teachers, than to build the large class of houses we now have, which cost vastly more to build, equip, warm and ventilate, and to pay teachers; for in those large buildings we hire one male teacher at a salary of twelve hundred dollars, while we only pay four hundred dollars to our best female

teachers, who are quite as well qualified to instruct young children as male teachers.

I know that it is thought by many that a large school can be maintained at a less cost per pupil than a small one, and this is doubtless true if we take the extremes, but if we should adopt a medium sized building, say one to accommodate three hundred to four hundred children, I think that the advantage in cost would be found in favor of the small schools.

In regard to the teachers in our public schools I regret to say that very many receive appointments who are entirely unqualified to the duty both as to education and aptness to teach, and when once admitted as teachers they call around their partisan friends and influences, which makes it difficult, if not impossible, to remove them and very often those who are the least fitted to their duty are the very ones that secure the most of such influences, and thus year after year the school is burdened with unqualified teachers.

To prevent such appointments I would suggest the appointment of a State Board of Examiners, whose duty it should be to examine and license teachers, and none should receive a license to teach in any department who is not fully qualified to teach any branch taught in our State Normal School.

It may be said that we have now a board of county examiners to do this very work. I know we have, but I know also that all do not do the work faithfully, and the law under which they are organized is not stringent enough to confine that board to thoroughly qualified teachers.

I trust that some measures may be taken to secure better school accommodations and a better class of teachers, and more interest in the great and good work of educating the youth of our State and county.

A. S. JEWELL,
City Superintendent.

WEST HOBOKEN.

This is a small township, embracing about four square miles. It lies on the Palisades, overlooking New York and its surrounding cities. The population is two thousand two hundred and twenty-eight. We have among the people representatives of no less than seventeen different nationalities. A large portion of the people are foreigners; a great majority of the heads of families are of the working class, whose business pursuits call them to New York early, and keep them there till late every day. In very many of the families the children never hear our language spoken. These facts are not favorable to the schools. There are many who seem to value the schools for nothing, except as a place to which they can send their children merely to have them out of their way. But, for the most

trivial reasons, they will send for their children and keep them home for hours and often days together, thus encouraging habits of great irregularity. During my last visit, while hearing a little girl read, she was sent for "to mind the baby." The teacher assured me that this was a common occurrence. Still I can testify to good progress in regard to many of the pupils, and great zeal and persevering industry on the part of the teachers.

We have four schools in the township. Two of them are kept in hired buildings, very poorly adapted, however, to school purposes. Two are kept in the town school house, a boys' and a girls' school, occupying separate rooms. I regret to state that the building is poorly adapted to comfort, convenience, and to the best method of instruction. We need outline maps, globes, a better arrangement of seats and desks, and retiring rooms for teachers and pupils. We need outdoor conveniences of a different kind, and suitable yards for the children to play in during their recess. At present their recreation is in the streets.

We need two new school houses, one in the centre of the township, and another in the northern portion, known as Bohnville. And I am encouraged by many of the citizens with whom I have conversed, to anticipate that these wants will soon be provided for. Our citizens are generous, and by inviting parents to come in and witness the examination as often as once a quarter, as I am now doing, I expect that a spontaneous uprising of the people will secure for us all that we need.

Besides the four public schools, there is the Palisade Institute, sustained by private enterprise, in which about forty children are pursuing the various branches of a good English school.

The Catholic church has also just completed a well constructed edifice, in which they propose to educate, at a small expense, those who may prefer to send their children there.

In regard to our own public schools, I will further add:

Numbers one and two are under the charge of very superior teachers, a male and a female principal. These schools have been relieved of the crowd of smaller children, who, in May last, were provided for by the establishment of a primary school, under the care of an experienced female assistant.

Number three is the Bohnville school, which retains the teacher of last year, and embraces pupils in all the departments.

Number four is the primary school referred to above. All the teachers have regular and unqualified licenses from our county board of examiners. I am satisfied that they are all doing their best for the schools; that they are capable and efficient; and that the township is favored with teachers who deserve the affection, gratitude and support of the parents.

Our school committee have been very considerate in regard to all my suggestions. They have unanimously and heartily seconded all my efforts in behalf of the schools. They have visited the schools

frequently, and have met usually once a month to consult with the superintendent, and in all my acts I have had their undivided support.

C. A. BUCKBEE.

Town Superintendent.

HUNTERDON COUNTY.

ALEXANDRIA.

In preparing my first annual report, I find it somewhat difficult to present a complete outline of the condition of the schools of Alexandria. I think I can safely say, however, that the condition and operation of the schools of this township have in nowise fallen short of their former respectable status. In assuming the responsibilities of my appointment last spring, I visited the different schools under my care, and it affords me much pleasure to say that the schools generally were conducted in an entirely satisfactory manner.

The principles inculcated in infancy generally make so deep an impression in after life, that our future success and happiness may be said to depend almost entirely upon the education we receive at this time. The habits and manners of youth are then formed, the intellect disciplined and enlightened, and the temper corrected by the happy influences of liberal instruction.

Here we see the incalculable benefits our public school system is destined to exert upon all classes, upon the present as well as generations to come.

The teachers of Alexandria, although many failed in attending the teachers' institute, are nevertheless faithful and zealous laborers in the work of instruction. Certainly this vicinity has been favored with good and efficient teachers, and under the influences that are now being made to stimulate and awaken an interest in all classes who heretofore may have been indifferent to the value of this subject, may we not look for a reaction which will be salutary in its effects, and permanent in its results.

Our earnest desire is to see the principles of useful and fundamental education more *generally* and *thoroughly* disseminated. Let the means employed for accomplishing this end be upon a broad and comprehensive scale. Let all our united efforts be centred upon the subject of devising some more efficient method of instruction than is often exhibited in our district schools.

Practically the duties of the superintendent have become much

abridged by the action of trustees employing teachers without reference to license.

N. B. BOILEAU,
Town Superintendent.

BETHLEHEM.

I have visited the schools each quarter. Our teachers are deemed competent for the districts; at the examinations of the schools, the teachers appear to have been faithful, the scholars orderly, and some to have made good progress, while others have failed, principally from three causes: first, the large number of tardiness of scholars; second, absence, (termed irregular attendance); and third, the method has not been such as to teach the scholar to think, reason, and furnish them with the knowledge of things, which I think has been the case, more or less, in this vicinity. In reading, writing and spelling there has been good improvement; in the other branches, I hope we have been equal to former years.

JOHN D. McMURPHY,
Town Superintendent.

DELAWARE.

Through the practice of frequently changing the teachers of our schools, and the neglect of the teachers to strictly register the attendance of the children, from some of the schools the reports received are but approximately correct. Teachers in many instances do not seem aware that it is their duty to pay strict attention to this point; and from this neglect of duty upon their part, there arises some difficulty upon my part to give answers to the entire series of questions which are absolutely correct. But I hope to see this difficulty obviated in the future, by the introduction of some form of a school register in all the schools, and a strict injunction upon the teachers not to disregard this subject. Upon this point I expressed my views to you in my last year's report, when town superintendent of Kingwood township. I have found no reason to discard these views; and I again reiterate, that a copy of the school law should be placed in the hands of every teacher and trustee in the state, so that they could not plead ignorance as an excuse for their remissness of duty. You will observe that the attendance at school has not been quite so large as formerly; this is owing, in a great degree, to the refusal upon the part of the inhabitants to raise school money at our last town meeting. The practice of raising money for one or two years in succession, (so that our schools are nearly free,) and then not raising any, is a very bad one—first raising our schools to a high degree of excellence, and then lowering them to zero, or below. But laying aside the dif-

faculties which our schools have had to contend with, I have great reason to be proud with the progress they have made; though the attendance is not so large numerically as heretofore, yet it is more steady and regular. The school houses, with one or two exceptions, are comfortable, and for the most part adapted to the health and convenience of the children, though upon the subject of a proper ventilation, the "powers that be" have not exercised as much wisdom as seems necessary. The schools are well disciplined, the teachers being much above mediocrity, and are well qualified for their vocations. The branches most generally taught are spelling, reading, writing, arithmetic, geography, English grammar, and algebra. And now, in conclusion, let me add that I hope the day is not far distant when the people of this state will take a deeper interest in the cause of education than they have heretofore done.

E. M. HEATH,
Town Superintendent.

EAST AMWELL.

Herewith I transmit my answer to your *second series* of questions, and in addition would say that the condition of the schools under my care is improving, and the people manifest more interest in them than formerly. But still matters are not in as healthy and prosperous circumstances as I could wish. It cannot be doubted that the stability of our government and the permanency of our institutions must depend upon the virtue and intelligence of the people: and it is due to the "generation following" that we should transmit our educational system to them, not only unimpaired, but in the highest state of efficiency. To secure this most desirable result, I earnestly urge two changes.

1. I am clear in my conviction that an immediate change from town to *county superintendent* is necessary. Our present system of supervision has been tried in neighboring States, and abandoned, in consequence of the evils attending it. I shall have the honor of submitting the opinion of prominent educators on this point, and you will notice that their testimony is clear and emphatic.

If one man had charge of a *county* existing evils could be eradicated, and by devoting his entire time to the schools, I am sure that their usefulness would be immeasurably increased. Nor do I believe the change recommended would be more expensive than the plan we now pursue. The salary of the county officers would not be large enough to attract the cupidity of professed politicians—say three hundred dollars or four hundred dollars. I trust, sir, you will bring this subject before the next Legislature, and be the means of effecting this much needed reform.

2. I consider it highly important that a nucleus of a *school library* should be formed in each district at the earliest possible moment. If

the collection were ever so small at first, it might lay the foundation of a knowledge of our literature, and aid in forming a taste for judicious reading which would be a life-long benefit. A few standard works for a beginning is all that would be required—representative volumes of history, poetry, science, travel, biography, &c. And I am persuaded that in many districts our public-spirited fellow-citizens would add to the collection.

Trusting that your earnest efforts in behalf of the schools of my native State may be crowned with abundant success, I remain,

C. B. STOUT,
Town Superintendent.

KINGWOOD.

I herewith transmit the annual report of the condition of schools in the township of Kingwood, which I have withheld since the first of December, in hope of obtaining further information which would enable me to furnish you with a more accurate report than I am now able to do.

The answers to questions in series Number one and two will embrace most of the information necessary in my report.

The school houses, nine in number, generally are in good condition, having been built or repaired within a few years. Five of them are built of stone; the remaining four are built of frame.

The books principally used are Mitchel & Smith's geography; Davies' algebra; Robinson's, Perkins & Stoddard's arithmetic; Brown's, Smith's & Pine's grammar. The schools are very well attended, and much interest is taken in them by the people. Most of the school districts are small, and therefore are not able to keep the schools open for a longer period than six or eight months in the year. Good and efficient teachers have been employed the past year.

G. D. CONKLIN,
Town Superintendent.

LAMBERTVILLE.

The schools in the town of Lambertville are in a flourishing condition—not of their own accord, but from the efforts of those whose duty it is to make them what they should be; and while we flatter ourselves of the encouraging condition of them, it is evident that our efforts in this direction should be much increased, in order to aid in the further improvement of so worthy a cause.

The citizens of the town are well aware that good schools cannot be kept without competent teachers, and that they cannot be procured without recompense, for which ample provision has been made. Our school houses are in a creditable condition as regards convenience,

comfort and health to both teacher and scholar; light, heat, ventilation and cleanliness are not neglected.

The morals upheld by our teachers in general are commendable, having a salutary effect in controlling the youth, befitting them for the position in life which time will soon bring to an account.

The incorporation has one public school house, large, well built, with the conveniences required, situated in a reserved part of the town, with commodious play grounds. This school is under the charge of J. M. Robinson, principal, with one male and four female assistants; a legal registry is kept, and the attendance during the past year has been very good, reflecting much credit upon both parent and scholar. All the branches of common schools are here taught, and quite a number have been prepared for teaching in other schools in the adjoining townships. Whole number attending this school, four hundred and seventy-six; average daily attendance, two hundred and thirty-five.

There are four other schools in the town under the control of the trustees, one of which shares the patronage of the Catholic Church, in charge of Samuel Brownrigg, principal, with one female assistant; they have three hundred and eleven attending school, with an average daily attendance of one hundred and eighty-five.

In the other three schools I find four teachers; one with ninety scholars in attendance, and an average daily attendance of seventy-two.

One very good select school sharing our fund and patronage has been discontinued here four months since, under charge of Mr. A. L. Allen, principal. This school had thirty scholars, and was increasing even at the time of its removal. By taxation, fifteen hundred dollars is raised for our public schools, and in addition to it five hundred dollars more is raised in the same manner and divided *pro rata* among the other schools.

I have visited all the schools and closely examined their condition. The teachers all have been examined and licensed, and while I would compliment the teachers and scholars in their earnest efforts in improvement, I would urge upon the employers more interest on their part in the regular attendance of their children, with all else pertaining to their duty in advancing education.

I have spared no pains to look after the interest of each school; to collect reports, &c., which is the duty of others to furnish me, but finding negligence on the part of some, I have made amends by more work on my part to have all do their duty, in order to enlist all in the cause of educating our youth in general.

G. H. LARISON, M. D.,

Town Superintendent.

LEBANON.

I return herewith your circular, with the answer appended to your second series of questions, but they are not as accurate and reliable as they might and should be. The reports received from teachers are not in all cases properly made out, and from one district, numbering fifty scholars, I have received no returns whatsoever.

We have had too many changes of teachers for the good of the schools. Teachers should not be engaged for less than one year in any school. The practice which prevails to some extent among a portion of our schools of employing teachers from quarter to quarter, or even much shorter periods, effects injuriously the schools, and tends to unsettle the permanent character of the teachers' calling. I am happy to be able to state that there is an increased interest manifested in the cause of education, as may be seen from a comparison of the answers to your questions with my reports for last year. You will perceive that the number of months schools have been kept open, average daily attendance, and the whole number that have attended during the year in each, shows them to have been greater than in my previous reports. We have at present several excellent, well qualified teachers, and the schools, with few exceptions, are in a prosperous condition. If we could raise more money and pay our teachers as they should be, I think it would remedy in part the evil I have referred to, of the unsettled character of the calling of teachers.

MORRIS F. MARTENIS,

Town Superintendent.

RARITAN.

I have the honor to transmit the following as the report of the condition of public schools in Raritan township:

There are nominally eighteen school districts in the township. Of these, however, only seven lie wholly within the limits of the township; the other eleven are partly within the adjoining townships.

There are nine hundred and sixty children in the township whose ages are between five and eighteen years. Of this number, five hundred and two have attended the public schools more or less during the year.

The schools have been open an average of nine months, including the time of vacations.

There has been no money raised by tax this year for school purposes in the township. The amount received from the State is \$445 25. This money is appropriated exclusively to the tuition of pupils in the schools, except in the case of the Flemington district, in which, by a vote of the citizens at a regularly appointed meeting, their money was appropriated to the public school building now in course of erection.

The [school houses of the township, twelve in number, are all in good repair except two. Only two of them are of more than one story. The other ten are of one story each, and one room. These houses will conveniently seat an average number of forty-eight pupils.

About half the houses are furnished with improved stationary seats, and with sufficient blackboard room; two are supplied each with a good set of maps and charts.

All the houses except two have more or less playground attached; yet less than half have ample shaded playground.

In selecting the location of some of these school houses too little regard has been manifested for the health and comfort of the pupils. The houses are in most cases placed where "three ways meet," whatever be the nature of the soil or the elevation and bleakness of the place.

In the important matter of visitation, very little is done except by the town superintendent. Even the trustees have in some instances permitted six months to elapse without a single visit from one of them to their own school, all that while in session. Parents visit the schools—not at all. This is the *rule*; there may be here and there a solitary exception.

In the use of school books there is fortunately something approaching pretty encouragingly towards uniformity. Sanders' spellers and readers and Thompson's practical arithmetic are used in all the schools. Mitchell's geography is used more than any other, and, I am sorry to say, Smith's English grammar. In the higher mathematics, Davies' works are principally used.

The teachers are nearly all young, and all are of excellent moral qualifications and generally of fair literary acquirements. They lack only in that they have not acquired the art of teaching. Two only among the twenty different teachers employed during the past year have attended the State Normal School even for a single term.

There is one obstacle in the way of the proper improvement of public schools, which obstacle it will take at least one generation to fully remove. It is the *ignorance of school officers*. In some districts there are *none* who are properly qualified to be school trustees. They have never seen a well conducted school. Time alone can remedy this difficulty. The children of such trustees as we have, will, it is to be hoped, make in due time better trustees than their fathers are.

There is one evidence of improvement in the schools for the past year. The old system of "column spelling" is giving way for the "dictation exercises." I regard this as an improvement of no small importance. Examinations, also, are becoming of less rare occurrence. There is, on the whole, gradual (although very slow) progress. There are some unmistakeable signs of a still better state of things.

A. RITTENHOUSE.
Town Superintendent.

READINGTON.

In addition to the statistical facts, furnished in reply to your questions, I have but little to offer. As I came into office in April last, it will be seen that my connection with the schools as town superintendent, extends over a period of not more than eight months; and hence my remarks will be confined to what has come under my observation during that time.

I have visited the schools about once a quarter, and in all cases have been cordially received, both by the teachers and the trustees of the schools. They have shown a willingness to cooperate in whatever seemed likely to promote the best interests of the schools and advance the cause of education.

The teachers, with a few exceptions, have been well qualified, both as regards scholarship and tact of communicating knowledge to the young—both of which are essential prerequisites to success. They appear to be devoted to the profession in which they are engaged, and labor assiduously for the advancement of the children placed under their care, and if this class of teachers have not succeeded in all cases in giving entire satisfaction, the cause of such failure is more likely to be found in some other quarter than in the teachers themselves.

There are, however, some who have engaged in teaching as a temporary expedient, and with the view of making it subservient to some more lucrative employment. It cannot be expected that such persons will enter into the work with that devotion which characterizes him who has chosen it as the business of his life. Yet when we consider the low salary paid to teachers, ranging from sixty to one hundred dollars per quarter, it is a matter of surprise that there are not more who are looking forward to something that would afford a better compensation for services rendered, and a more sure means of providing a comfortable support for themselves and their families. There is probably no other business or profession, requiring the same amount of learning, industry and labor, that receives so inadequate a return as that awarded to the teachers of public schools, in our rural districts.

The whole amount of money received for school purposes in this township, is two thousand six hundred and ninety dollars and seventy-four cents, of which three hundred and sixty-five dollars and fifty-two cents is from the surplus revenue, four hundred and thirty-nine dollars and twenty-two cents, state fund, and one thousand eight hundred and eighty-six dollars, township tax.

This sum is not sufficient to make our schools free the length of time they should be kept open, and if any are reported as *being free*, they are made so by closing the doors of the school houses for a considerable part of the year. The common practice has been to employ the teachers either by the year or by the quarter, at fixed salaries. The amount apportioned to each district is then deducted from the whole expense of the school, and the balance is raised by an as-

assessment on the families of the district, according to the time sent by each.

This course has generally been considered equitable and calculated to promote the best interest of the schools, although it may not be strictly in accordance with the technical rendering of the law.

The county of Hunterdon is still without a board of examiners, and hence the duties of that office devolve on the town superintendent, in connection with the trustees of the several districts.

The school houses, as far as I have been able to learn, are in nearly the same condition that they have been for the last two or three years. Most of them need some repairs, and in a few instances they could scarcely be made what a school house should be, by any expense that might be put upon them. They were evidently built before the modern style of school architecture was known—or at least before it was understood by those who planned and constructed them. And the surroundings are, in most cases, quite as uninviting as the buildings themselves. It is only in a few cases that suitable play grounds are provided; and hence the children are prevented, at least to an extent, from engaging in those sports and amusements which tend to develop their physical powers and give health and vigor to every part of the system.

At a special town meeting held in August last, for the purpose of offering a bounty to persons who would volunteer in response to the call of the President of the United States, a motion was made and carried to appropriate for this purpose the surplus revenue, and also one thousand dollars of the money raised by tax in the township for the support of schools. Of the sum thus to be taken from the school funds raised in the township, no part has yet been required, and the probability is that the schools will receive the full benefit of the money derived from this source. While this measure showed the willingness of the people to make any sacrifice in behalf of the Union, it had a tendency to operate very materially against the interests of the schools.

The disease known as diphtheria has prevailed very extensively in some neighborhoods, considerably diminishing the number of children in attendance, and finally causing the schools to be closed for several weeks.

Yet, notwithstanding these embarrassments, the average attendance, and the number of months the schools have been kept open, will not vary materially from last year's report.

The teachers' institute, held at White House, in this township, with the Rev. J. B. Thompson as conductor, gave entire satisfaction, and the influence thus exerted must tend to raise the standard of education, to elevate the profession, and aid teachers in the performance of their arduous and important duties. Yet it is to be regretted that so few should avail themselves of the advantages thus amply provided for the benefit of all. Every teacher should be willing to spend a few days, when such opportunities offer, for the purpose of preparing themselves more fully for the work of developing and training the

youthful mind. If any one imagines that he has reached the acme of perfection in his profession, (which is simply absurd,) he should, at least, be willing to contribute by his presence and influence for the benefit of others, and thereby aid the cause of general education.

In conclusion, permit me to say, that education, with us, is on the advance; that its importance is being more highly appreciated, and we are led to believe that the time is not far distant, when its blessings will be extended to all, without regard to rank or condition, and that no parent or guardian will feel justified in withholding from his child that which is essential to his future usefulness, prosperity and happiness.

R. S. SWACKHAMER,
Town Superintendent.

UNION.

The township of Union was set off from the township of Bethlehem in 1852. One great object in those who favored the separation was to get clear of raising any money for school purposes. But, notwithstanding the opposition, the new township, in the year 1853, raised the sum of \$2 per scholar; in the year 1854, they raised \$2 50 per scholar; in the years 1855, 1856, 1857, 1858, 1859 and 1860, they raised no money for school purposes. In fact, so far did they carry their opposition that, in 1858, 1859, 1860 and 1861, they refused to elect a town superintendent, and one of the township committee acted as such so far as to draw the money from the State and distribute it among the schools. Last year (1861) the township raised \$1 per scholar, and the committee man, having more labor to perform, was allowed \$5 extra, making the amount of fees to cost the township \$7. The town meeting considering that "a rose by any other name would smell as sweet," and a superintendent that would cost no more than the other would be no more objectionable, agreed to elect a superintendent, and bound him down to \$7 a year for his services, and, by vote, agreed that he should receive the school money and distribute it among the schools, and released him from the responsibility (so far as they could do so) of licensing teachers and examining schools, and this accounts for the omission of the answers to several of the questions propounded by you. It is customary for the trustees to employ the teachers without any regard to license, and this cuts off any power the superintendent had over licensing them. After trustees have employed a teacher they will most certainly license him, whether the superintendent is willing or not; and it would be a mere farce on his part to call an examination. I consider this a great defect in the law—as well as the raising of money at town meetings for tuition. There always has been discord at our town meetings in regard to raising money by tax for the support of schools. Large taxpayers, in many instances, have no children to send to

school, and consider it a great imposition to pay tax to school the children of others; and more particularly so to have the parents of those children, by vote, appropriate their property to their own or their children's benefit without their consent. Most men of property do not like to stand by and see others exultingly vote away their money, and apply it to their own use. Until the amount to be raised at town meetings for school purposes shall be ascertained by other means than by vote at town meeting, the present law will not answer a good purpose. Disguise it as you will, here is one great obstacle to the well-working of the law. If the law was so amended that every township, to obtain their quota, should raise a certain amount (say an equal sum, or more or less, as the case might be), our town meetings would be clear of much wrangling, and there would be much less opposition to the school system. A press of business prevents my saying more. Much could be written on this subject.

JOHN BLANE,
Town Superintendent.

MERCER COUNTY.

EAST WINDSOR.

In presenting my annual report of the condition of the public schools of this township, I have little additional information to give. The statistics have been gathered with no little trouble, and in one or two instances have had to be approximated. Transient teachers, generally, I find, are indifferent to the importance of keeping full and correct registers, and consequently their records are seldom satisfactory.

The frequent change of teachers operates deleteriously, and I believe is a subject not sufficiently considered by our school authorities. Teachers and pupils require a thorough acquaintance with each others idiosyncracies to ensure rapid progress on the part of the latter, and it is a mistaken policy that introduces a new system every few months with a new teacher.

Notwithstanding the unsettled condition of our country, which has superinduced heavy and unusual taxes, our appropriations are sufficiently liberal to render our schools free, and no disposition appears to be shown to reverse this order of things. I believe that our schools are in a better condition to-day than they were a year ago, and that there is a growing interest in their prosperity. I believe that it is largely due to the superiority of the free school system that those States which have adopted it have so far outstripped their sisters who have rejected it. And I also believe that had that portion of our

country now engaged in rebellion against the government had the advantages of a general system of education twenty-five years ago, we should not to-day witness the melancholy spectacle of brother warring against brother, but a more united, enlightened, virtuous and happy people than the world at present knows.

C. M. NORTON,
Town Superintendent.

HAMILTON.

I herewith transmit the annual report of the schools of this township, with as much accuracy as circumstances will permit. The schools have all been kept open during the year, and are in a flourishing condition. The teachers are faithful and efficient, and only need the encouragement of occasional visits from parents, to incite them to still greater exertions.

H. A. ANDERSON,
Town Superintendent.

LAWRENCE.

The answer to your second series of questions is forwarded herewith. The first series was replied to some time since.

The district schools of the township are in a flourishing condition. They are favored with an excellent class of teachers—much better than they have sometimes been supplied with. The central school is the largest, and has usually a superior teacher, who is often obliged to employ an assistant. The present incumbent gives general satisfaction. One of the best drilled and disciplined schools in the township is taught by a female. Public exercises have been held in the school under her care, and with the most happy effect. They were largely attended, and were highly creditable to teacher and pupils. Exercises of the kind should be encouraged. It leads parents and pupils to think more of the teacher, and the teacher to feel as if something had been accomplished and appreciated.

We begin to feel the good influence of our State Normal School. This influence is felt not merely in furnishing teachers, for it will take the institution years to supply the demand, but it is felt in the general elevation of the tone and character of the teacher and his position. Its influence in this respect is most valuable for our district schools. To strike down the Normal School would be a suicidal policy to our whole school system. Give it time and it will vitalize that system beyond all present calculation.

We find, too, the stimulating power of an efficient State Superintendent. His circulars call for information and bring it out. A

living, acting agent of the kind constitutes a very important part of our school system.

In this township the high school, which is a private enterprise, supplies an important place in affording the opportunity for the study of the classics and sciences to more advanced pupils. It has a few of this class from the township, but its main support is from abroad. The "Female Seminary," under the care of Rev. Dr. Nassau, affords similar opportunities to young ladies.

S. M. HAMILL,
Town Superintendent.

PRINCETON.

There is little in the history of the schools in the rural districts of our township for the past year that calls for special notice. Two of these schools were temporarily interrupted by a change of teachers during the year. This is one of the most common difficulties with which our public schools in the smaller districts have to contend. It is a question deserving serious consideration, how permanent teachers may be best secured in districts where the public funds are not sufficient for the support of the school throughout the entire year. Were the trustees at liberty to require the payment of a small sum for tuition each quarter, instead of having the schools free so long as they are supported by the public funds, and then charging full tuition for the remainder of the year, there is reason to believe that it would do much to remedy the evil.

The school for colored children in the borough of Princeton, which has been in existence for a number of years past, continues with encouraging success. Owing to unavoidable circumstances, there has been considerable irregularity in the attendance of the pupils, and yet the results accomplished will compare favorably with those of most of our common schools. The measure of success which has attended this school we regard as demonstrating fully the capacity of colored children, not inferior to that of white children, for education—at least as to those branches of study usually taught in public schools.

Our most important school is the graded school in the borough of Princeton, under the charge of teachers from our State Normal School. This institution has now been in existence about six years, and the result is highly satisfactory to most of the friends of common school education in the district. The average number of pupils attending the school since its commencement has been about one hundred and fifty. At present the number is one hundred and seventy. This is about double the number of children attending the public schools of this district at the time the graded school was established, while the present course of instruction is undoubtedly far superior to that previously afforded. For the present year the school has been

supported by the ordinary appropriations from the State and township, without any additional appropriation from the district.

Our district was favored with a meeting of a teachers' institute during the week commencing November 24. Although the attendance of teachers from other parts of the county was not so great as was anticipated, yet the effect of the meeting upon the educational interests of the neighborhood was highly beneficial. The sessions of the institute were attended by large and attentive audiences, increasing in number up to the very close of the meeting. The subject of "object teaching," which was presented in several lectures, and illustrated by exercises with a class from the Model School at Trenton, attracted particular attention. At the close of the last meeting a resolution of thanks to Prof. Phelps, for having favored us with a meeting of the institute in this place, and also to the other gentlemen who had contributed to our entertainment and instruction by lectures and addresses, were passed unanimously by the crowded audience present, and a general desire was expressed that another teachers' institute might be held here whenever it might suit the convenience of those who have the matter in charge.

JOHN T. DUFFIELD,
Town Superintendent.

WEST WINDSOR.

I enclose my second report as school superintendent of this township for the current year. Owing to the fact that I have been unable to procure teachers' reports from all the districts, I have been obliged to make estimates, in several cases based upon my own notes and observations; therefore the statistics furnished may not be in every respect absolutely correct. I have acted on the presumption, however, that a complete compilation, though somewhat imperfect, would be more serviceable to you than one comprising only a part of the requisite matter, even though it were otherwise perfect. School registers and teachers' reports have been quite unknown to our public schools, and it would be a novelty to see them, as both are absolutely indispensable. Our schools are all kept open their usual length of time, and the attendance has somewhat fallen off from last year, owing to the scarcity of labor hands amongst the farmers, who retain their sons at home to fill the vacant places. Somewhat of retrenchment of salaries has, amongst the teachers, been inaugurated, which I am satisfied will have a bad effect in procuring good teachers. Ours are, I believe, fully competent for the task before them, and most of them employed are persons who consider teaching their profession, and they labor with much greater skill than those who make teaching a temporary resort. I have been obliged to notice, on the part of parents, an apathy, or that they do not feel willing to pay teachers the wages that they formerly have done, on account of the increase of taxes that

are now burdened on them, and less attention has been given to our schools in this township than for a few years past. For my own part, I am very anxious that the generation now rising up should not be compelled, as some of those of '76 were, to say in extenuation of their want of education, "I was raised during the rebellion war, and so I did not get much learning."

The evils and sorrows which afflict our beloved country, will undoubtedly affect, in a measure, the financial interest of our public schools the coming year, in their appropriation, on account of the inhabitants voting away \$3,000 of the surplus revenue bonds to pay bounty to volunteers.

But let us trust that He who holds in his hands the destinies of nations and of men, will long preserve and continue bountiful to us, and to our children, our liberties and institutions.

ELIGA V. PERRINE,
Town Superintendent.

MIDDLESEX COUNTY.

EAST BRUNSWICK.

Each passing year finds me more engaged in the cause of education, and brings me more intimately in connection with the teachers of this township, both officially and socially.

Our schools are free, and are kept open nine months during the year. The salaries of the teachers are such as offer an inducement to those who have especially qualified themselves for this responsible position, and incite them to take hold of the work of education with that degree of zeal which is calculated to raise them in the estimation of all interested in the welfare of the young.

We have one school under the training of a Normal teacher. This system of instruction gives entire satisfaction to all, and reflects credit not only upon the teachers but upon the Normal Institute of this State.

I have adopted the plan of having the teachers under my supervision assemble frequently on Saturday afternoons, at my residence, to hold a general teachers' meeting. The intention of these meetings being to allow the teachers to become personally and professionally acquainted, to discuss the subject of education; the best means of teaching and governing schools. At these meetings, also, applicants for vacancies are examined by one of the teachers, appointed for the occasion. Nine teachers have been licensed during the past year.

While upon this subject, let me urge the importance of good teach-

ers. We do not want cheap teachers to *keep our schools*. We want teachers who can give to the expanding frame of the child vigor, health and activity; to the mind power and truthfulness, and to the heart honest virtue and Christian love and hope. We want those who are devoted to the liberal education of all classes; to the work of raising to life its buried intellect, and conducting it in the path that leads to true glory.

With our teacher stands the school. Under these present national difficulties the common school must not be neglected. It is these institutions that furnish an education to the masses of the people. Deficient as they are, they bestow and sustain the nation's glory. Blow out the lights of the common school; lock up the doors of these institutions; let darkness rest upon the roofs; agriculture is forgotten; manufacture shuts down her gates, and commerce casts her anchor. Strike from existence these intellectual fountains, and rapid indeed must be our steps back to the savage state.

Let us not become negligent under the embarrassment of our financial affairs, of these important things. Let us be united in our labors. Then will science pour upon us her rich blessings; then ignorance, like mists before the sun will disappear, while religion and science will reign supreme.

WM. A. APPLEBY,
Town Superintendent.

MONROE.

The schools in this township are generally taught by experienced young men and ladies, well qualified for the duty in which they engage. The evident and increased attention of the inhabitants of this township to the subject of education in the district schools is surely a source of much satisfaction. The position of the youth generally is such that none but a competent instructor can be imposed upon them.

Only a few years have passed since the popular cry was for cheap teachers, and for a very light tax (if any) for the support of the common schools. The result of that course was always the employment of such persons as, not the judgment of committees, but the will of the inhabitants determined. The case is now very different. Those persons whose educational opportunities were the most limited, now seem, as by intuition, to acknowledge the excellence and beauty of an accomplished education. It is no longer used as an argument against a good education that "the more education is extended, the greater are the opportunities for roguery or cheating. The educated men are the greatest knaves generally." Parents discover in their dear children the pleasing effect of scholastic associations, and, under proper and skillful training, acknowledge the reforming, regenerating influence of correct instruction.

I would like to add much to this report; circumstances, however,

forbid. For particulars, I refer you to the printed circulars received from you, and herewith returned.

R. G. ISHAM,
Town Superintendent.

NORTH BRUNSWICK.

There has not been as much interest manifested by the people in the schools of this township during this year as formerly, neither has there been as much money raised for school purposes as formerly. The other taxes of the township have been much higher than formerly, and many of the people were opposed to raising any money for the schools; half the usual sum was voted at town meeting by a very small majority. The people of our township are mostly farmers (there being no large town), and many of them aged and having no children, are averse to paying tax for schools. I am in hopes we shall do better at our next town meeting in the spring.

Three of the schools have been kept open most of the year, and have been well conducted; the amount of money appropriated for the other three would not allow of their being kept open but a part of the year. The object has been to secure teachers who would teach for small wages, consequently these schools have not flourished; but we are trying to do the best we can under the circumstances.

With these remarks, I respectfully submit my report.

JAMES C. EDWARDS,
Town Superintendent.

PERTH AMBOY.

The superintendent of public schools in Perth Amboy is unable to report anything very encouraging with regard to the progress of education in the public schools of this place. The causes referred to in previous reports as having an unfavorable influence continue to operate, and with even greater force; nor does there appear to be any prospect of a speedy removal. In the month of February last, the principal of the school (Dr. Washburn) gave notice of his intention to resign, and accordingly in the latter part of the month retired from the office which he had filled with great faithfulness and ability for more than seven years. In him the school lost a teacher whose place could not be easily filled, and the town lost a citizen of high worth and great usefulness. In his place the trustees have secured the services of Mr. William D. Myers, a gentleman of experience in teaching and of high moral character, who, so far as can be learned from his ample testimonials, was successful in the positions he had previously occupied. Allowing for the disadvantages under which he has labored in assuming a new and difficult position, he has so far

done well. Order in the school has been secured, and commendable progress made during the portion of the year in which he has had the charge of the highest department. Our teacher in the middle department continues to be successfully engaged in her work, and is making marked progress in the essentials of a good teacher. As the necessary result, her pupils are advancing more and more rapidly in the studies of her department. The teacher in the primary department, to whom reference was made in my last report, has exhibited gratifying advance, on the point of order particularly, in respect to which she at first failed, as was to be expected in the case of a young teacher, without practice and experience.

Nothing has been done as yet with regard to the colored children. The pecuniary pressure on the citizens of the town, which must of necessity increase until the restoration of peace, renders it highly improbable that anything will be done at present in their behalf, unless the experiment should be made of restoring them to the public school. In my opinion this, in default of means for separate instruction, ought to be attempted.

The absorbing interest in every thing connected with the war, increases the indifference, previously profound enough, in all that belongs to the education of the young. When, or by what means, it can at present be removed, or even lessened, does not appear. We can only hope.

THOS. VERNON,
Town Superintendent.

PISCATAWAY.

In forwarding the usual report of the condition of our district schools, I have still to say, that it is with great difficulty that accurate reports can be procured of the condition of our schools, few teachers keeping such a register as will enable them to make out, at the end of the year, such a report as is required by law, and I know not how to remedy the difficulty under present arrangements. Our schools are generally as well, if not better than last year; the number of changes among teachers has been unusually large, some schools having had two, and others as many as three different teachers during the year; but amid the disadvantages of change, there has been also some gain, in the addition to our corps of teachers of some well qualified for the work of instruction, having chosen it as their profession, and not engaging in it for some present pecuniary advantage: all who have been examined were found to possess qualifications to enable them to discharge their duties to the satisfaction of all concerned, and many of the pupils are making rapid and satisfactory progress in their studies, especially those in the higher branches.

District Number Two have now a new school house, which is regularly occupied. Some of our schools are entirely free, arranging

their terms so as to make the public money meet their expenses for tuition. One district, Number Eleven, have taxed themselves a sufficient sum, in addition to the public money, to keep their school open the whole year, their present teacher being the only one in our schools who has enjoyed the advantages of our State Normal School, and the school is in a very satisfactory condition.

The district trustees continue to discharge their important, but gratuitous and often thankless duties, with a commendable promptitude and zeal, and deserve the thanks of the community for the time and labor bestowed.

The state of our country has doubtless detracted somewhat from the interest of the people in the cause of education, turning their energies to its service; indeed, when the last calls for men came upon us, our men were raised and in camp within one week, by volunteers alone, without resort to draft: and such, we trust, will always be the spirit of the men of Piscataway in rallying to the maintenance of the Constitution and the Union.

The teachers' institute for our county was held this year at Woodbridge, but not being present, I cannot say anything concerning it from my own observation.

J. JAMES BAKER,
Town Superintendent.

SOUTH AMBOY.

I have nothing very special to write to you concerning our schools; but in my last visit, they were all in session, and all the teachers with licenses, all in good discipline, and everything going on well, with no discord whatever, only for the want of money; our township money comes in very slow, but still they seem not to be hard, for they know it is sure.

TIMOTHY WOOD,
Town Superintendent.

SOUTH BRUNSWICK.

In compliance with the law, I briefly state, that the schools in this township are all in session, and, I believe, with two exceptions, are in a very flourishing condition. A commendable spirit is evidently manifesting itself in regard to education. Most of our teachers are men of good character, learning and ability, and make the business of teaching their profession, consequently devote their whole time to their schools, as every good teacher should. There was raised in this township last spring by tax two thousand five hundred dollars for schools. From the State, six hundred and ten dollars and eighty-four cents. From surplus revenue, seventy-four dollars, making

three thousand one hundred and eighty-four dollars and eighty-four cents, which has been apportioned among the eighteen school districts, which contain twenty schools, numbering one thousand three hundred and twenty-seven scholars between the ages of five and eighteen, as reported to me last May, by the trustees of the different districts. I have filled up the blanks which you sent, with as much accuracy as possible. Hoping the cause of education will ever prosper, I respectfully submit this brief report.

J. I. BULKELEY,
Town Superintendent.

WOODBIDGE.

I have answered the second series of questions which you sent me, as correctly as it is possible for me to do so. Not being furnished with any reports from the teachers, I visited the different schools, and obtained from the teachers and trustees the required information. As some of the schools do not keep any register, it is not expected to be perfectly accurate. I think it would be well to have a law requiring the teachers to furnish to the superintendents a copy of their register before they can draw any of the public money. I know of no other way that would be so likely to make them attend to that important duty.

There are in the township of Woodbridge fourteen school houses—twelve whole districts and two parts of districts—ten of which are in good repair, six being nearly new (one having been built the present year, at a cost of \$1,100, to replace a new one which had been destroyed by fire); four are old and poor; nine are provided with good seats and desks; five have the old style of benches, and with desks against the wall. They are unfit for the purposes for which they are used. All the schools have been open during the summer. Eight were taught by females and six by males. Two of the schools taught by females are now closed for the winter. The average number of months the schools have been kept open is ten and one-third. There have been but few changes among the teachers, most of them being the same as last year. The salaries of teachers vary from \$40 to \$125 per quarter. The branches taught are all English. The two schools in the village of Woodbridge each employ an assistant female teacher.

I have visited all the schools in the township, and witnessed the manner of teaching, the attainments and conduct of the scholars, and feel satisfied that we have, for the most part, good and efficient teachers. I attended, by invitation, the examinations of the schools in districts Numbers One and Thirteen, which were highly creditable both to the teachers and pupils. If public examinations in our schools should be more common, they would do much towards elevating the character of our schools.

All of the teachers have a certificate of license. Three are from the State Normal School. The whole number of children reported between the ages of five and eighteen is eleven hundred and twelve; number attending school, six hundred and seventeen. The amount of money raised this year by the township is \$2 per scholar; full amount for the township, \$2,224; amount from the State, \$510 07; interest upon surplus revenue, \$95 98. Sum total for the year, \$2,830 05.

LUTHER J. TAPPEN,
Town Superintendent.

MONMOUTH COUNTY.

FREEHOLD.

I herewith transmit my annual report pertaining to the schools of this township, for the year ending December 15, 1862.

Schools have been kept open twelve months, allowance being made for vacations, in districts Number One, Two, Three, Four, Eleven and Seven; nine and a half months in Number Five, and six months in Number Six. The whole number of children in the township of Freehold, between the ages of five and eighteen, as reported by the trustees of the several districts, is one thousand and seventy-eight, an increase of twelve over last year; of this number ninety-eight are colored. There are eight entire districts in this township, all of which are supplied with good teachers, and are in good working order. This township also furnishes parts of four districts in adjoining townships. 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, for the time they usually keep the schools open. Numbers Four, Seven and Eleven are the only three which have made assessments on the parents.

The amount of money paid into my hands since the 15th of December last, by William B. Sutphin, Esq., township collector, is two thousand five hundred dollars township money, raised by tax for school purposes: four hundred and eleven dollars and eighty-six cents, State, and three hundred and seventeen dollars and sixty-five cents, county surplus money, all of which has been appropriated to the several districts.

J. W. BARTLESON,
Town Superintendent.

HOWELL.

In making this my annual report, I have nothing special to communicate different from former years, except that there has been a gradual increase of interest on the part of the people in the cause of common school education, and a decided improvement of the children in many of the schools.

The most of the teachers employed are well qualified, some of whom have been thus engaged for years. We have several good, spacious and convenient school houses, and several that are very much behind the age in these respects. I hope ere long to see more accomplished in this direction.

In district Number Six, (West Farms,) four hundred and forty dollars have been raised by taxation to defray the remaining debt upon the school house. A trifle over two dollars for each scholar has been raised in the township by tax, for the support of schools.

The principal branches taught are reading, writing, arithmetic, geography, grammar, history, and in two or three of the schools, some of the higher branches, such as book-keeping, algebra, geometry, etc.

Contrasting the present condition of our public schools with those of fifteen or twenty years ago, we find reason to be proud of the advancement made in the cause of education: and hoping that this good cause will continue to progress, we feel like taking courage for still greater achievements in the future.

JOS. B. GOODNOUGH,
Town Superintendent.

HOLMDEL.

The answers given to some of the questions in your series, will narrow the limits of my annual report.

There are five school districts whose school houses are in the township, and parts of four whose school houses are in adjoining townships. In all the districts under my supervision there has been school throughout the year, excepting one; in this there has been school only half of the year. The number of children in the township is four hundred and two. The sum raised for school purposes is three dollars per head—the largest sum ever raised before in one year, for this object. This amount, with what will be received from the State, will be sufficient to make all the schools free throughout the year, excepting one.

The most of the teachers are well qualified for their position, and seem to be succeeding in their work as well as could be expected.

Since my election I have visited all the schools in the township several times, and in every case have been well received, and generally invited to call again.

My term of service has been too short to tell how our schools of

this year will compare with those of former years. But I believe I can safely say, that there seems to be an increasing desire on the part of the employers to have teachers well qualified for their work.

Our district schools are not what they would be, if a less number of the advanced scholars were sent off to boarding schools. This drawback might be remedied in part by raising the standard of education in the district schools.

In our public schools are taught reading, writing, arithmetic, algebra, geography, English grammar, composition, history, drawing, and music. The schools are not uniform in their choice of text books. Sanders' readers are used generally, but Wilson's are being gradually introduced.

While our school houses will compare very well with those of other rural districts in the State, they are very far from being what the interests of the schools demand. In locating, building and furnishing school houses, the health and comfort of teachers and scholars should be kept prominently in view. The interior of school rooms should be comfortable and attractive.

Our district schools would be benefitted by receiving visits from the parents and guardians. Frequent visits from employers give increased importance to the schools, and stimulate and encourage both teachers and scholars. The best public school with which I have been personally acquainted, was frequently visited by the superintendent, trustees and employers.

CHARLES E. WILSON,
Town Superintendent.

MANALAPAN.

I have the pleasure to report an increasing interest in the cause of education. I notice a desire in some of the districts where the schools were kept open as long as the public money held out to now endeavor to keep a teacher during the whole year.

I think the teachers' institute, held at Freehold, had a very good effect upon the teachers in the county, notwithstanding the effort made by certain gentlemen in Freehold to ridicule and bring it into public contempt.

I was very sorry to see such an attack made, for the reputation of old Monmouth, as well as the feelings of Prof. Phelps; but, as is usual in such cases, the blame fell upon the instigators.

I also regretted the time selected for holding the institute just upon the eve of an exciting election. Some of the teachers, as well as myself, were unable to attend. I was able to hear several lectures in the evening, and was very much gratified. I trust the interest excited may go on increasing each year until our county takes her rank among the foremost in the State.

J. W. VAN MATER,
Town Superintendent.

MATAVAN.

Having made efforts to get reports from each of the schools, so that you might hear from me previously to the first of December, the last and most important report did not reach me until noon of this day. It affords me great pleasure to witness an increased diligence and efficiency on the part of the teachers in imparting instruction to their pupils, and also a larger appreciation of these services and a firmer purpose to profit by them. I have long felt the importance of mutual attachment between teachers and scholars, and have endeavored, in all my visits to the schools, to impress the minds of pupils with the fact that love tends directly to generate love to parents, teachers, ministers and magistrates. The results are prompt attendance at the hour of commencing school, and order and quietness and diligence in pursuing their studies during the continuance of school hours. Those children who come into our institute from the primary school in our village take a higher standing in their classes, and maintain it until they go to complete their education in the college, or in the professions and pursuits of public life.

CHARLES WEBSTER,
Town Superintendent.

MIDDLETOWN.

In addition to answers to your inquiries hitherto, and herewith submitted, I may say that in several of our schools there has been a marked improvement during the year.

This has been owing, in part, to the influence of new teachers, and the infusion of new life into the old ones.

One means of creating interest has been the repeated public examinations, and regular and frequent visitations, not only of the superintendent, but of the trustees and patrons of the schools. When we shall have succeeded in getting the right stamp of teachers in all our schools—perfected a system of reviews and examinations—and secured the hearty co-operation of all the trustees, parents and friends, I shall have hope of a healthful and permanent advance in the cause of common school education in our township.

W. V. WILSON,
Town Superintendent.

MILLSTONE.

It was with pain that I saw the omission of the name of Millstone township in your last annual report to the State Legislature. If the fault was not yours, so neither was it mine. It may be that my predecessor in office thought a report from this township would be so

meagre, that it would add but little interest to educational matters among the many reports that come up to you from all parts of the State. But really the glory of the old apple tree is in seeing everything that hath life about it, putting forth its leaves and blossoms in spring time.

Sir, there is such a township as *Millstone* in New Jersey, numbering seven hundred and thirty-seven children between the ages of five and eighteen years, having three full districts, five nearly full, and two small portions of other districts, with as many school houses in the woods, along the highway, and inclosed with suitable grounds. Three-fourths of our school houses would make better wood houses than anything else.

Schools have been kept open from nine to ten months during the year, except in one or two instances *mostly free*.

We have teachers of almost every grade and description, both male and female. From those who, in culture, tact and devotion to their work, will bear a proud comparison with any public school teachers in the State, to those who maintain that the *earth stands still*, and the *sun keeps a going*. The latter class, I am happy to say, are very few and fast disappearing. I should like to see a *better class* of teachers in most of our schools, for I believe that one of the main reasons why trustees and parents are so little interested in schools arises from the fact of incompetent teachers. Let a teacher duly qualified for his position enter a school, and he will soon win the *confidence, sympathy and esteem* of the parents.

In connection with this subject, let me say that I deem the Teachers' Institute as a very valuable aid. We enjoyed a very interesting and profitable session of the Institute at Freehold, in November; and although the inclemency of the weather, and the *prejudice* of some kept many teachers away, still I am fully persuaded that the thirty-four teachers which were present, and the superintendents were profited. Prof. Phelps deserves the highest commendation for his able, clear and forcible lectures, all of which were instructive and profitable. I am sorry to say that neither the trustees nor teachers of this township feel under any obligations to attend the Institute. Although fully *notified* and *urged* to attend, there were but two teachers of the township in attendance, and those I took with my own conveyance.

I must also add that teachers seem almost lawless with regard to keeping a legal school register, and making a quarterly report to the superintendent. I doubt whether I would have received a single report from any teacher in the township, had I not urged the matter upon them. It would be an excellent ointment should our Legislature empower the State Superintendent to furnish a regular registry for each district in the State, that we might have regular and systematic reports, to give you all necessary information.

While there is much to *deplore*, with regard to the interests of education in our township, there are some *encouraging features*. The people of the township, notwithstanding the prospective burdens of

the war, voted two dollars per scholar—making some one thousand four hundred and seventy-four dollars to be raised by the township. This, with the State and county appropriation, gives us a school fund of about one thousand nine hundred and fifty dollars for the year.

In my own district, where I have resided a little more than five years, there has been a decided improvement in the grade of the school. During the first year that I was here, it was really sickening to enter the school. Two of the teachers employed that year had never even studied English grammar, and one of them not even geography. And I have seen the names of States and capitals written on the blackboard misspelled, for the scholars to learn and to spell. The school now has some good scholars in geography, grammar, history, and arithmetic. Our present teacher has been with us over three years.

In a neighboring district, we have a school of a high order; but it has been the work of years. The Rev. Mr. Worrel tells me that he has toiled for years, amid much of abuse and ingratitude, to raise the school to its present position. Almost all branches of study are taught there, that are taught in high schools. There are two teachers employed. They have two rooms and everything convenient. The teachers have a graded chart of scholarship and attainment, which hangs up in the school room, and is renewed every month. Upon this occasion the trustees visit the schools, which adds interest to the schools. Would that all our citizens felt the *importance of public schools* to the youth of the land! The future hope of both State and Church! What ought we not to do for them? They are to give complexion to the future—aye, to tell what that future shall be—when we shall resign our charge. May the benediction of the Almighty rest upon our schools, so that learning and religion, twin sisters of heaven may go forth hand in hand to bless our race.

J. L. KEHOO,

Town Superintendent.

RARITAN.

The superintendent of this township has but little to report. The schools under my care have made more change in teachers during the year now closing than during the year preceding. The six schools, whose full list of teachers is eight (two of them having assistants), have actually employed *fourteen*. These changes are, of course, disastrous. No teacher in a less period than one term can thoroughly learn the temperaments, dispositions, capacities, and mental and moral peculiarities of his pupils; nor, notwithstanding the quick instinctive perception of children, can they fairly understand their teacher in less time. As the phrase goes, both parties require time mutually "to get used to each other." This period of adaptive fitting together is, alas! a very serious item in the "profit and loss"

account of education in our common schools. I fear that if this be honestly reckoned, it would discount some two months from the average of eleven which the entire township has enjoyed. Indeed, the discount might be greater, if we consider that new teachers have their pet books; and, if prevailed on to continue those already familiar to the children, do it reluctantly and with a drag.

I could wish that our township might have an opportunity to test the worth of the material furnished by our Normal School. As yet we have had none. Perhaps our day will soon come. At any rate, the people are becoming weary of inefficient teachers.

I feel constrained to repeat my suggestion of last year, that teachers partaking of the State and township funds be expected to conform strictly to the spirit of the State provisions. The money furnished by the State for the conduct of teachers' institutes is generously designed for the express benefit of the teachers in our public schools, and thus morally obligates their attendance. Since, then, the moral claim is so widely ignored, why not make it a legal one? Would a statute something like the following be impracticable or unjust?

First, The trustees of such schools as draw upon the public funds shall yield to their teacher or teachers the requisite time for attendance upon the teachers' institute of their respective county.

Second, Such trustees as shall refuse the above shall, in behalf of their district or school, forfeit their share of the public money for that year.

Third, The trustees shall be exonerated from payment of the current quarter's salary to the teacher who is delinquent in the meaning of this statute.

Fourth, Such money thus forfeited by any district or districts shall be apportioned by the superintendent among the schools of the township the ensuing year, in like manner with the other moneys entrusted to him.

Certainly, something like this is needed; for it is a notorious fact that in general our best teachers only attend the institutes, while those who most need these aids are content with their mulish accomplishments.

SAMUEL LOCKWOOD,
Town Superintendent.

SHREWSBURY.

The schools of our township, I am happy to certify, are in a flourishing condition. The standard of scholarship is good; teachers, for the most part, efficient; and patrons not wholly indifferent to our educational interest.

It is gratifying to know that we are less dependent on other States than formerly for a supply of teachers. Two-thirds of our present

instructors are natives of New Jersey. A few years ago a Jersey school teacher was a rare exception. Upon the New England States then devolved the responsibility of our education. To-day it is changed. We have broken the puritanical leading strings and are fast learning self-dependence.

Our school houses, generally, are inferior. People take ten times more pride in elegant and costly churches than in comfortable school houses. School rooms narrow and contracted, with low ceilings and badly ventilated—situated in the highways, adjoining or in close proximity to taverns. But these are better than none. Therefore we will abide our time, be thankful for what we have, and, like honest Sancho, shower blessings upon the giver, “nor look the gift horse in the mouth.”

Our township has furnished no pupils for the Normal School this year. And the reason is plain. Those who seek the occupation of a teacher are usually in indigent circumstances, and cannot support the high tax for board which a residence in a city imposes. There are very excellent high schools in the country, where the prices of board and tuition combined are less than that of board alone for a pupil at the Normal School. The State institution is not, therefore, to those living beyond the immediate precincts of Trenton, an indisputably great blessing.

It is a noticeable fact that the present unfortunate crisis in the history of our country has had a depressing effect upon the prosperity of common schools. The salaries of many teachers have been reduced, and many children are kept from school to supply vacant places of fathers and brothers now in the army. But it is, we trust, only a temporary depression. With hearts high with hope, we look forward to the good time when “grim visaged war” shall “smooth his wrinkled front,” and the national unity and prosperity of former years shall be restored.

JOHN S. APPLEGATE,

Town Superintendent.

OCEAN.

The school interest in Ocean township is on the increase. A larger number of children than usual have been in daily attendance, and the efforts of the instructors have been prosecuted with greater vigor than heretofore.

There are no female instructors in Ocean township. The corps of male instructors being so well qualified for the duties devolving upon them, that there are very few changes. Some of them have been teaching the same schools for several years, showing that there is little or no dissatisfaction existing among the patrons with regard to the teachers.

T. G. CHATTLE,

Town Superintendent.

UPPER FREEHOLD.

You will perceive, from my statistical report, that it varies very much from that of last year. As explanatory of this difference I have, during the current year, had registers kept by the teachers in all the schools, and the figures are probably as accurate as could well be obtained.

Two-thirds of the schools in the township have been well taught and well attended, although I find, upon examination, that scarcely two-thirds of those entitled to the public school fund have availed themselves of its advantages.

It is gratifying to state that I have been able to pay the salaries of the several teachers more promptly than during the previous year, honoring each order almost as soon as presented.

I think we are improving; the people generally are more interested in educational affairs, and there is a greater desire manifested for good teachers.

One of our schools is free three-fourths of the time; the others are free during the year. I have visited the schools under my supervision quarterly, and have been much gratified with the manner in which they are conducted, but regret to say that I find poor spelling too common a defect; this I attribute mainly to the mode of instruction, and would impress upon all teachers the superior advantages of dictation as the best method of teaching orthography. At my school visitations I generally make a brief address to the scholars, endeavoring to impress upon them the importance of improving their time, opportunities, &c., and urging them to prompt and implicit obedience to their teachers, as the foundation and secret of success.

In closing, I would respectfully suggest that more stringent measures be adopted with regard to the examinations and admission of our district teachers; an ignorance of the qualifications of those employed, on the part of the superintendent and trustees, is the main-spring which causes such frequent changes in the teachers of our schools.

A. ALEXANDER HOWELL,
Town Superintendent.

WALL.

I have but little to add to my statistical report. The school houses in this township, with two exceptions, are well adapted and in good repair. The schools are generally in a healthy condition. Two cases occurred last spring in this town where the trustees were divided as to the teachers. Efforts were made to elect trustees to expel the teachers employed by former trustees and regularly licensed. The school house was closed and locked; one of the teachers prosecuted the

trustees for the full term. Judgment in favor of the teacher by a jury. Query.—Who should pay the cost?

I am still of the opinion that females would make the best trustees. I know of no law to prevent it. If so, please inform me.

No registers furnished by the town or State. This should be done, and teachers required to make quarterly returns before they receive their pay.

I notified and required the teachers of this township to attend the Monmouth County Institute. The attendance was slim. A fine should be imposed on each absentee, as is the custom of other societies. Accompanying my report I send you the report of Squan village school.

R. LAIRD,
Town Superintendent.

MORRIS COUNTY.

CHATHAM.

In presenting this my annual report, I would say that the schools in Chatham township are in a prosperous condition, and there appears to be an increasing interest manifested by the people in regard to the cause of education.

Our schools are under the management of competent, and, I believe, successful teachers, the most of whom have had considerable experience in teaching. We raised by tax the full amount allowed by law for school purposes.

In our township we have eight districts, four of which have good substantial brick buildings: three of them are two stories high. The remaining four are of wood; two of them are two stories. All are good and comfortable houses except in District Number Five, which needs a new house.

In District Number Two we have a fine new house just completed, two stories, with cupola, 26 by 40 feet, with the most approved modern seats; also, having ample playground, the whole costing about \$2,000. This speaks favorably for the educational interest felt by the inhabitants of the district.

In five districts the schools have been free; in the remaining three small amounts have been paid for tuition. It is found extremely difficult to collect tuition bills, as many expect the public money to defray all school expenses. We think this difficulty can be obviated only by making our schools free.

B. M. FELCH,
Town Superintendent.

CHESTER.

Our schools have been kept open from eight to nine months during the year past. In all instances, so far as I can see, the teachers have been competent and for the most part faithful. With the increase of general intelligence there is, of course, an increase in the interest taken in common school education.

I much regret that the trustees and the parents do not feel it incumbent to visit the schools and encourage both teacher and scholar by their presence, and perhaps also to stimulate both, by such manifestation of interest.

Our schools are generally so managed as to be entirely free, though in some cases there is a small subscription to increase the amount of teaching.

All of our teachers complain of absence and irregular attendance during the busy agricultural seasons. I know no way to remedy such evils under our present regulations, so long as the schools are free. In several districts we much need new houses, but I fear they will not be built under the present pressure of the times.

I think this community rapidly improving and rising in intelligence, and much of this no doubt is owing to the efforts to instruct the masses.

JAMES F. BREWSTER,
Town Superintendent.

HANOVER.

I transmit herewith my annual report on the condition of schools in this township. The gross amount expended for maintaining schools is somewhat less than last year, arising not so much from lack of interest as from the diversion of interest to matters connected with the war—enlisting volunteers, furnishing them, &c.

Last year I stated that a serious defect was the want of thorough culture in the teacher. I still feel that this is the case, and the more sensibly from the contrast between Normal graduates and ordinary teachers. We have employed during the year five such graduates—two males and three females. A comparison results very greatly in their favor; for in government, in mode of teaching, and in thoroughness, they excel. I regret that we have no more of them. In saying this I do not design to disparage the others, most of whom, have, under the circumstances, done well, but would have done far better with the training of a higher course to direct and inspire them.

A serious evil is the inappreciation of schools on the part of parents. There is a reluctance to furnish text books that are really needful, and as often indifferent to the regular attendance of children. Such are often the most likely to complain of the teacher as incapable. In

attendance, I am pleased to see signs of improvement. In these reports I remark that nearly all the scholars attended quite or nearly the full number of days in the term, and in others there is an approximation to this result. We cannot expect, however, uniformity, since one school has a predominant number of little ones; another a large proportion of older scholars, who can more easily be punctual without regard to weather, &c. The offices of teacher, trustee and superintendent are, in many respects, thankless, and the wonder is not that so little, but that so much is accomplished with so small an outlay and so many drawbacks upon the efficiency of our school system.

L. THOMPSON,
Town Superintendent.

MORRIS.

We have had, during the current year, with few exceptions, well qualified and faithful teachers. They have done a good work; nevertheless, our schools come far short of what they should be and what they would be, had we suitable school houses, and parents would give us their faithful co-operation in securing the attendance of the children. This want of parental aid and of appropriate houses, are the only hindrances, with us, to the complete success of our free school system. How can these things be had? Convince the parents of their necessity. For this purpose we have held several public meetings, and intend holding them in each school district. They have been well attended. Addresses have been made by teachers, the superintendent, and friends of education. We think, with good results, in the better attendance of the children. But as to the dilapidated, cold and cheerless school houses, of which we have several, the chances for any speedy reformation are few. Would it not be wisdom in such cases, for the Legislature to suspend the schools, for a limited time, and appropriate the money to the erection of suitable houses? Certain it is, that the ultimate good of such a course would vastly surpass the temporary inconvenience it would occasion. It is impossible for children when cold, or uncomfortably seated, to progress with their studies; then the silent yet potent influence which a better class of buildings, neatly painted and kept in good order, would have in elevating the tastes, and correcting the careless deportment and manners of the children, with their higher appreciation of the value of education, should not be overlooked.

SAMUEL F. HEADLEY,
Town Superintendent.

ROCKAWAY.

Inclosed you will please find my annual report of the number of scholars who have attended school, as reported to me from the several school districts in Rockaway township.

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

The schools are all in a flourishing condition, and the cause of education progressing finely.

The inhabitants take a considerable interest in them.

The schools are all supplied in the township with first class teachers. The result is good order, rapid progress in studies, and the introduction of higher branches of study into the school.

JOHN F. STICKLE,

Town Superintendent.

ROXBURY.

My fourth annual report is as accurate as the circumstances of frequent changes in teachers and imperfectly kept school registers will allow. In order to gain a correct idea of the condition and efficiency of our schools, I find that proper blank registers are imperatively required, and I suggest that the State Superintendent, if empowered to do so, should furnish town superintendents with a proper quantity of blanks, to be by them distributed among the schools as required. Our schools being so generally occupied by transient teachers, it is exceedingly difficult to get a perfect register for a year.

When we look around us, and behold the state of things in our beloved country—our rights, liberties and precious institutions, for which our fathers fought and bled, likely to be wrested from us by lawless ruffians and reckless demagogues—we feel more deeply that education prepares us properly to value and defend our institutions, that we need the unflinching and persevering efforts of the friends of true liberty to disseminate sound principles as well as knowledge, trusting in Him who holds in his hands the destiny of nations, and can bring order out of confusion, and make war cease to the ends of the earth.

S. D. BUDD,

Town Superintendent.

WASHINGTON.

I have the honor herewith to send you my report as required by law, and, in addition, I would say that the schools in this township have been, as a whole, in as prosperous a condition as could be ex-

pected in these troublesome war times. I do not think that there is as much interest manifested by the people as there should be, but we feel that it is in a degree caused by the all-absorbing question, "How shall we put down this horrible rebellion?" But we live in hope, and pray for better times to come; and, in the meantime, do what we can for the proper training of the precious immortal minds of our rising generation—and God grant that they may be so trained that when they come upon the stage of action they may to serve Him as to be spared the terrible judgments which have fallen upon us through this fratricidal war.

THEO. NAUGHRIGHT,
Town Superintendent.

OCEAN COUNTY.

JACKSON.

My term of office began last March, and I find it impossible to make a perfect report, as the school registers have been neglected for the last two years in the schools. The school officers and teachers of the last year are greatly in fault in neglecting to keep the registers in their schools.

I placed a register in each and every township in 1855, and they were kept according to law until 1859, from which time until March, 1862, I have had nothing to do with the schools. Since that time, until the present, there have not been any schools taught: but at the present we have four. The reason of this is, the public money has not been paid according to law for the last two years, and the schools are all in arrears. In 1860, the township meeting voted one thousand dollars for schools, and in 1861 the town meeting voted six hundred dollars. The schools have only had two hundred and eight dollars of the one thousand six hundred dollars, and the schools were taught with the expectation of receiving the amount voted. If we could have the school money assessed separately from the other township money, I think we should be more likely to get it. The township officers say the assessments are not all collected, and they can't tell which is school money.

JOHN CONINE,
Town Superintendent.

PLUMSTED.

In furnishing you my second annual report of the schools in my township, I am happy to inform you that the cause of education is still progressing. We have many hindrances which perhaps other counties and townships in this State have not to contend with. First, we have not money sufficient to keep free schools all the year, and the masses of the people are unable to contribute any little share of their earnings for the purpose of continuing school open after the free money is exhausted, and consequently are obliged to keep their children from school, when if they had the necessary means they would do otherwise. Second, from the fact above referred to, the text books that are used in many of the schools are of an inferior quality, and many pupils, I am sorry to say, are entirely destitute of books of any kind, and have to depend upon the teacher for a supply, or use the books of others when it comes their turn for recitation, thus depriving them of a chance for necessary study. I have referred to some few of the leading obstacles that oppose the teacher and pupil in making that advancement that might and in fact would be made were those difficulties removed. I can conceive of only one plan which, in my opinion, would prove effectual—that is, that the Legislature of our State would give us an additional appropriation sufficient to make our schools entirely free for at least ten months of the year. But instead of this, it is thought by some that the present appropriation will be taken from us at the next session; but I sincerely hope this may not be so. Every thing in connection with our present as well as future welfare loudly calls for it to be increased rather than diminished. Take it from other institutions which, in my opinion, have no right to its appropriation, and give it to the educating of the poor and orphan children of the State of New Jersey. Take, for instance, the twenty-one hundred dollars expended by the State for the purpose of holding teachers' institutes, and use it for the purpose above referred to, which, I think, would result in better consequences than merely to throw it into the hands of one person for the purpose of trying to instruct a few teachers how to teach, which, after done, in our common country schools cannot be followed out so as to render it successful. Take the ten thousand dollars which is given for the support of the Normal School, and let us have it also, for the purpose of educating our poor children in the public schools in our State. I say this, not that I am opposed to either of the institutions referred to, but because I think the same amount of money would accomplish more good in using it for the education of the children in our public schools. That being the case, our motto should be the greatest good to the largest number. In three of our districts out of eight, we manage, with using some economy in hiring teachers, and the help from other sources in money matters, so as to keep school open nearly all the year, and their difference in reference to advancement in all respects relative to education in comparison with others that only have about one half the time

taught during the year, is very easily discovered when visited by your humble writer, or any other person with any amount of intelligence. Number One is under the instruction of T. C. Harrison, who has been engaged in the same school nearly all the time for over thirty years; the school is well cared for, is the largest in numbers of any other in the township, and is doing well. Number Six is under the direction of Friends, and is kept in session nearly all the year; it also is making rapid advancement. Number Five has been under the charge of one teacher for nearly four years; it too, considering the many drawbacks which it has been subject to, has been progressing. The other five districts are only kept open from five to six months during the year, and are subject to a change about once during the time that school is in session, as the summer term is taught by females and the winter term by males, but are usually managed so as to have the same teachers employed each year. In Number Two, Amos Atkinson, Esq., has been engaged for two winters. I was very much pleased when I visited the school while under his charge, to witness the progress that the pupils had, in the short time that he had been imparting instruction to them, made; in arithmetic, I must say that his mode of teaching surpasses any in the township. Suffice it to say, that our schools for the past year have, considering all the disadvantages that teachers and pupils have in some instances been laboring under, all done well.

We have, in the village of New Egypt, an institution of learning, which is commendable to the public in general throughout the State; its principal is in every respect worthy of patronage, and is entitled to much credit for the great amount of instruction which he has already imparted in the village and surrounding vicinity; for the classics no institution can excel it.

MILLER W. REYNOLDS,
Town Superintendent.

PASSAIC COUNTY.

ACQUACKANONK.

You will perceive that my answers to the questions are imperfect, as no reports have been made to me by any of the teachers, notwithstanding their duty so to do; consequently I have filled the blanks from what I have obtained in visiting the schools. If the teachers had circulars placed in their hands I think they would fill them for the superintendent, so that his report would be more perfect.

The school rooms are generally very good, with the exception of two, which need repairs. The teachers are well qualified, and apply

themselves to their work, each striving as it were for the mastery. Our township for several years has not had more competent teachers than at present, and, although our taxations and general expenses are much larger than in former years, on account of this unjust and cruel war, yet our people seem to appreciate the education of youth, knowing it is the scholar that can be and is the most useful to the church and to the country if his mind is directed in the proper channel. If the State could afford sufficient funds to have all free schools it would be an advantage to education; but under the present calamity of the country we cannot expect it, yet from present interest manifested in the schools, I think they will be sustained by the township.

C. G. VAN RIPER,
Town Superintendent.

MANCHESTER.

I inclose my report for the current year. I find the teachers well qualified to bring the pupils forward and the children well advanced in their studies. Also, a kindly disposition on the part of the parents towards the education of their children.

JOHN W. REA,
Town Superintendent.

PATERSON.

The events of the past year in the educational affairs of our city are of more than ordinary interest. Notwithstanding the fluctuations and depression of business, consequent upon our national difficulties, our schools have been kept open during the entire year.

The members of the Board of Education receive no pay for their services, and previous to the present year, the superintendent could receive no more than one dollar per day. Thus the supervision of the schools could be but casual. Public spirited men did much in the capacity of school officers, but it became apparent that an efficient school organization could not be maintained without a more thorough and systematic superintendence.

In view of these facts, an application was made to the Legislature last winter, and an amendment obtained to the city charter, authorizing the board to appoint a superintendent who should devote his whole attention to the duties of the office, and receive a salary for his services. Under the provisions of this act I was appointed and entered upon the duties of the office in April. The schools, as then organized, consisted of primary schools and a high school. The only definite standard of qualification for admission into the high school was a fair knowledge of the first one hundred and thirty pages

of Greenleaf's common school arithmetic. Each school was classified by its principal, merely with reference to convenience in hearing recitations, no two schools being alike in their grades, and no definite course of study uniformly pursued in all the schools.

The present board have adopted a classification organizing the schools into primary, junior, senior, and high school departments. Each department comprises three yearly grades. The studies pursued in the different grades and departments are as follows:

Primary Department.

C GRADE—Reading.—Letters and their sounds; spelling and reading from cards, blackboards and primmers.

Number.—The idea of number developed; their gradual increase taught; addition and subtraction begun, by counting objects or counters.

Object lessons; moral lessons; drawing and printing on slates and blackboards.

B GRADE—Reading.—Spelling simple words and reading the first reader.

Number.—Addition and subtraction continued; multiplication and division begun.

Object lessons; moral lessons; drawing and printing on slates and blackboards.

A GRADE—Reading.—Spelling and reading in second reader.

Number.—Continued through multiplication and division; reading and writing; numbers as far as one thousand.

Object lessons; moral lessons; drawing and printing on slates and blackboards.

Junior Department.

C GRADE—Reading.—spelling and definitions; reading in third reader.

Arithmetic.—Fundamental rules; operations on the slate, blackboard and mentally.

Geography.—Taught orally, with maps and globes.

Object lessons; moral lessons; drawing and printing on slates and blackboards; penmanship and declamations.

B GRADE—Reading—Spelling; definitions of prefixes and suffixes; dictation exercises in writing words and sentences; reading third reader and United States history.

Arithmetic.—Fractions; reduction; federal money; operations on slates, blackboards and mentally.

Geography.—As in C grade.

Object lessons; moral lessons; penmanship; drawing; declamations and compositions.

A GRADE—Reading.—Continued as in B grade.

Arithmetic.—Reduction and federal money reviewed; compound numbers; operations on slate, blackboard and mentally.

Geography.—As in C and B grades.

Object lessons; moral lessons; drawing; penmanship; declamations and compositions.

Senior Department.

C GRADE—Reading.—Spelling; definitions of prefixes and suffixes; dictation exercises in writing words and sentences; reading; fourth reader and history.

Grammar.—Orthography; etymology and parsing.

Arithmetic.—Thompson's practical; through denominate numbers; decimals begun.

Geography.—The Western Hemisphere.

Familiar science; moral lessons; physiology; penmanship; drawing; declamations and compositions.

B GRADE—Reading.—As in C grade.

Grammar.—Syntax and parsing.

Arithmetic.—Thompson's practical; through proportion.

Geography.—The Eastern Hemisphere.

Familiar science; moral lessons; physiology; penmanship; declamations and composition.

A GRADE—Reading.—As in C and B grades.

Grammar.—Syntax completed, with a thorough review, and parsing.

Arithmetic.—Through Thompson's practical.

Physical Geography and Chemistry.—Taught orally.

Familiar science; moral lessons; physiology; penmanship; drawing; declamations and compositions.

High School Department.

C GRADE—Mathematics.—Practical arithmetic reviewed; algebra, fundamental rules and fractions; geometry begun.

Natural Sciences.—Natural philosophy, through mechanics; physiology; botany; chemistry; physical geography and natural history.

Reading outlines of ancient and modern history; parsing; drawing; penmanship; bookkeeping; declamations; compositions and lessons on morals.

B GRADE—Mathematics.—Higher arithmetic; algebra, to quadratic equations; geometry continued.

Natural Sciences.—Natural philosophy to optics; physiology; botany; chemistry; physical geography and natural history.

Reading; outlines of ancient and modern history; parsing, rhetoric; drawing; penmanship; bookkeeping; declamations; compositions and lessons on morals.

A GRADE—Mathematics.—Algebra, days to section XVII.; geometry continued; plane trigonometry and mensuration.

Natural Sciences.—Natural philosophy; astronomy; physiology; chemistry; geology and natural history.

Reading; history; parsing; rhetoric; drawing; penmanship; bookkeeping; declamations; compositions and moral lessons.

Our entire corps of teachers were subjected to a thorough and searching examination before the Board of Examiners, preparatory to their re-appointment under this classification. The results of this examination were, in most cases, creditable to those examined and satisfactory to the examiners. The appointments were made, and the classification went into effect on the first of September.

But the great work of the year has been in the primary schools. In times past, it was the custom here, as in most other cities, to place the classes of little children under the youngest and most inexperienced teachers. The pernicious results of this policy have been appreciated, and an earnest effort is being made to secure thoroughly trained teachers.

The late Board, realizing the importance of this subject and desiring to improve the condition of our primary schools, sent me to examine into the system of instruction, known as "Object Teaching," in operation in the public schools of Oswego, New York. The results of this visit, embodied in a report, on my return, were so satisfactory that the Board decided to introduce some of the more important features of the system into our schools.

The Board subsequently engaged an experienced teacher from the Oswego Training School, and organized a "Primary Teachers' Training Department," under her charge. This department went into operation in May. It is connected with one of our primary schools, which is used as an experimental department. The course of instruction occupies a school year. Persons desiring to enter the class, are required to obtain a teacher's license from the Board of Examiners. Those who attend the entire course, practice in the experimental department and pass a satisfactory examination, are to receive a certificate of graduation as "Trained Primary Teachers." There are thirteen young ladies in the present class. Most of these are making excellent progress. Besides this class, the instruction is attended by a portion of the teachers engaged in the other schools.

The success of this movement is highly gratifying. The progress of the children in the experimental department meets every reasonable expectation. Intelligent persons who witness the methods pursued and the results attained, are uniformly convinced of the great superiority of this over the old method. The Board are preparing to extend this system into all the schools as fast as properly trained teachers can be secured.

The Board have also established a Normal School, whose sessions are held on Saturday mornings, and attended by all the teachers employed in the public schools of the city. The course of study embraces those branches taught in the high school, together with the

philosophy of education, the theory of teaching, and the study of systems and methods of instruction.

The good results of this classification are already apparent. Teachers have a definite line of duty to perform, and pupils a definite standard to attain. Promotions are made annually, and only on the attainment of the required standard. Teachers now retain their respective classes during the year, and are thus enabled to show definite results.

Our school buildings are in good condition, and well supplied with suitable furniture and other necessary appurtenances, and, together with two hired apartments, afford ample accommodation for all who attend school. The course of instruction is thorough and practical, and our teachers command the respect and confidence of the people.

E. S. McCLELLAN,
City Superintendent.

POMPTON.

The report which I now have to make concerning the state of our schools for the past year does not materially differ from that which I made one year ago. In my visits to the schools I have found them generally very well conducted, though, in some instances, I could have wished to see more accuracy and thoroughness on the part of teachers.

As to the interest manifested by the people of our township in educational affairs, I am able to state the gratifying fact that, although we had the prospect of greatly increased taxation and were sharing in the pecuniary embarrassment incident to these times, yet a very decided vote was cast last April in favor of raising \$1,000 by tax for the support of schools. On the other hand, it is a truth that some of our trustees are not sufficiently particular to employ none but well qualified teachers. Their ideas of both qualification and salary are, I think, entirely too low. They are unwilling to pay the price of a No. 1 article, and consequently do not get it. In this particular the interest felt in the education of our children might and ought to be improved. Our schools would be conducted with more ability and our children would be greatly benefited if the people and school officers would only come up to the point of saying, "we are willing to pay a fair compensation, and we will be content with nothing short of competent teachers."

JAS. E. BERNART,
Town Superintendent.

WEST MILFORD.

I return your second series of questions, with answers annexed. I

think they are very nearly correct, but if we had regular registers furnished all the districts they would be more reliable. Some of the teachers keep them on a sheet of paper, and when the teacher leaves the register disappears also.

I have not much information to furnish, except what is contained in the answers to your questions. In four of our districts the schools have been kept open during the whole year; in the others, from six to nine months. In some of our districts considerable interest is manifested in the cause of education; but in some others, truth compels me to say that by far too little interest is felt. Yet, on the whole, I think there is an increased interest in the cause of education. The present year there has been as much raised by tax for school purposes in the township as in any previous year, notwithstanding the increased taxation in consequence of the war.

HORACE LAROE,
Town Superintendent.

SALEM COUNTY.

ELSINBOROUGH.

I think our schools are pretty well conducted, for country schools, (not that I think country schools should be inferior to any other, but the people are not willing to pay the same prices they do in cities; and teachers cannot spend so much time and money to qualify themselves for teachers,) and that the people seem to manifest a considerable interest in the education of their children.

In the first district, several of the scholars go to the city of Salem, and do not receive any of the money appropriated to this township.

In the second district, the school house is located near the adjoining township, and has several scholars from that township. They receive their share of the school fund from their township.

The colored children of this district go to Salem school—a school for colored children. They receive their share of money appropriated for schools from this township.

I do not know if any improvements could be made unless the people were willing to pay higher prices for tuition, and have the township divided into three districts instead of two.

CLEMENT HALL,
Town Superintendent.

LOWER ALLOWAY'S CREEK.

In looking over the first series of questions, it may seem to you that *I* am much to blame by our teachers not being licensed, but the demands of the people seem to be, in too many cases, for such teachers *as I would never grant a license to* ; and such are employed. If I refused to pay them the money due their districts, they would select a superintendent the next spring that would pay it to them. If the board of Freeholders would appoint suitable examiners, the difficulty might be obviated. Those I *willingly* pay the money to, I would willingly license, and I feel a pride in saying that many of them are of that class, in fact nearly all of the female portion : and I say it *not* merely because they are *females*, but because of their superiority in intelligence and school discipline, and for which we are indebted to the school in charge of the Society of Friends, where most of them have gained that superiority.

In the second series I have left blanks which it is impossible to fill *correctly* without registers being kept in the schools. Unless I am there to grab their register at the close of the quarter, it is lost. Two or three teachers went away and left no records, which renders the balance worthless in the report. It discourages me to know the indifference in regard to school interests. Our township can boast of its five meeting houses and hundreds of Christian professors, but no school house worthy of the name. *My* hope for the salvation of the country is in the *intelligence* of its *inhabitants*, not in the number of its church members.

THOMAS A. MASKELL,
Town Superintendent.

LOWER PENNS NECK.

In compliance with your request, I have filled up your blanks as correct as lies in my power. We have five schools in the township, which have been kept open during the year, with the exception of vacations and some delays caused by repairs, &c. Our schools have been well attended generally, and the teachers have manifested quite an interest in the advancement of their scholars. It is my opinion if the trustees and the patrons of the schools would visit the schools more frequently, they would encourage the teachers, and stimulate the children to greater exertions in their studies. Our schools would advance more rapidly, and we should soon witness a still greater improvement in the education of our children. Our schools have been kept free during the year, with the exception of a small assessment in one district.

MARTIN PATTERSON,
Town Superintendent.

PILES GROVE.

I send the answers to your series of questions as nearly correct as I possibly can. You are undoubtedly aware that it is a difficult task to have them substantially correct, as our small country schools are so irregularly attended during the school terms. Most of our teachers are as competent as can be expected for the compensation they receive for their services. I consider the schools generally tolerably well disciplined, and the teachers trying to advance their pupils the best they can.

JAMES WOOLMAN,
Town Superintendent.

UPPER PENNS NECK.

The schools in the township of Upper Penns Neck were perhaps never better supplied with teachers than at the present time, and there seems to be an increasing interest in the subject of education on the part of the people generally, and I may also say the same of those attending school.

There are, however, some drawbacks still existing, among which may be named the neglect on the part of the people (and also of the trustees) to visit the schools, and hence the faithful and worthy teacher labors on, in many instances, from the beginning of his term until the end of it, not knowing whether his labor and solicitude for the advancement of his pupils are appreciated or not, while the indolent and unworthy fear not scrutiny or investigation.

The deficiency in the statistical report from this township must be accounted for from the fact that the present superintendent was only elected to fill a vacancy which did not occur until about the first of September last, and especially as the items sufficient for making such report as is required were not furnished him by his predecessor. Again: there is not a school in the township the register of which is kept agreeably to the form given in the school law, and hence it seems to be in vain to expect a reliable report from any township (and I presume the difficulty exists in all parts of the State) until the State shall furnish suitable registers, which, when prepared, should be furnished town superintendents, whose duty it should be to provide the schools in their township with them; but as the propriety of such a course, the regulations required for the success of the matter, and the duties of teachers in connection therewith, are so obvious I need say nothing further on the subject.

I may, however, state that said registers should be sufficiently large, adapted for the schools most numerous attended, and prepared to embrace the entire terms during the year, and that teachers (either permanent or transient) should be required to foot up the attendance

of each scholar, and place the same in proper columns prepared for the purpose at the end of each and every term.

J. K. LOUDERBACK,
Town Superintendent.

SOMERSET COUNTY.

BERNARDS.

The public schools in this township have been more efficiently conducted this year than last. Five of them have been kept open during four quarters, the others, two or three. The change of teachers has been less than formerly, and the average of their attainments and success greater. One new school house has been erected, leaving only two in the township which are without desks and modern fixtures. The teachers' association or institute for the county, was attended with interest and profit by about one half our teachers. Graduates from the Normal School have not yet found their way into any of our districts.

JOHN C. RANKIN,
Town Superintendent.

BRANCHBURG.

The great national excitement of the past year has, undoubtedly, been the means of drawing, to some extent, the attention of the people from the cause of education. Yet, notwithstanding this, we have no reason to feel discouraged in regard to this subject, but rather to be encouraged, for the people of our township have neither forgotten the importance of the proper intellectual culture of their children, nor the necessity of comfortable school rooms and competent teachers, without which no school can flourish.

There are, also, other signs of improvement and progress among the people in regard to educational affairs. Two of our school houses have, during the past year, received thorough repairs, internally and externally, the indispensable out buildings furnished, and the yards and play grounds somewhat improved. The people of one of our districts have agreed, also, to supply their teacher with the apparatus necessary, in his judgment, to explain and illustrate the different branches of study pursued in their school. This, of course, will make the teacher's labors more pleasant, and study more interesting and profitable on the part of the pupil. We earnestly recommend that this example be followed by every district in the township; and, until

it is followed, those studies so dull and dry will never be made as inviting and attractive to the child's mind as they then could be made, providing the teachers know how to use those instruments. Certainly these tools are just as necessary to the teacher, to enable him to rightly perform his work, as they are to the laborer on the farm or the tradesman in the workshop. The amount of money appropriated is about the same as last year. Upon the whole, we think the cause of education is gradually advancing among us. It must certainly advance more rapidly as our citizens begin to see more plainly the truth of the remark that "popular intelligence is a powerful element of national strength, and the surest safeguard of right institutions."

THEODORE VOSSELLER,

Town Superintendent.

BRIDGEWATER.

In forwarding to you the annual report of the schools of this township, I have to regret that it cannot be endorsed as entirely correct; and until some legislative enactment shall *compel* school officers to furnish registers, and shall *compel* teachers to make all proper entries in them, it is worse than vain to hope for any reform in this matter of district school reports.

Our schools have all been in operation during the entire year. Three are free, and all the others nearly so. The average attendance has been a little better than it was last year. Still, I do not think we are making the progress we ought to make. The frequent change in teachers, the little attention manifested by parents and friends, and the all-absorbing war question, all militate against the advancement of the interests of education. We have, however, much ground for encouragement. Our school houses, with one exception, are comfortable and well adapted to school purposes. Provision is made that every child in the township may attend school at least nine months in the year, without money and without price. The teachers, as a general thing, have been persons of the right stamp, and well qualified for their work.

I have little more to say, except to express a hope that our legislature will complete the law with regard to the registry of attendance in our schools, by enacting a supplement, providing registers, and obliging teachers to keep them properly, in order to entitle them to any of the public money.

ORSON C. CONE,

Town Superintendent.

FRANKLIN.

Accompanying the statistical table which I have the honor herewith to forward you, I would respectfully report—

That Mr. Totten, the town superintendent, elected at the last annual town meeting, having enlisted in the month of September in the service of the Government in its efforts to crush the rebellion of the South, I offered my services to the township committee to perform the duties of that office until Mr. Totten's term should expire, and gave to the committee my bond, as the required security, about the first of October last.

In furnishing the above statistics, I have been enabled, by visiting the schools, to approximate somewhat to the truth, although the absence of school registers, covering the transactions of the year, and the neglect of teachers to furnish, either to the trustees or to the town superintendent, (according to law,) copies of their wretched apologies for registers, have almost baffled inquiry, and made it next to an impossibility to get at the facts. This impossibility has been especially felt in reference to questions five, six, eight and nine, regarding the number of children who have attended school, respectively, one year, nine months, and more or less than three. The answers to these questions are *estimates*, formed from the inspection of two or three registers which have been properly kept as the property of the district.

Usually it has been the practice of a teacher to retain the register as private property, and remove it from the district upon his own removal, thus destroying all consecutive history of the school. Comment seems unnecessary, especially as by referring to the printed reports of the State Superintendent, to which I have access, I find that this is almost an universal hindrance, and a matter of general complaint.

It will be seen that our average attendance is small, scarcely more than one-third of the children reported in the township being permitted regularly to avail themselves of the advantages of education provided for them by the enlightened liberality of the State. This is a sad evidence of the want of intelligent appreciation by parents and guardians, of the benefits of education. In my visits to the schools in October and November, I found scarcely any *boys* above the age of seven years who were permitted to occupy their place in school, prosecuting their studies. This also seemed a sad fact, discouraging to teachers, and interrupting the progress of these absentees in securing that knowledge so necessary for their future usefulness. Some apology may be found for it in the drain from the laboring classes, to which the country has been subjected to fill our armies and man our navy; but a remedy should be early provided, so that the cupidity or the necessities of parents may not seal in ignorance the mind of the coming generation.

We have commonly found the school houses new, in good repair,

and with modern arrangements, although very few are adequately furnished with charts and globes, and other apparatus necessary to impart some general education. The teachers are licensed, with one exception, and are competent and faithful.

Hoping to be useful, by reason of the labors which I purpose to prosecute for the coming year, and to be able at its close to furnish you a better account of the interest taken by the people, and a better report of the condition of the schools, I am, &c.

J. ADDISON VAN DOREN,
Town Superintendent.

HILLSBOROUGH.

By request in your circular, I annex a statement of the condition of the schools in Hillsborough township.

I am proud to say that we have some very good teachers in this township, but am sorry to say that there are some who are not what they ought to be, and am afraid their licenses have been obtained partly through sympathy. I would like to see every district in the township brought together, and each teacher at work teaching his or her pupils: then I think the officers and employers could satisfy themselves at once in reference to the difference between a good teacher and a poor one.

Our school houses generally are comfortable, mostly new. Our schools, in most districts, receive some encouragement from the people of the districts—others not so much. I would recommend all the employers to visit their schools oftener, and think it would have a good effect.

J. L. BELLIS,
Town Superintendent.

WARREN.

Inclosed with this you will find a report from me of the schools in Warren. In this report some questions are left without answers, having no knowledge pertaining to them. You are aware that the time for the election of town superintendent is in the spring: therefore I am not able to make my report as correctly as I could under other circumstances. There are but seven districts wholly in this township, the four being parts on the outlines and annexed to parts in other townships, but drawing money from this. I am sorry to say that of these seven districts, but two have their schools kept open the whole year. These two are large districts, numbering one hundred and sixty-seven and one hundred and ninety-three, respectively. The other five, numbering each from fifty to one hundred and seven, not drawing money sufficient to keep their schools free during the whole

year (I believe there is not a school in the township but what is free), have their schools open from six to nine months. I think having so many districts, thereby making them so small, is a great error, unless the inhabitants are more liberal towards the object of education than they now seem to be.

Most of the schools are taught by teachers having some experience, many of them having taught in the districts where now teaching for some time, their employers being satisfied with them. In some districts females are employed through the summer, and males through the winter season.

GEORGE C. OWEN,
Town Superintendent.

SUSSEX COUNTY.

BYRAM.

Herewith I send you, as required by law, my annual report and statistics connected with the operations of the public schools of this township during the past year. The information furnished varies but little from my former reports, as to attendance and funds appropriated to the purposes of education in this township.

As I stated in my last report, we have but one school in the township that is kept open during the whole year, and that is done by contributions from the patrons in the district, over and above the amount of public money apportioned to said districts. The remaining districts do not contribute any funds beyond the public funds, and their schools are only open during the time the public money will pay for, but they are *free* as long as the funds last. In district Number One, where the school is kept open by extra contribution, the whole year, the tuition is rather more than *half free*.

In making up the statistical portion of this report, I have approached correctness as near as the imperfect nature of the reports from teachers would allow me to do. The schools in this township are as far as the limited amount of the school funds will admit, generally in a prosperous condition; and the interest manifested by the people in the cause of education is gratifying.

The whole amount of money for the use of the schools in this township for 1862 is nine hundred and fifty-six dollars and ninety-nine cents, derived from the following sources: Township school tax, six hundred and fifty dollars; State school fund, two hundred and twenty-six dollars and fifty-two cents; interest on surplus revenue, eighty dollars and forty-seven cents; whole amount, nine hundred

and fifty-six dollars and ninety-nine cents. This is divided among five hundred and seven children in the township between the ages of five and eighteen years—being about one dollar and eighty-nine cents per scholar.

We have no county examiners in this county, and all teachers in this township are licensed by the superintendent and district trustees as required by law.

E. A. REEDER,
Town Superintendent.

FRANKFORD.

I have the honor to report our schools in a flourishing condition, nearly all of them being now in the hands of experienced and capable teachers. No previous winter has found us with teachers of better abilities. The people take a deep interest in the condition of the schools, and I am surprised to find the dreadful war in which we are engaged making so little difference in the keeping up of the schools. It is said that our township takes more newspapers than any other of equal population in the State, and that may have something to do with the interest manifested in education.

J. H. WILLIAMSON,
Town Superintendent.

GREENE.

Could I do so with propriety, it would be a pleasing task, in making this, my annual report, to state that the public schools in this township were in a far more healthy and promising condition than during the preceding year, when under the supervision of my very worthy predecessor, Mr. White, and also that his earnest efforts and untiring perseverance in correcting existing evils, so apparent in dilapidated school houses and laggard public sentiment (especially upon the subject of common school education), had been duly seconded and appreciated. Much gratified should I also be in being able to tell you that the parents and citizens of the whole township were more than ever truly alive and determinedly aroused in promoting and fostering the great interest involved in well established and liberally sustained public schools; that they all valued the priceless gems of "noble thoughts and cultivated minds" as that fortune better than "much fine gold," to bequeath to their sons and daughters. In a word, I should take pleasure in being able to show you that they were all more true to themselves and the responsible duties devolving upon them—more true to the future welfare of their children, of whom many of the parents of Greene township may justly feel proud—and more true, also, in their efforts to appreciate the wisdom of the old

but still true adage, that "the boy is father to the man," and that the future great men of this country are her boys, now to be seen in her little wayside school houses, there receiving impressions and forming the characters which are to decide their destinies for weal or woe, both in this world and the next. Could parents but view this subject in its proper light, it were impossible, as it seems to me, for them not to think, act and talk differently in regard to their public schools. Last year they commenced the work of reformation by the thorough repairing of the school house in district Number Two, and the employment of an efficient teacher (Mr. White), at a tolerably fair salary, who built up the best school that has ever been taught in the township. But the pressure was too great; the people could not stand it. They must make a change; and the result was they have had four teachers in the year, and that warm, hearty and generous support essential to a good school seems to have died out. The hope was then fondly indulged in by myself and numerous other friends in the township, that before this there would have been built two good school houses, in one of which, at least, the languages and higher branches of mathematics should have been permanently taught. I have for a long time felt it to be important that one such school should be established in each township in the State. Thus superior advantages could be afforded to advanced scholars, who otherwise might be forever deprived thereof for the want of sufficient means to secure access to the more expensive and distant academy. Self-interest, if actuated by no higher motive, should prompt every parent to this course. The money thus saved would enable many of those who plead empty pockets to surround their homes with ornamental and intellectual embellishments, which, in after years, would cause many a wanderer far away, perchance in a distant land, to cherish more warmly a return to the home of his childhood.

There are five school districts in the township, and one fractional. There are also five school houses, three of which are respectable buildings. One, standing almost within the shadow of the temple of God, with carpeted and cushioned pulpit, tastefully and pleasantly arranged seats, where people assemble to pass one or two hours only each Sabbath, strikes the eye of the intelligent traveller much more forcibly as a place where horses are to be fastened and sheltered from the storm than the neat and attractive school house in which children could (or should) love to sit in for six or eight hours per day, to acquire the rudiments of reading, writing and ciphering, a far greater achievement than most children are ever tempted to aspire to in such relics of barbarism. The fifth is not worthy the name of an apology for a school house, and I will not honor it with the title, although there was school kept in it this summer. While I admit that the present crisis of our distracted country may augment the difficulties of establishing and sustaining good schools, I cannot admit that it affords an excuse for an almost total neglect of them, as, in many instances, is apparent. But, on the contrary, it should everywhere stimulate

renewed and more vigorous exertion for their hearty support, when one of the prominent causes of this most wicked rebellion is fully realized. Fine carriages and fast horses, the styles and fashions of the day are sustained, because, in the opinion of some—I fear, alas! of too many—they are of predominate importance to the erection of comfortable school houses and the employment of competent teachers. If the school officers and parents could be induced to spend one day, and be compelled to sit for three or four hours at a time in the narrow-contracted and ill-contrived seats of some of the school houses, I think they would fully realize the fact that they were not doing justice to their children. I hope the day is not far distant when every district, in Greene township, at least, will support a neat, comfortable and nicely arranged school house, located in some pleasant spot, with ample playgrounds attached and decorated with shade trees, that would be attractive to the children rather than repulsive, as most of the school houses are at the present day. Then, with union of sentiment among the employers, and liberal salaries that would induce qualified and competent teachers to engage in the occupation of teaching, the noble cause of popular education would flourish, the hearts of philanthropists rejoice, and the blessings of God crown the glorious result.

T. S. COOK,
Town Superintendent.

NEWTON.

In nearly all our schools registers are kept, and the teachers have been commendably prompt in furnishing me with statistical reports. From these reports, as well as my own observations while visiting the schools, I think the cause of education is gradually advancing. To expect very rapid changes in such a momentous work, which is to run through continuous generations, would be fallacious.

In some of the thinly settled districts, improvements are needed in the school houses. It is a mistaken economy to allow the place which our children should be taught to love, to be regarded as a place of penance, because it falls so far below the ordinary comforts of a private dwelling.

Among the people, there is less interest in educational affairs than one would believe who did not actually witness the facts. They seem to consider that they have done their whole duty when they have paid their bills. They seldom, I may say never, visit the schools or enquire into their management, except, perhaps, when some fond parent presumes his own innocent urchin to have been unduly chastised. Such apathy is unaccountable. I endeavored to rouse them from it, by proposing a plan to excite some emulation among the children, by offering a reward for the best scholarship. A meeting having been called of all the teachers and trustees of the township to consider the matter,

a large majority of the *teachers* were present, but of the trustees *none*. We did not consider it a fair exponent of the popular will, as at that time people's minds were intensely excited upon war matters, to the exclusion of every thing else. The general opinion of the teachers was, that in ordinary times, if a portion of the State funds could be used, as a premium for the highest attainment in different branches of study, it would be a great stimulant to application. Now, children have little or nothing to excite their ambition, but if some such system were introduced, it would be no small honor to the child to be pronounced the best arithmetician, or grammarian, or reader, (as the case might be,) in the township, to say nothing of the pecuniary reward. Some permissive legislation may be necessary, and I cannot but think that such a plan would be successful under fair auspices.

As far as our teachers are concerned, as a general thing they are interested in their work, and some of them have capacities for teaching which would do honor to the best schools in this country. Those of whom I cannot speak thus commendingly, fail not so much in not knowing *what* to teach, as *how* to teach; in a word, they are lacking more or less in *discipline*. In this regard the teacher has more to contend with now, than in former years. He only exercises a power delegated from the parent, who, by virtue of his parenthood, is the natural teacher of the child. If at home there is little or no restraint, insubordination and irregularity are sure to appear in school. We are apt to think a former generation erred in severity. Perhaps so. We have gone to the opposite extreme of laxity. Unless teachers are sustained in their arduous duties by home restraints and parental coöperation, that *sine que non* of a good school, *good discipline*, is a moral impossibility. Respectfully submitted.

N. PETTIT,
Town Superintendent.

SANDYSTON.

The amount of money received from State and revenue, or is to be appropriated in Sandyston township, for the year 1862, is two hundred and ninety-nine dollars and fifty-seven cents, which is paid to teachers on their presenting orders signed by the majority of trustees in the district. The schools in this township are in a thriving condition at present, and education is advancing. There are two schools vacant at present, but I think they will be open soon. The teachers who are engaged appear to take hold of the work in earnest, and the coming winter will be one of interest and improvement in this township.

OLIVER COSS,
Town Superintendent.

SPARTA.

I herewith transmit to you my report of the schools of this township, for the current school year ending December 1st, 1862. You will find it in the main tolerably correct. I have still the same old complaint to make—teachers negligent and *careless* about keeping registers, and for this reason some of the reports which are handed in to me are necessarily quite imperfect. I have urged, both upon trustees and teachers, the importance of more system in this matter. I think if the teachers were compelled to hand in to the trustees or superintendent a monthly, or at least a quarterly report of their respective schools, under the penalty of not receiving any share of the public money, it would be of great advantage to the schools, and thereby the superintendent would have but little difficulty in making out correct reports. Wickham's school register is in use in some of the school districts of this township, and where that is kept, the reports are tolerably correct. Several of the schools in this township are in a prosperous condition; others, I am sorry to say, are much in the background—behind the age.

There are in this township nine whole districts, and three fractions of districts. The three fractions are not reported by me, as they are included in other districts.

In districts Numbers One and Nine, school has been kept open five months; Numbers Two, Three and Eight, eight months; Number Four, ten months; Number Six, one and a half months; Number Seven, nine and a half months; and Number Five, eleven months. The average time in which the schools have been kept open is seven and one-third months—a trifle less than last year. The schools have all been free during the time they were kept open, with the exception of three. These three districts have been charged with tuition to the amount of four hundred and sixty dollars above their share of the public fund. You will perceive that there has been a decrease of fifty-two in the number of children between the ages of five and eighteen in this township. Although that is the case, yet more children have been found in the school room than during the preceding year. The average daily attendance is a trifle smaller than last year. I think, taking everything into consideration, the dreadful civil war which is now raging so furiously, and the consequent derangement of business, we are doing tolerably well. There have been employed in this township during the year, nine male and five female teachers, who have been licensed by me, in conjunction with the trustees, as no county examiners were appointed by the board of Chosen Freeholders. The schools are now nearly all in operation. There has come into my hands during the year the sum of twelve hundred and ninety-seven dollars and twenty-nine cents, of which I have paid out on orders of trustees ten hundred and fifty-seven dollars and fifty-one cents, leaving a balance on hand, subject to order, of two hundred and thirty-nine dollars and seventy-eight cents.

The school books in use in this township are as follows, viz :

Spellers.—Town's, Sanders' and Webster's Elementary.

Analysis.—Town's and McElligott's.

Readers.—Sanders' series and the Bible.

Geographies.—Colton and Fitch's, Cornell's and Smith's.

Arithmetics.—Thompson's, Davies' and Smith's.

Grammars.—Smith's, Wells' and Pinneo's.

Algebras.—Davies' and Thompson's.

Philosophies.—Comstock's.

Histories.—Hale's and Wilson's.

Latin is taught in one school of the township.

With regard to the feelings of the people in respect to free schools, I think I can safely say that the majority of them are in favor of free schools ; but the question is, in what manner shall they be made free ? This is the *great* question. I hope that the Legislature will devise some plan to bring about so glorious a result.

MOSES DELANY,

Town Superintendent.

STILLWATER.

Herewith please find answers to your questions, as nearly accurate as I am able to furnish. Allow me to say, carefully prepared school registers are much needed, and unless furnished by the State Superintendent, I do not see how they can be obtained. Our schools may be considered as advancing. Better qualified teachers are employed, and more attention is given to the subject. The purpose has been to make a license indispensable, and very nearly has that purpose been kept. It may be said, without qualification, that about one-half of our schools are well managed, and the remainder much better than formerly. If some method could be adopted by which to bring the teachers more frequently into contact with each other, I have no doubt the result would be beneficial. Institutes work well, and are doubtless a great blessing to the cause of education, but they occur too seldom, and fail to reach a majority of those who are engaged in the important work. If the State Superintendent would issue a circular, recommending teachers' monthly township meetings, and urge their importance, I have no doubt the result would be good.

T. B. CONDIT,

Town Superintendent.

VERNON.

There are sixteen schools in this township. Eleven of the sixteen schools have been well attended and well instructed. Six of the eleven have been managed much better than the previous year, and

the attendance much larger. The remaining five of the sixteen, are far inferior to the others in point of attendance, interest and discipline.

Having visited the schools at different times, and made myself acquainted with the condition of them, I can unhesitatingly say the schools are, as a whole, in a better condition than the previous year.

The schools are deficient as to charts, outline maps, globes, and the like helps.

The principal branches taught are philosophy, algebra, arithmetic, geography, English grammar, science of things familiar, reading, penmanship, &c.

I have received full reports for the year from only three districts. Teachers have been personally requested to make me reports of their schools, but have failed to do so—a neglect which I cannot well regulate.

The average attendance of the schools has been nearly the same for several years past.

One school house (No. 13) has been thoroughly repaired and enlarged, the second best in the township.

N. B. GIVEANS,
Town Superintendent.

WANTAGE.

My connection with the schools in the township of Wantage as superintendent commenced on the 18th day of April, 1862, and the short period of time which has elapsed since then has not given me an opportunity of visiting and examining the schools as often as would be necessary to form a perfectly correct idea in regard to the general condition of the respective districts; but, by close application to business, I have had perhaps sufficient experience to form a pretty accurate opinion in relation to the manner in which our schools have been conducted for the past few years, and the interest felt by the people in regard to the education of their children. While visiting the schools I have found little to commend, but much to condemn. Our township requires a thorough overhauling. The people appear to have forgotten the sacred duty they owe their children. They care but little for their schools. For any little contemptible cause, they willingly permit their children to pack up their traps and leave the school. A teacher must listen to and notice every little, self-conceited, grumbling patron, or be tortured with complaints from every hound in the pack. The better his qualifications are for teaching, the more he is taunted by those who think the school must be conducted to suit their ignorant and nonsensical notions. This is the interest the people of Wantage take in the advancement of education.

This is not the case in every district, but I regret to find it prevail-

ing to such an alarming extent throughout the township, that, in many cases, one-half the children in the neighborhood are actually prevented from attending the schools. In many instances the schools have been improperly conducted, giving the people good cause for complaint; but this is their own fault, or rather the fault of the trustees, who select some objectionable teacher to displease a portion of the district and to gratify their own unjust and uncharitable feelings. We cannot expect improvement in a district where teachers are employed wholly incompetent to perform the duties required in the school room. The result of all this is that the schools are very irregularly attended. Those who would learn are prevented, to a greater or less degree, by the irregular attendance of others. Without dwelling longer on the difficulties which education has to contend with in this township, let me remark that we are behind the times up this way, and it is useless to disguise the fact.

The condition of the school houses is perfectly awful in some of the districts, with writing desks standing almost perpendicular, and great, huge, movable plank benches for seats. Our township can claim credit for having six or eight very comfortable school rooms: the rest are rapidly decaying, and are at present in a very bad condition. One new building has a very pleasant playground attached, planted with ornamental shade trees; but I consider the building badly arranged for school purposes.

We have twenty-two and one-third districts in this township.

Number of children between the ages of five and eighteen, .	1,341
Number who have attended school one year, as nearly as can be ascertained,	680
Number who have attended nine months, but less than one year,	224
Number who have attended six months, but less than nine, .	54
Number who have attended three months, but less than six, .	43

Whole number who have attended school, 1,001

Hoping the people of Wantage township may open their eyes, and feel a greater interest in educational matters than they have done before, I remain, &c.,

ASA R. COLE,
Town Superintendent.

UNION COUNTY.

ELIZABETH.

Beyond the answers to your questions, I have nothing of particular interest to write. No material change is visible in the schools. The census of the children between the ages of five and eighteen shows an increase of three hundred and ten since last year. I do not think the increase during the year has been quite that number; but the difference is in part owing to the more accurate manner in which the last census was taken. The whole number of children who have attended public schools is less than last year; the number who have attended twelve months is more, while the average attendance is less. I will not at present attempt to assign reasons for all this change. Private schools, under the auspices of particular churches, have taken off some that formerly attended public schools. But whether the increase of the one balances the decrease in the other, I have not the statistics to show. The change cannot be attributed to any loss of interest in public schools.

In one of the schools the rule requiring the regular attendance of the pupils has not been rigidly enforced. The patrons of this school complained of hardship in excluding their children from the school the balance of the term when they had been absent twelve half days, but experience proves that the interest of the schools require the enforcement of the rule.

The average attendance in the colored school has not been as good as last year; but we believe this school is accomplishing much good, and hope it will be sustained. Four of its pupils have lately gone to Liberia. It is a pleasing thought for the founders and sustainers of this school that these four have been prepared for usefulness they would never have attained but for this school.

The mode of instruction in our school is good. Many of the teachers have taught for years, and all deserve commendation for the faithful manner in which they strive to discharge their duties.

JOSEPH ALWARD,

Town Superintendent.

NEW PROVIDENCE.

In compliance with your request, I herewith return your second series of questions, the answers to which are as nearly correct as I could make them, from the limited amount of information placed in my hands.

I have no material change to report in the condition of our schools,

from that of last year. Most of our teachers appear qualified for their work, and show a commendable zeal in their profession.

JOHN N. DOUGHTY,
Town Superintendent.

SPRINGFIELD.

The principal schools in Springfield have enjoyed the labors of well qualified and faithful teachers during the past year, and have made commendable progress.

One great obstacle in the way of farther and more rapid progress, is found in the want of a more suitable interest on the part of many parents and guardians. Where they give little or no attention to the matter and take no pains to urge on their children, especially where they listen to expressions of discontent from the children, and countenance complaints against the teachers, the rules or the discipline of the schools, the efforts of the most faithful teacher are of little avail. If the school is not ruined, the children of such parents will find but little profit.

On the other hand, where parents are careful to magnify the importance of the school in the estimation of their children; where they aid and encourage them in their studies at home; looking after their improvement with apparent solicitude; keeping them from tardiness and interruption in their attendance; visiting the school occasionally; expressing sympathy with the teacher, and influencing others to do the same, the happiest results are usually secured. The teacher is respected and encouraged; the scholars are stimulated, and a healthful public opinion is created which elevates the school, and causes it to be resorted to with pleasure and with profit.

O. L. KIRKLAND,
Town Superintendent.

RAHWAY.

The subject of common school education, and the benefits to be derived from it, is much too important to be fully discussed in an annual report to the State Superintendent; but that there arises from year to year new questions and old theories in new shape, cannot be denied. The reading of the annual reports of the several town superintendents, published in your report of 1861, discloses the fact that upon three important subjects all or nearly all agree, viz: 1st, irregularity of attendance on the part of pupils; 2d, want of a regular series of text books (which should be uniform throughout the State, in my opinion); and 3d, a lack of interest not only in the schools and the methods of teaching, but on the part of parents a decided lack of interest in the education of their own children that is amazing. Now

the question arises, how can these evils be removed or remedied? It will not do for school officers to lose all energy and become loose and careless in their efforts, because parents do; it will not do to await an awakening of the people in this matter, but our only resource is in redoubled energy and activity. We cannot, as school officers, permit things so to be, if we perform our duties as we should do, not forgetting that while we hold office we are the servants of the people, and that they have the right to expect of us energy and zeal in the performance of our duties.

I would suggest, as I have once before, that a State Convention be called, to be held at Trenton, of all the town superintendents in the State, to take into consideration the best manner of conducting common schools, also the best text books to be used, also the best methods of interesting parents and the public generally in common schools. I find the attendance at private schools to be much more regular, and the average attendance to be greater than in public schools. Now what other reason can there be for this, than that the parent feels he is *paying* out money for the education of his children, and if he allows them to remain at home, he is losing something in dollars and cents. That this is the true state of the case, cannot be denied by any one who will take the pains to investigate the subject. Again, I feel as far as my experience goes, that the oft and frequent changes of teachers, and with new teachers new text books, and with new text books more outlay of money by the parent, and of course an increasing disgust with the mode of conducting public schools arises. These are evils that can and should be remedied, and I see no other method than an arrangement adopted by a convention by which a uniform series of text books might be adopted.

I notice that in the report from the former superintendent of this city, he stated the fact that our schools were "working under the direction of a Board of Education, and that their efforts were mainly directed towards a proper organization." That has been perfected. Our city is divided into six districts, each district having one or more school houses, more or less commodious. The general appearance of the school houses is good, and they are mostly comfortable and convenient. One is brick—the others wood: all well heated, and most of them well ventilated. All are well seated except one, which will soon be made as good as the others. The Board have adopted an economical course, and I presume you will observe that we are teaching as large a number of pupils for the same amount as anywhere else. The state of the country not having improved in business, particularly in manufacturing, our city still feels the burthen: our whole people feel that they can illy spare anything, but I believe that they cheerfully pay all that is demanded for the purpose of sustaining public schools. Their interest in them, I am happy to notice, is growing greater yearly, and I can only hope that the exertions of the board of officers will tend to increase that interest to a still greater extent. We have not expended any money in new buildings,

but we keep all in a good state of repair and are continually improving them. I think our teachers will compare favorably with those of any other city in the State. We do not hold the State Normal School in very high esteem. Whether this is the result of the want of success upon the part of the teachers from that institution employed in our midst, or the result of prejudice upon the part of our people, I am not fully satisfied. My own opinion is, it is the result of both; but of one thing I am assured by experience, and that is—that it will take some years to eradicate the impression that teachers from the Normal School are, in most cases, inferior to those who are not graduates of that institution. That this is not the case with all, I am happy to say; but the most earnest friends of the normal system, and those who a few years since were loudest in their praises of normal teachers have now but little to say in favor of it. We feel that among us it has been “tried in the balance, and found wanting.”

You will perceive I have answered question Number Eleven: “Number of colored children who have attended school. None.” I have answered this so because we have none in our public schools; but we have a colored school in our city, which occupies a substantial brick building in the centre of the city. The building was built and the school partially sustained by a bequest from a member or members of the Society of Friends, of whom we have a goodly number in our city. It was expected that the Board of Education would take this school under its charge also, but from the nature of the bequest upon which the school was founded, it was found that this could not be done. The trustees in trust of the bequest could not relinquish their office without destroying the terms of the same, and the Board of Education not having authority to take charge of any school in part. I am happy to see, however, that steps are being taken to secure to this school its portion of the tax per scholar raised by our city, at the coming session of the Legislature.

Finally, the interest of our people in common schools is increasing, and our schools are being elevated yearly to a higher standard.

UZAL M. OSBORN,
City Superintendent.

UNION.

To the statistical report, herewith forwarded, I add, that in two of our districts, schools have been in operation but two quarters each during the year, divided by intervals of from three to four months, and taught by four different teachers. Such irregularity and frequent changes of teachers is not only unfavorable; it is a positive injury to the children. And this is owing partly to teachers and partly to parents; a want of suitable qualifications in the one, and of liberality in the other, to employ and sustain capable teachers.

The consequence is, as might be expected, that the schools have greatly run down, and the interest of parents and children much abated. In another district, owing in part to the fact that the district is small and that many of the children are sent to schools out of the district, the school house has been closed during the whole year, so that, with our seven school houses, we have had but four schools in operation the whole time for the last twelve months. But these four schools, I am happy to say, have been well sustained by the diligent and efficient labors of four excellent teachers—two male and two female. As a consequence, these schools make considerable drafts upon neighboring districts; for, feeble as is the appreciation of competent teachers, there is sufficient discernment to distinguish between a well regulated and a disorderly school; proficiency and want of advancement of the scholars.

From the above facts, I am led to the conclusion that we have more school districts than we need. A smaller number of schools, well conducted, would afford better advantages and excite greater interest in the cause of education.

ROBERT STREET,
Town Superintendent.

WESTFIELD.

The cause of education receives more attention in this township than formerly, but is not up to the standard which the subject demands.

The schools, for the most part, are in a prosperous condition. They are five in number, besides one private. Four are under the instruction of competent and licensed teachers.

One of our districts has been without a teacher since last February. Of course no visitations or report. The others have been regularly visited by the superintendent and reports received.

Of three teachers examined in connection with the trustees, two were received and licensed.

For the most part, schools when visited, have been examined in the presence of trustees, parents and others. Where the trustees and parents manifest an interest in the schools, teachers and scholars are more interested and profited.

The branches taught are astronomy, geography, history, arithmetic, geometry, algebra, philosophy and English grammar. In two of the schools the Latin language. In all I believe the New Testament is read every day.

Although there is an advance in education, there are some things wanting. We need in every school an apparatus for the illustration of arithmetic, astronomy, geography and natural philosophy.

We also need school libraries. Why should not every district have a library in proportion to the number of its scholars? Are we not in this State behind the times and our neighboring States?

EDWIN DOWNER,
Town Superintendent.

WARREN COUNTY.

FRANKLIN.

I herewith transmit to you a statistical report of the schools of this township, although in some respects deficient, but as accurately as the reports received enable me to do. I find it very difficult to obtain reliable reports, from the frequent change of teachers, and unless the State should furnish blankbooks suitable for keeping registers to the various districts, to remain the property of the district, I am inclined to think that correct school statistics will not soon be obtained. In most of the districts the experiment has been made of employing female teachers, and in almost every instance I believe with entire success.

There is not that interest manifested in regard to our public schools, by patrons and trustees, that is desirable. Nothing operates more beneficially upon a school, or is better calculated to infuse life and energy into both teacher and scholars, than a system of frequent visitation and rigid inspection by patrons and school officers. Our schools have all been free the past year. Teachers are examined by the town superintendent and trustees, as formerly.

JAMES VLIET,
Town Superintendent.

HARDWICK.

There is at present only one school in the township. The schools have been badly managed through the past season, on account of the inhabitants employing incompetent teachers, or perhaps I should have said the trustees set them to work; it has been so in two or three instances this season, where they have been employed. They would teach a month or six weeks, then go to the superintendent to get license, and ascertain how much free money there is to be had; consequently they have to leave after taking up the free money.

The parents have so little interest in the education of their children, that they will not hire a teacher longer than to teach out the town money; consequently, as soon as the school money is gone the school ends. We have too much changing of teachers for the benefit of the schools. Now, would it not be better if the employers should first have the teacher examined and licensed, then hire him for a specified time, say a session or a half at least. This would save expense, besides much trouble, and be conducive in other respects to the benefit of the schools. Then the teacher would become more attached to the scholars, and the scholars to the teacher; consequently the children

would learn better. The books used are Webster's elementary, Sander's series, Davie's arithmetic, Smith's geography and grammar.

MICHAEL HETZEL,
Town Superintendent.

HARMONY.

There are in the township of Harmony eight districts, and from the trustees of all I have received reports of the number of children between the ages of five and eighteen years residing therein respectively.

From these reports I find that there are at present in the township, four hundred and ninety-two, between the ages aforesaid.

The amount of money voted at the township meeting in April last, was eight hundred dollars; this sum is to be raised by tax for the support of the public schools of the township. The State fund is one hundred and thirty-four dollars and forty-one cents; interest of the surplus revenue, ninety-seven dollars and one cent; making a sum of one thousand thirty-one dollars and forty-two cents, appropriated for the support of the schools of this township, equal to two dollars and twenty-six cents per scholar. We have no free schools; the taxpayers are generally averse to raising by tax a sufficient amount of money to keep the schools free. The teachers have all been examined according to law. The schools, generally, are in a fair condition; a few are not as flourishing as they could be, but this may be attributed to changing teachers. It is a very bad practice, this change of teachers. I notice wherever changes occur most frequent, there is the least progress. The teachers of this township have formed a district "association," and meet twice every month, holding their meetings alternately in the school houses of the township. Much benefit must accrue from teachers thus meeting together and disclosing to each other the various plans adopted by them for the advancement of their pupils, but these "associations" should not be substituted for the Normal School.

Allow me, before closing, to state that there seems to be a great backwardness among parents in visiting their schools. Would they manifest a greater interest in the advancement of their children by frequently visiting them, entering into the plans of the teacher, coöperating with him, and in this way encourage his heart, the good effect of so doing would soon be visible in teacher and pupils. But many parents seem to think if they send their children to school they have done their part. This is a mistake. This is a string that should be more frequently harped upon than it is.

Books used are Sander's spellers, Sander's readers, Culton and Fitch's, Mitchell's and McNally's geographies, Thompson's arithmetic, Brooks' and Thompson's mental arithmetics, Clark's, Smith's and Covell's grammars, Davies' algebra.

ELISHA M. ALLEN,
Town Superintendent.

INDEPENDENCE.

The condition of our schools remain much the same as at my last report. Although blank forms for making out their reports have been handed to the teachers, yet very few have been returned to me on account of neglect on their part.

One great cause of failure in our schools is irregular attendance, and this is the fault of the teachers as well as of the parents or guardians. Too many of our teachers seem to regard their work in the school room as a species of drudgery, and expend just enough energy to get through with their task, and no more. As a consequence, the scholars lose interest in their teacher, their studies, and everything connected with their school, and cannot be prevailed on to attend school without much urging, or even punishment, which will seldom be resorted to.

Exclude this class of teachers from our schools, and this evil, at least, will be lessened. In some of our schools the state of things is quite different; the teacher labors with energy, and the effect on all is most pleasing.

As a general thing the normal teachers are preferred, and command a higher salary than others, although, at the present time, our best teachers are not graduates. We have had but few in our township, which I think is due to the small salary paid by most of the schools.

P. N. JACOBUS,
Town Superintendent.

KNOWLTON.

In fulfillment of the duty devolving upon me as school superintendent, I transmit my written report of the condition of schools in Knowlton township, over which I have supervision, for the year ending December 1, 1862.

In speaking of the schools in this township, I cannot speak of them as favorably as I would like, nor in as flattering terms as my predecessors have done. It does not form a part of my duty, neither shall it be my purpose, to disguise the wretched condition of our schools. I cannot say that our schools are doing very well, or that they are in good condition, for I think they are doing badly enough, and are in as bad condition as the worst enemy of schools would care to see them. True, we have better schools than we had thirty years ago. The schools of that day and those of the present doubtless have some marks of difference which would incline us to give our preference in favor of the latter. But while we rest satisfied under this meagre consolation, I see with horror too much of the old system—or rather, no system—too much of the parrot game teaching, too much of the “pouring-in process,” and too much of the old system of govern-

ment—all impressing me that we are not as far in advance of that rather distant period as we might be. I do not think that the teacher is alone responsible for this slow advancement. Far from it. The great body of blame rests with the school officers or the people in general. The teacher has advanced, but they have not advanced with him. The educated, ambitious and intelligent teacher will not remain where his aspirations and abilities are curbed by small salaries and prejudiced school officers. They do not seem to require his services, and he takes up his quarters where his noble services will be more highly appreciated and more liberally rewarded. Hence, we do not have employed in our schools the very best teachers, although we have a limited few who, for their skill and energy, are entitled to much credit. I sincerely hope that the time is not far distant when the whole people shall be convinced, as a few already are, that limited provision of means, securing limited qualifications, most generally secures a very limited return.

It is a fact, a deplorable one, that the people have taken too little interest in the cause of education. This is shown in several ways, and as much in their choice of township superintendent as in any other. Men who could merely read and write and make out small accounts, and who knew nothing even of grammar or geography, have not unfrequently held this highly responsible and important office. The effects of this are plainly discernable. What a shame it is that pupils that have lived to see the sun make twelve revolutions cannot tell in what cardinal points it is said to rise and set, or that they should live almost within gun range of the Blue Mountains and not know its common name! Would a competent teacher have charge of a school nine months without instructing those whose years permitted such general items? And yet it often happens that even plainer evidences of incapacity in the teacher are brought to light. Now this certainly would not be the case if a strict examination by competent authority had been rigidly enforced.

I am satisfied of the advantage of an examination of all applicants for schools before they are employed to teach. To the miserable mock game of hiring teachers who have no certificate of license, and after they have taught some time without a proper examination, giving them a license merely because the law says so, are attributable many of the existing evils in our common schools. I have labored to overcome this by examining, when desired or permitted, all applicants previous to their taking schools. I am happy to say that in this I was seconded by the trustees in nearly every district in the township, and that although during the summer several taught without being licensed, there is at this time but one teacher in the township who is not licensed. I have instructed each district that their teacher *must* be licensed before he can teach; but this teacher was not required to attend a public examination, duly noticed, held in the latter part of October last, because “superintendents didn’t use to do so,” and is now teaching at the bidding of the trustees

without a license. Not until the trustees unite with the superintendent, and support him in carrying out the strict letter of the law, can the full benefit of our excellent system of common school education be attained.

I think it would be well if the township superintendents were required to hold two public examinations in each year—say the first on the Saturday preceding the annual town meeting, and the second in the latter part of the month of October. And, further, that the Legislature should authorize the town superintendents of each township to give to every teacher so examined a license good for any school in the township.

I should like to see the parents take more interest in their schools and teachers, and make them frequent visits. Parents seem to entertain the notion that the school room is a mere nursery, and that their presence there would be attended with some fatal result. Did they know how encouraging visits from them would be to teacher and pupils, I think they would cease to avoid the school house.

We have a sufficient number of school houses, but the miserable manner in which they are furnished presents a great embarrassment to the advancement of our schools. Not one is furnished with seats and desks after the modern style of construction. Surely, the planners of the present arrangement were not practical teachers. I apprehend that it was thought a matter of slight importance to plan and furnish a school house, and that any common carpenter who had ingenuity enough to make a hog trough would know how to construct desks. Neither do our school houses have appropriated to them any playground except what is afforded by the public road or adjoining fields. There is a blackboard in every school in the township, although in some it is quite small. The universal presence of a blackboard, some two feet by four, shows that the school officers have a growing knowledge of what ought to be. I regret to say that our teachers do not use them as much as they should.

In my visits to the schools, I have urged the teachers to read and study works on teaching. None had ever done so. At their request I have supplied several.

I have received reports from none of the schools. I do not think there is a school record or register belonging to the school in any one district in the township. If the trustees did their duty fully, there would not be any difficulty experienced in getting full reports from the teachers.

In visiting the schools, I send a previous notice thereof to the trustees, requesting them to be present, but only in two instances have I been thus favored.

I have done the best I could to advance the interest of popular education, and my earnest prayer is that the choicest smiles of heaven may bless forever the schools of our Commonwealth.

EPHRAIM DIETRICK,

Town Superintendent.

MANFIELD.

I have nothing very interesting to communicate concerning the common schools of this township. I am happy, however, to inform you, sir, that the interest hitherto manifested by our people in educational affairs, has not materially decreased, notwithstanding the whirlpool of excitement which has destroyed many vital interests of our country.

Of district schools we have six; houses five, owned by the districts; one occupies a rented room; of these houses, four are comfortable, if not first class, roomy, and occupied by good schools. The fifth is a small room, but occupied by an interesting school, the growing interest of which is likely soon to procure a more suitable house. The sixth and last is a miserable affair, unfit for any purpose. It is located in a district the inhabitants of which have been for some years and still are hopelessly divided. They seem to think it a matter of more importance to feed the grovelling passions of narrow-minded bigotry and envy, than educate their children, many of whom are rushing upon the stage of active life, and must go down to their graves unacquainted with the blessings and benefits which may be derived from our noble system of free schools.

W. KARR,
Town Superintendent.

OXFORD.

In accordance with my duty as town superintendent, I hereby transmit my report for the current year. There are eleven school districts in the township of Oxford, three of which (Nos. 1, 5 and 7,) are furnished with good, commodious school houses, elegantly located in central parts of the districts, with an abundance of play grounds, shade trees, &c. Said houses are all furnished with blackboards, dictionaries, school registers, and partly with maps. But the salary paid by the directors of said schools, (\$25 per month being the highest,) is no inducement for a Normal School graduate, or any other well qualified teacher, to engage in "teaching the young ideas how to shoot," consequently they cannot expect as good instructors and disciplinarians as could be procured for a larger salary. As a remedy for this *great* evil, I would suggest that every town raise by taxation a sum of money sufficient to employ competent teachers, at least ten months out of every year, and thereby render our schools accessible to the poor as well as the rich. Nos. 2, 3, 4, 6 and 8 are in rather a dilapidated condition, and badly arranged; yet they answer the purpose in a comparative degree, being furnished with blackboards, dictionaries, &c. The remaining three districts, Nos. 9, 10 and 11, are without school houses, being accessible to Belvidere and Rocksbury. Our schools have been well attended this year, as you will perceive by the accompanying report, in comparison with last year. I have

visited every school at least once per quarter, and found a great deal of zeal manifested among many of our teachers. A lively interest is felt among our citizens generally on the subject of education, and the system of free schools is daily becoming more and more popular among all classes.

D. D. SHANNON, JR.,
Town Superintendent.

PHILLIPSBURGH (TOWN).

Since my last report, I think there has been some improvement in the schools under my charge, although there is still room for greater advancement.

The teachers seem to be diligently engaged in the duties of their profession. The people do not manifest as much interest in the cause of education as the subject demands.

The public school fund has, no doubt, done much toward bringing up our schools to their present point of excellence; and it is to be hoped that the day is not far distant, when the State will see the propriety of appropriating a sufficient amount annually to keep the schools entirely free; for it is a notorious fact that so long as it is left discretionary with the people of the several townships, to raise money or not, so long will those sections of the State in which public schools are most needed, go without free schools.

The branches taught are reading, writing, arithmetic, geography, English grammar and bookkeeping. Those children who wish to pursue the study of the higher branches, are generally transferred from the public to the select schools, which are numerous in this vicinity.

Our school houses are in good repair, although it is to be regretted that not a single shade tree adorns the grounds of either of them.

J. R. LOVELL,
Town Superintendent.

PHILLIPSBURGH (TOWNSHIP).

One cause of the great difference between the number of children returned to me, as living in the township, and the number actually attending school, is, a Roman Catholic school located just outside of the Southern boundary of the township, and which has been in existence about two years. The Irish and German children, living in that neighborhood, are compelled by their priests to attend that school. Another cause is, that in the country children have to stay home a good deal, to help their parents at work in a busy time, especially in the fall of the year. A school law, somewhat like that of Prussia, might do much good in our country. In the winter time,

or from the first of December to the first of April following, the number of children actually attending school in this township is equal to about seventy-five per cent. of the number returned. Upon the whole I must say that the schools under my care are in as good a condition as I have known them to be in for several years back. The board of Freeholders of the county has taken a part or the whole of the surplus revenue belonging to the county, and used it as bounty money for the volunteers, an act which I did not approve of.

JOHN B. WELDON,

Town Superintendent.

WASHINGTON.

In consequence of my absence from home during the summer, I am unable to give as full information in regard to the condition of the schools as I could desire; but during my short twenty days furlough, I have collected the information contained in the series of questions and answers.

It is necessarily imperfect, from the very imperfect manner in which it is kept in the majority of the districts, all rule, expostulation and law to the contrary. The interest manifested in schools in this township for the past year by parents is considerably greater than heretofore, and a corresponding improvement in the condition of the schools is the natural result. Our houses are all nearly new and in good condition; and so far as the personal comfort and conveniences are concerned, no fault can be found.

Upon the whole, I with pleasure report a favorable and very decided improvement in the educational department of this township. Many suggestions might be offered in regard to the welfare of this as well as other localities, but as Legislation can only be for the whole and not for any particular section, I refrain from making any, hoping that older and wiser heads may remedy all difficulties.

JOHN B. MATTISON,

Town Superintendent.



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