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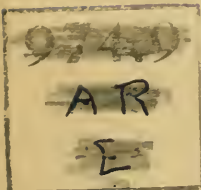
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**TRENTON**



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

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

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

Very respectfully,

Your obedient servant,

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





# REPORT.

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

In submitting the annual report as required by law, respecting the condition and progress of public education, I am happy that statistics bear me testimony in the statement, that the public schools—the nurseries of the future citizens of the commonwealth—have rendered an efficient service during the past year. Although frequent and unparalleled demands have been made upon the resources of the State—although large numbers of our citizens have been called from the field and workshop to act a part in the fearful drama of war—thus withdrawing from the State its essential element of prosperity—still, in the face of these embarrassments, our institutions of learning, both public and private, have never been more liberally patronised, nor more generally prosperous. Notwithstanding the unusual taxation, the high prices of the necessaries of life, and the depressing influences consequent upon civil warfare, the masses have evinced, to a degree unnoticeable before, an unshaken belief in the school—the common school—as an indispensable auxiliary to the diffusion of that sound and useful knowledge among the people, which, used as a virtue and power, triumphs over the elements, and, subservient to the purposes of Providence in modifying the curse pronounced against the race, lifts the burden of labor from the shoulders of man, and causes natures forces to become his servant.

There is that in this disposition of public sentiment, which is highly encouraging. We are preparing for the inauguration of a better order of things; and before the lapse of many years we shall be able, through the active co-operation of all classes of citizens, to adopt liberal measures which shall have for their object the elevation of the standard of public education. Indeed, I find the impression general in all parts of the State, that the system of public instruction is yet crude and imperfect; and I am confident from the many demands made upon me to urge the adoption of certain measures, that the

legislators of the State would render an acceptable service by making such modifications of the school laws, as, in obedience to the voice of the people, I shall advocate.

The statistics which have been compiled from the information furnished by town superintendents show that the people in the great majority of the townships of the State are alive to their educational interests. There has been expended during the present year a greater amount of money than during any preceding year since the organization of the school system of the State. The total amount of money raised by tax for the year 1864, is \$427,067.23—that of last year being 403,190.71. An accurate statement of the expenditures for the year 1864 may be thus made:

Raised by tax for support of public schools.....	\$427,067 23
Amount received from State.....	80,000 00
Amount received from other sources.....	51,281 32
Amount raised for building, repairing, etc.....	55,531 27
Appropriated to support of Normal school.....	10,000 00
Appropriated to support of Farnum Preparatory School at Beverly.....	1,200 00
Appropriated for purchase of Gnyot's maps.....	12,000 00
Making the total expenditure for purposes of public education.....	637,079 82
Total expenditure for 1863.....	617,166 10
Increase of expenditure for 1864.....	19,913 72

It will be seen by reference to the tabular statement which is appended that \$87,600.08 is reported as having been received from the State, whereas the State appropriates \$80,000.00 only. This discrepancy results from the following cause: A number of town superintendents, notwithstanding my caution, reported the amount of money "received from State" and "from other sources" in one sum, not discriminating between "amount received from State," and "amount received from other sources." Of the whole amount reported, viz. \$87,600.08, it may be safely assumed that \$7,600.08 should be added to the amount embraced under the caption, "received from other sources." Adding this as we properly should, to \$51,281.32 we have \$58,881.40 as the "amount received from other sources." In this view, the total expenditure by the State for the purposes of public education, becomes \$644,679.90.

The number of children in the State between the ages of five and eighteen years reported for the year 1864, is 198,767. Of these 149,672 have attended the public schools for a part or whole of the year. According to the reports transmitted there are 1,478 school districts in the State, and 1552 regularly organized public schools—or, in other words, there are 1552 school-buildings owned by the districts in which they are situated. If reports had been received from every district in the State, these numbers would be somewhat larger than here reported. The average daily attendance upon the schools has been 52,087. The number of public schools kept open for the year is 971. Only eleven new schools have been established during the year.

## REPORTS FROM COUNTIES.

The interest in the cause of public education is generally determined by reference to the amount of money appropriated for school purposes. As a general rule this is correct, though, of course, like all others, it has its exceptions. In order, then, to make an exhibit of the progress of public education in the different counties, it will be necessary to refer to the amount raised in the Counties for school purposes, and to compare the same with the amount raised last year. In the subjoined statement, the amount received from the State is not included.

## ATLANTIC COUNTY.

1863.

Amount raised by tax,.....	\$6,396 00
“ received from other sources.....	1,880 00
“ raised for repairing, building &c.....	3,498 00

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 \$11,774,00

1864.

Amount raised by tax for school purposes.....	\$7,360 00
“ received from other sources.....	1,025 00
“ raised in addition for repairing &c.....	1,180 00

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 Total..... \$9,565 00

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 Decrease in appropriation,..... \$2,209,00

It is proper to note, in this connection, that a larger amount was raised by tax in 1864, for the purpose of keeping the schools in operation, than in 1863.

## BERGEN COUNTY.

1863.

Amount raised by tax.....	\$7,366 17
“ received from other sources.....	5,590 80
“ raised in addition for building &c.....	898 22

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 Total..... \$13,855 19

1864.

Amount raised by tax.....	\$7,999 64
“ received from other sources.....	4,075 37
“ raised by tax for building &c.....	1,004 78

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 Total..... \$13,079 79

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 Decrease of appropriation for 1864..... \$775 40

## SCHOOL REPORT.

## BURLINGTON COUNTY.

1863.

Amount raised by tax.....	\$21,623 09
“ received from other source.....	8,880 72
“ raised in addition for building &c.....	2,100 00

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Total.....	\$32,603 81
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1864.

Amount raised by tax.....	\$21,423 57
“ received from other sources.....	4,727 56
“ raised for building &c.....	1,270 00

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Total.....	\$27,421 13
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Decrease of appropriation.....	\$5,182 68
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## CAMDEN COUNTY.

1863.

Amount raised by tax.....	\$25,049 71
“ received from other sources.....	2,087 81
“ raised for building, repairing, &c.....	9,600 00

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Total.....	\$36,737 52
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1864.

Amount raised by tax.....	\$21,575 18
“ received from other sources.....	18,923 06
“ raised for building, repairing, &c.....	17,879 49

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Total.....	\$58,377 73
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Increase of appropriation of 1864, over that of 1863.....	\$21,640 21
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## CAPE MAY COUNTY.

1863.

Amount raised by tax.....	\$4,931 00
“ received from other sources.....	609 85
“ raised in addition for building, &c.....	25 00

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Total.....	\$5,565 85
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1864.

Amount raised by tax.....	\$6,190 00
“ received from other sources.....	412 45
“ raised in addition for building, &c.....	800 00

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Total.....	\$7,402 45
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Increase of appropriation for 1864.....	\$1,836 60
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## CUMBERLAND COUNTY.

1863.

Amount raised by tax.....	\$14,150 00
“ received from other sources.....	2,362 81
“ raised in addition for building, &c.....	1,600 00

Total. .... \$18,112 81

1864.

Amount raised by tax.....	\$11,350 00
“ received from other sources.....	2,200 29
“ raised in addition for building, &c.....	225 00

Total..... \$13,775 29

Decrease in appropriation..... \$4,337 52

## ESSEX COUNTY.

1863.

Amount raised by tax.....	\$77,066 50
“ received from other sources.....	2,644 00
“ raised in addition for building, &c.....	7,900 00

Total..... \$87,610 50

1864.

Amount raised by tax.....	\$77,499 00
“ received from other sources.....	2,980 70
“ raised in addition.....	7,300 00

Total..... \$87,779 70

Increase of appropriation for 1864..... \$169 20

The public schools of this county are in a most flourishing condition. The schools of the city of Newark, and of the towns clustering around it, are well conducted. The cause is progressing in Essex.

## GLOUCESTER COUNTY.

1863.

Amount raised by tax.....	\$7,294 00
“ received from other sources.....	1,207 88
“ raised in addition for building, &c.....	775 00

Total..... \$9,276 88

1864.

Amount raised by tax.....	\$8,630 48
“ received from State.....	682 46
“ raised in addition for building, &c.....	2,025 00

Total..... \$11,337 94

Increase of appropriation for 1864..... \$2,061 06

## SCHOOL REPORT.

## HUDSON COUNTY.

1863.

Amount raised by tax.....	\$43,103 75
“ received from other sources.....	682 00
“ raised in addition for building, &c.....	8,944 00

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Total..... \$52,729 75

1864.

Amount raised by tax.....	\$54,386 81
“ received from other sources.....	1,592 51
“ raised in addition.....	10,720 00

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Total..... \$66,699 32

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Increase of appropriation for 1864..... \$13,969 57

I cannot withhold a few remarks respecting the progress that is making in this county. So far as my observation has extended, I am satisfied that in educational matters Hudson is the banner county of the State. The town superintendents and examiners meet monthly to examine teachers, and none are permitted to teach without a license. Teachers, too, are required to renew their licenses yearly, and, as a consequence, Hudson county has to-day a corps of excellent teachers.

## HUNTERDON COUNTY.

1863.

Amount raised by tax.....	\$13,362 00
“ received from other sources.....	8,456 08
“ raised in addition for building, &c.....	875 00

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Total..... \$22,693 08

1864.

Amount raised by tax.....	\$14,137 00
“ received from other sources.....	4,706 98
“ raised in addition for building, &c.....	480 00

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Total..... \$19,323 98

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Decrease in appropriation..... \$3,369 10

## MERCER COUNTY.

1863.

Amount raised by tax.....	\$24,579 00
“ received from other sources.....	1,771 21
“ raised in addition for building, &c.....	1,747 00

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Total..... \$28,097 21

## SCHOOL REPORT.

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1864.

Amount raised by tax.....	\$26,958 00
“ received from other sources.....	1,409 57
“ raised in addition for building, &c.....	6,125 00
Total.....	<u>\$34,492 57</u>

Increase of appropriation..... \$6,395 36

## MIDDLESEX COUNTY.

1863.

Amount raised by tax.....	\$21,587 00
“ received from other sources.....	3,054 31
“ raised in addition for building, &c.....	60 00
Total....	<u>\$24,701 31</u>

1864.

Amount raised by tax.....	\$24,138 00
“ received from other sources.....	1,285 08
“ raised in addition for building, &c.....	1,510 00
Total.....	<u>\$26,933 08</u>

Increase in appropriation..... \$2,231 77

## MONMOUTH COUNTY.

1863.

Amount raised by tax.....	\$28,400 00
“ received from other sources.....	5,974 44
“ raised in addition for building, &c.....	
Total.....	<u>\$34,374 44</u>

1864.

Amount raised by tax.....	\$28,924 00
“ received from other sources.....	2,182 43
“ raised in addition for building, &c.....	
Total.....	<u>\$31,106 43</u>

Decrease in appropriation..... \$3,268 01

## MORRIS COUNTY.

1863.

Amount raised by tax.....	\$18,542 00
“ received from other sources.....	5,123 05
“ raised in addition for building, &c.....	1,068 25
Total.....	<u>\$24,733 30</u>

## SCHOOL REPORT.

1864.

Amount raised by tax.....	\$14,552 00
“ received from other sources.....	3,758 88
“ raised in addition for building, &c.....	700 00

Total..... \$18,010 88

Decrease in appropriation..... \$6,722 42

## OCEAN COUNTY.

1863.

Amount raised by tax.....	\$5,206 34
“ received from other sources.....	1,017 31
“ raised in addition for building.....	

Total..... \$6,223 65

1864.

Amount raised by tax.....	\$2,700 00
“ received from other sources.....	24 00
“ raised in addition.....	30 00

Total..... \$2,754 00

Decrease in appropriation..... \$3,469 65

## PASSAIC COUNTY.

1863.

Amount raised by tax.....	\$17,523 00
“ received from other sources.....	1,217 75
“ raised in addition for building, &c.....	

Total..... \$18,740 75

1864.

Amount raised by tax.....	\$22,400 00
“ received from other sources.....	650 00
“ raised in addition for building, &c.....	

Total..... \$23,050 00

Increase of appropriation..... 4,309 25

## SALEM COUNTY.

1863.

Amount raised by tax.....	7,336 06
“ received from other sources.....	5,691 00
“ raised in addition for building, &c.....	

Total..... \$12,027 06



## SCHOOL REPORT.

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1864.

Amount raised by tax.....	\$7,481 00
“ received from other sources.....	2,710 54
“ raised in addition for building, &c.....	1,030 00
Total.....	<u>\$11,221 54</u>

Decrease in appropriation..... \$805 52

## SOMERSET COUNTY.

1863.

Amount raised by tax.....	\$11,252 00
“ received from other sources.....	6,313 49
“ raised in addition for building, &c.....	1,250, 00
Total.....	<u>\$18,815 49</u>

1864.

Amount raised by tax.....	\$12,161 00
“ received from other sources.....	2,468 50
“ raised in addition for building, &c.....	825 00
Total.....	<u>\$15,454 50</u>

Decrease in appropriation..... \$3,360 99

## SUSSEX COUNTY.

1863.

Amount raised by tax.....	\$10,906 00
“ received from other sources.....	11,095 74
“ raised in addition for building, &c.....	640 00
Total.....	<u>\$22,641 74</u>

1864.

Amount raised by tax.....	\$10,419 55
“ received from other sources.....	3,428 17
“ raised in addition for building, &c.....	1,049 00
Total.....	<u>\$14,896 72</u>

Decrease in appropriation..... \$7,745 02

## UNION COUNTY.

1863.

Amount raised by tax.....	\$19,957 09
“ received from other sources.....	2,301 49
“ raised in addition, for building, &c.....	203 00
Total.....	<u>\$22,561 58</u>

1864.

Amount raised by tax.....	\$27,982 00
“ received from other sources.....	1,560 00
“ raised in addition for building, &c.....	523 00
Total.....	<u>\$30,065 00</u>

Increase of appropriation..... \$7,503 42

## WARREN COUNTY.

1863.

Amount raised by tax.....	\$17,560 00
“ received from other sources.....	3,218 46
“ raised in addition for building, &c.....	410 00
Total.....	<u>\$21,188 46</u>

1864.

Amount raised by tax.....	\$18,800 00
“ received from other sources.....	477 77
“ raised in addition for building, &c.....	855 00
Total.....	<u>\$20,132 77</u>

Decrease in appropriation..... \$1,055 69

The foregoing statements are well worthy of examination. In many counties where there is a decrease in appropriations, it will be observed that there is a corresponding decrease in the amount raised for building, repairing &c. As there were one hundred and thirteen (113) new schools established during the year 1863, and only eleven (11) during 1864, it is evident that a less sum of money was required for building purposes during the last named year. A greater amount of money has therefore been expended during the past year for the purpose of affording the children of the State facilities for learning, than ever before.

The people of the State desire good schools. This fact is well attested by the exhibit which has been made. It should be the object of legislation to foster the enterprising spirit which is abroad in the State, by affording every possible facility for the establishment of good schools.

## THE SYSTEM OF COMMON SCHOOLS.

By means of visitation, I have gained much important information relative to what are known as district or common schools. My intercourse with the people has been as extended as I could well afford; and, though I have not visited many sections at all, yet through letters of inquiry, I have ascertained that the condition of the above-named schools is much the same throughout the State.

That these schools are highly prized as a means to the acquisition of a common education is a fact which my intercourse and inquiries have verified ; but that the people are satisfied with them is very far from expressing the actual state of public feeling. In view of certain failures, the impression has become general that something should be done for the purpose of improving them. Though a variety of measures is proposed as needful to effect the desired object, still, through this diversity of opinion, it will be seen that there is a willingness to appropriate means, and to sustain such a measure or measures as will bring our schools clearly within the pale of system and uniformity ; and thereby harmonize the discordant parts of what we term a system of public instruction.

A brief examination of the duties and powers of those appointed as officers under the school laws will clearly develop the lamentable fact, that our schools are organized upon independent bases, and conducted without supervision. What influence can examiners and visitors exert, in our largest and thinly populated counties, when the law demands a limited service only, and provides inadequate compensation therefor ? What, too, can be expected from the supervisory action of town superintendents and trustees, who are invariably engaged actively in business pursuits, and who are not close observers of the workings of the public school system ? The quarterly visits of town superintendents may be productive of good ; but it is rarely, if ever, the case that these visits are so prolonged as to reveal the defects in the management of schools, much less to remedy them. Our schools are therefore left almost exclusively to the management of the teachers engaged in them. As might be expected, each school is distinct in itself ; differing from others in its mode of school government, its course of study, and its methods of instruction. This might be well enough, provided all the teachers engaged in the work of instruction were qualified to decide upon the necessities of our schools. This however is not frequently the case ; for it is well known that the instructors in a majority of the schools of the rural districts are young and inexperienced, and do not, when engaging in the work, carry with them sufficient professional knowledge to enable them to decide upon and put in practice those regulations upon which the life of the school depends. Herein is explained the prime cause of the partial failure of a number of district schools. They are left to the direction of young teachers, and a system of supervision not being provided they fail to accomplish the purposes for which they were designed. What can be expected from our schools, if we abandon them to the control of the young and inexperienced ? If teaching be not a profession ; if the human faculties unfold themselves in strength and harmony under empirical methods ; and if it be immaterial what course of study be pursued, and what mode of school government be adopted, then indeed we may rest content with the character of our schools and teachers ; for, upon such hypotheses, the less we have of system, the better will it subserve the interests of those who are the recipients of instruction. But all intelligent thinkers have at last reached the common conclusion that the domain of true education em-



braces in its scope the threefold nature of man ; that the various faculties develop in accordance with fixed laws ; and that, further, there is a natural order in the evolution of these faculties. Here is a truth established by mental science, and a moment's consideration of it leads inevitably to another conclusion, viz. : that the methods of instruction should be the practical amplification of the law that presides over the unfolding of the various faculties. The work of instruction, therefore, cannot consist of the daily experimenting of those assigned to the task of teaching ; and the course of study cannot be such as their tastes alone may dictate. On the contrary, their methods of instruction must be in harmony with the nature of childhood, in order to stimulate the various faculties to simultaneous and equal growth ; and the course of study should be determined with the view of arming the pupil with those truths and formulæ which will be serviceable to him as a citizen, patriot, and christian. The methods of instruction should consequently be such as will conduce to the logical development of the faculties of the mind, and they should be most rigid and exhaustive when they become the vehicle of imparting those truths which the pupil is frequently required to reproduce, and which form the basis of that knowledge which is daily called into requisition in all the various pursuits of life.

The failure of so many schools in satisfying the reasonable expectations of parents, is attributable in a great measure to the fact that the instructors do not recognize the principles upon which schools should be organized and conducted. These principles are not known and applied because the means for their dissemination are imperfect. A system of supervision, such as our schools demand, and such as has been secured to many of the States, through the provision of their school laws, should provide not only for the frequent inspection of the schools, but also provide exercises for teachers which they should be required to attend, the object of which should be to render them more professional, and to perfect their knowledge of those branches in which they desire special instruction.

The evil effects consequent upon the operations of our scheme of supervision manifest themselves more palpably in the rural districts than elsewhere. It is rare indeed that the schools of the same townships employ the same methods of instruction and discipline ; and the text books in use are seemingly a collection from all the different series that have ever issued from the press. Then, too, many schools are loosely and irregularly classified ; and the teachers, by an endeavor to do equal justice to all, cannot, at best, appropriate more than the small fraction of an hour to each pupil during the day. If parents would earnestly consider this matter I am satisfied they would become the earnest advocates of reform. Parents generally are unwilling that their children should sit the livelong day upon uncomfortable seats, breathing a heated and vitiated atmosphere, for the poor privilege of a few minutes recitation in Grammar, Geography and Arithmetic. They should consider that the efficiency of our schools depends in part upon the judicious classification made of the pupils attending them ; and that in general the degree of usefulness of the public schools

of the State, can be determined by a reference to the system upon which they are graded and classified. The schools of the larger towns and cities are generally graded and classified well. These schools have been officered by professional teachers; but in the rural districts, where it frequently happens that a change of teachers is made every quarter the schools are at best but loosely organized. The classes are rearranged with the induction of each new teacher; text books, too, are often changed; and in the overturning and rearranging process, but little substantial progress is made. Indeed, schools which are thus trifled with by trustees and teachers, are never really organized; but rather always organizing, and drifting on, Micawber like, "waiting for something to turn up," or for somebody to turn them up. Parents cannot reasonably expect that their children will "learn to read, write and cipher," in such schools; for between being turned back, and being turned forward, the pupils will become totally discomfited by the futility of what to them may be really honest labor.

If other evidence were wanting of the impotency of our school system, it would be found in the comparatively few union or graded schools in the State. In many thriving villages, where the people are desirous of having good schools and where enough is appropriated yearly to secure them, several schools are established instead of a central union school. In each of these a similar classification of pupils is made, and the teachers employed are compelled to instruct from twenty to twenty-five classes ranging from the primary to the academic. The time appropriated to each class is limited; and the pupils' progress is undoubtedly a source of more dissatisfaction to the teachers than it is to the parents. A union school on the contrary, containing a number of graded classes, would afford the instructor of each, the opportunity to appropriate the hours of school to *one* class, instead of several, and it is patent to everyone, that, under such circumstances, the proficiency of the pupil, would be greater. People, if they desire such schools, cannot hope to have them established at their doors. Our larger villages can support *one central school*, which will greatly advance their educational interests; or, as an alternative, they can establish two or more ungraded schools, which, at best, cannot be made to meet their wants. I repeat, it is unfortunate that we have not more graded schools, and that we have not, is clearly an evidence that our scheme of public education is defective. If the school laws had required the appointment of local school officers, and provided a just compensation for their services, thus identifying their hopes and interests with the progress of public education, the truths of which I have spoken, respecting the advantages of thorough instruction, and of graded schools, would have been brought to the attention of our people; and we have every reason to believe that they would have been ready at all times to adopt such measures as were indispensable to the successful operation of their schools.

In whatever aspect we view our system of public instruction, it becomes manifest that its defects are the direct fruits of an impossible system of supervision created by the school laws, while the excellencies of a portion of the rural schools are due to the action of zealous

town superintendents, aided by those earnest and devoted teachers, who labor with professional skill, and who give their untiring efforts to the promotion of the highest interests of the little ones committed to their care. It were an act of gross injustice, should I neglect to acknowledge the valuable services rendered by these teachers; for it is to their zeal and influence that we are indebted for good schools, and for the improvements that have been made from time to time in many localities. The State is clearly their debtor; for they have given more than they have received. They have blessed successive generations with the earnest labor of minds enriched by culture, and ennobled by the love of that work which seeks, pre-eminently, the good of others.

The consideration of the foregoing facts relative to the public schools of the rural districts naturally suggests this question: What measure can the State adopt whereby to improve their condition, and render them powerful in conferring upon our future citizens the inestimable blessings of true education? Clearly by the reorganization of them in accordance with those principles of school government which have established themselves during the progress of centuries of toil, experiment, and research. Experience has taught us that this can be effected only through the agency of local officers, whose duty should be to devote all their time to the supervision of the schools of their respective districts, to act in connection with boards of examiners in examining and licensing suitable persons as teachers, and to instruct them at stated times in all matters relating to the teachers profession. Conferring upon such officers the power to revoke teachers' licences as a forfeiture for malfeasance of office, for failure in maintaining discipline, or for the exhibition of a manifest lack of skill in imparting information, we should thereby secure to our schools a corps of active and capable teachers; and by the influence which such officers would exert in their respective districts, both upon teachers and communities, we might reasonably expect an increased interest in the cause of popular education, the erection of better school buildings, and, in general, a system of schools characterised by uniformity and efficiency in all its ramifications, and subserving, in full degree, the enduring interests of our commonwealth and nation.

And why should not the schools of the rural districts enjoy the advantages which accrue from a judicious system of superintendence? From what can we draw the inference that the patrons of these schools hold the welfare of their little ones secondary to the gratification of a sordid desire for the accumulation of wealth? To assume the existence of such a state of public sentiment would indeed be a direct insult to the good sense and intelligence of our people. As remarked before, I believe the great majority are desirous of having good schools, and I believe, further, that they would hail as auspicious the inauguration of a new and more liberal educational policy. That the demands for reform would be, to a great degree, satisfied by the measures, the adoption of which I advocate, is assured by the experiments and experiences of those states, which, for a number of years, have had the system of supervision recommended in actual operation; and extend-



ing in its scope to every school district within their bounds. If further evidence were required, demonstrating the entire efficacy of such a system, would it not be furnished by the action of boards of education in many cities of our own State? The City of Newark, for instance, for several years past has had an officer employed, denominated City Superintendent of Public Schools, who devotes all his time to the supervision of the schools under the direction of the board. The result has been all that the most sanguine friends of the measure hoped. The public schools never were in a more satisfactory condition than they are to-day. The same encouraging results have attended the adoption of the same measure in the cities of Trenton, Paterson, and New-Brunswick, in each of which the public schools have been under the direction of a supervisor appointed by the respective boards of education. May we not infer from the disposition of public sentiment already alluded to, that the inhabitants of the rural districts, who are compelled to rely upon the legislature for action, are ready, aye, anxious, for the inauguration of a similar system? They have always proven themselves the staunch and earnest supporters of common school education, and there need be no hesitation upon the part of legislators in so shaping the educational policy of the state as to infuse more of life and vigor into our schools of all grades.

To deal practically with a practical subject, permit me to subjoin in a brief manner what in my opinion should form the duties and responsibilities of county superintendents whose appointment I recommend:

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

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

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

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

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

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

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

By the appointment of county superintendents the office of town superintendent would be necessarily abolished. While many of the town-superintendents have proven themselves valuable officers, many

others admit, that, owing to the press of business, they are unable to bestow either time or labor to the cause of public instruction. Indeed, many, for this reason, never visit the schools as they are required to do by the provisions of the school laws, and are therefore unable to transmit an accurate report to the State Superintendent. Many, too, frankly admit that they neglect the examining and licensing of teachers; or conduct the examination in a loose and irregular manner. Teachers are frequently licensed upon the mere recommendation of irresponsible parties, without going through even the form of an examination. As a consequence, many incompetent persons enter the teacher's profession, and the result is the weakening of confidence in the public school itself. According to the reports transmitted me, there are two hundred and seven (207) teachers engaged in the work of instruction who, it is known, are not possessed of a certificate of license. These things are just what might be expected under the circumstances. Men cannot be urged to devote their time and energies to a task for which they receive no compensation. The idea of securing gratuitous labor in the field of education might as well be abandoned; for it has been faithfully tried and found wanting.

In conclusion, I must be permitted to express the hope that the subject, as herein presented, will be earnestly considered by the legislators of the State, and by the friends of public education everywhere. I consider it a question of vital importance, because so closely connected with the enduring interests of every class of citizens. The sole object for which I am laboring, and for which I have given expression to the foregoing views, is the elevation of the standard of public education. Not that I advocate the strengthening and expansion of our school system, for the purpose of enabling the pupils of our public schools to make more extended acquisitions in the sciences; but rather that the course of study in these schools may be more in harmony with the wants of the children attending them; that the methods of instruction may be made more thorough and philosophical; and that the *forces* of the school may be rendered conducive to the cultivation of all the graces and virtues that can ripen only under the influences of an advancing civilization.

The great want of a government such as ours, is an educated citizenship. The life of a nation like our own has its mainspring in the spirit, patriotism, and intelligence of those for whom it was established, and by whom it is controlled. Intelligence is not the only *desideratum*; for of itself it can neither purify and ennoble the character of the people, nor give stability to the government. It is indeed life and power when it goes forth hand in hand with virtue, consummating the glorious purposes which were decreed "before the everlasting hills were brought forth." The demands of a nation, therefore, whose government is the people's, is the general propagation of truth with the view of vitalizing the allied forces of the mental and moral capacities of each citizen. It is this highest type of all education that gives the nation its Christian patriots, who realize all the varied obligations of citizenship, and, who, subordinating the individual to the



national life, contribute to the purity and permanence of the nationality.

## TEACHERS INSTITUTES.

During the year 1864, institutes have been held in the following counties :

In Essex during the week, commencing March 1864.

In Cumberland during the week commencing May 30th, 1864.

In Gloucester during the week commencing August 1st, 1864.

In Salem during the week commencing August 15th, 1864.

In Somerset during the week commencing August 29th, 1864.

In Cape May during the week commencing August 29th, 1864.

In Sussex during the week commencing September 5th, 1864.

In Bergen during the week commencing October 10th, 1864.

In Hunterdon during the week commencing October 17th, 1864.

In Hudson during the week commencing November 14th, 1864.

In Atlantic during the week commencing December 12th 1864.

I have engaged in the work of instruction among the institutes with but few exceptions, and I have endeavored to make them as far as practicable, the means of "teaching teachers how to teach." In other words, the instruction given has been upon the methods of teaching those branches which make up the curriculum of the public schools of the State.

The attendance has not been as large as I confidently hoped it would be. With the exception, however, of the counties of Cape May, Salem, and Atlantic, there have been enrolled at each institute, from forty to one hundred names of teachers, who have been in actual attendance upon a part or whole of the institute exercises. Although I have been unable to secure the proceedings in full of all the institutes, I feel justified in remarking that much good has been accomplished in every county where one has been held.

I have been convinced of the utility of, and necessity for, the instruction given at the institutes, partly from my own observation, and partly from the testimony of teachers and school officers with whom I have been associated. It is true the institutes have not been attended as they should have been ; it is true that they have often been loosely conducted ; but are these sufficient reasons for abolishing them ? Nearly every state that has an efficient system of public instruction, has its county or district institutes, and the course of legislation in those states has tended to strengthen the hands of those engaged in the work. New Jersey should not,—I am satisfied she will not,—ignore the facts which have developed through the experiments and experiences of her sister states. It is indeed proper that there should exist something of dissatisfaction and disappointment at the comparatively small results attending the operations of the system in this State. It is a hopeful sign for the future that the legislators of the State, have taken cognizance of the fact that these auxiliaries of public education are not accomplishing what the legislature intended they should. It cannot be said however that they have done no good ; for in many instan-

ces they have been truly invaluable; and every well wisher of public education, who has been a close observer of their operations and influences, will fully corroborate my statement, while he may also properly admit that they have not done all they should toward strengthening the cause of public education:

In view of this state of feeling, it seems to me, that the question should be, How can the institutes be made more useful in imparting information respecting the organizing of schools, the conducting of recitations, and the proper forms of school government?

I have already intimated in my remarks upon the state school system that the institutes should in part be under the control of a local officer of worth and intelligence, who, understanding the requirements of the schools and teachers in his county, could direct the exercises so as to bring prominently before the minds of teachers, those subject matters connected with the management of schools, in which teachers should receive special instruction. An able institute instructor aided by a county superintendent, could do more toward making the institute contribute to the increased efficiency of our schools, than could the ablest educator if he were unacquainted with the wants of the teachers, and of the schools under their direction. And here has been the source of failure in the institute work. Those appointed as conductors, have, in many instances, misapprehended the qualifications of the teachers, and the grade of schools under their control; and, while the instruction given has been varied, discovering liberal culture upon the part of the conductor, it has failed to impart such information as serves to render teachers more professional and capable in their work. Another cause of the poor success of the institutes in a number of counties is found in the loose and irregular manner in which preparations for them have been made. Institutes have, frequently, been called hastily by teachers having them in charge; and, in the words of my predecessor, "jealousies have contributed not a little to impair their efficacy." With the present institute law, we can hardly hope, therefore, to make them what they should be. Leading teachers will often disagree as to what should form the subject matter of instruction, as to a suitable person to act as conductor, and as to time and place of holding the institute. Parties spring up; discussions ensue; and the institute is deprived partly of its power for good.

In my opinion, the appointment of the instructors of the institute should be made by the State Board of Trustees upon the recommendation of the State Superintendent and leading educators of the State. Probably, under the circumstances, it is most advisable to so modify the institute law, as to provide for the appointment of an able educator, who shall be the conductor of all the institutes held in the State. The Principal of the Normal School, and the State Superintendent should be associated with the Conductor in the capacity of lecturers, in order to bring the Normal School in harmony with the institutes.

We cannot make the institutes what they should be until some proper action shall have been taken by the Legislature. As it stands now, the institutes are left to take care of themselves; and under the

improvident organization which the law suggests, they have been, and, in my opinion, will continue to be, a source of some good always; accomplishing, however, but comparatively little, where much is required. The law should be more definite, embodying provisions whereby we may avoid the difficulties and embarrassments which have beset those who have heretofore engaged in the institute work. It is a difficult task to suggest a system which will be universally acceptable; but the great majority of those who are interested in educational matters will agree, I think, that the law should embody these, or very similar provisions:

1. The appointment of an able institute instructor, and of two or more lecturers, by the Board of Trustees of the School Fund.

2. Constituting the examiners of each county and institute instructor, a board of examiners, who shall occupy the last day or if necessary, the last two days of each institute in the examining and licensing of teachers; and also conferring upon the said board the right to reject applicants for certificates of license to teach who do not attend the institute exercises, or who, if absent therefrom, cannot render a proper and satisfactory excuse therefor.

3. Authorizing the trustees and boards of education of the several towns and cities of the State to close the schools under their direction, during the week set apart for their respective county institutes.

It will be understood in this connection that the amendments suggested, do not contemplate the annulling of the provisions of special laws, in pursuance of which many cities have organized a system of instruction, in which the education of teachers, and the examining and licensing of them, form a feature. The institutes, rather, are intended for those teachers who do not enjoy the advantages of weekly instruction in regularly organized and well conducted normal classes.

Then, too, it should be so arranged that three grades of certificates of license could be awarded, the highest grade of which should be valid in all parts of the State, and not to be revoked unless the holder thereof forfeits his claims to it by lack of skill in imparting knowledge, or for reprehensible conduct. None should receive such a license, unless they prove themselves well qualified to teach all the branches taught in the public grammar schools. But after receiving such, nothing further should be required to entitle them to the public moneys, except the usual certificate of attendance upon the institute.

The time has not yet arrived when we can dispense with these valuable auxiliaries of public education. They have been the means of developing a lively interest in educational matters wherever they have been held; and though many teachers fail to attend the exercises, they have contributed largely towards raising up a corps of instructors from among the youth of our own State. In short, they have been temporary normal schools, dispensing a knowledge of the ways and means of unfolding in beauty and harmony the powers of that wonderful microcosm—man. Their influence for good has been sensibly felt in many counties; and to discontinue them now, would be fraught with fearful consequences to public instruction in the country districts.

“Take the institutes from us,” say those active and earnest teachers



who have been the soul and life of the educational cause in the rural districts, "and you deprive us of nearly all our opportunity for professional improvement." Aye, take the institute from us, and the public mind will be shrouded in the darkness of night, where now, perchance, it is just rising to the full realization of the truth that man reaches his highest sphere of usefulness only through the culture of his powers of virtue and intelligence.

#### STATE AGRICULTURAL AND MECHANICAL SCHOOL.

The Legislature of New Jersey, during the session of 1864 made provision for the establishment of a "State College for the benefit of Agriculture, and the Mechanic Arts." It is well known that by an Act of Congress of 1862, certain public lands were donated "to the several states and territories which may provide colleges for the benefit of Agriculture and Mechanic arts." This grant was accepted by the State upon the terms prescribed, and a law was passed ordering the lands to be sold, the proceeds to be invested, and the interest of these funds "to be devoted wholly and exclusively to the maintenance, in that department of Rutgers College known as Rutgers Scientific School, of such courses of instruction as (including the courses of instruction already established) shall carry out the intent of the act of Congress."

A part of the lands appropriated to New Jersey has already been sold, and it is expected that students, whose instruction fees are paid by the income from this fund, can be received into the institution, at the beginning of the next college year, September 20th, 1865. The law in regard to such students is, that "the number of pupils to be so received gratuitously into said school shall be in each year, such a number as would expend a sum equal to one-half of the said interest for the same year, in paying for their instruction in said school, if they were required to pay for it at the regular rates charged to other pupils of said school, for the same year; said pupils so nominated and received shall be citizens of this State, and shall be admitted into said school upon the same terms, and subject to the same rules and discipline which shall apply to all other pupils of said school, with the single exception that they shall not be required to pay anything for their instruction." "The students of Agriculture and the Mechanic Arts shall be admitted into said college upon the recommendation of the board of chosen freeholders of their respective counties, and the number of students that a county shall at any one time be entitled to have in said college shall be equal to the number of representatives in the legislature to which such county is entitled, or in proportion to the same."

The following respecting the course of study of Rutgers Scientific School, with which the State College is connected, will furnish all the information upon this subject which may be desired.

## ARRANGEMENT OF STUDIES.

## FIRST YEAR.

## I. Course in Civil Engineering and Mechanics.

## FIRST TERM.

Algebra, Quadratic Equations.  
 Geometry—three books.  
 Draughting—Constructing Problems.  
 Elementary Principles of Zoology and Mineralogy.  
 Rhetoric, Exercises in Elocution and Composition.  
 French.

## SECOND TERM.

Geometry, finished.  
 Geometrical Draughting.  
 Meteorology and Modes of Keeping Meteorological Register.  
 History—Composition and Declamation.  
 Book-Keeping.  
 French.

## THIRD TERM.

Algebra, finished.  
 Mensuration—Line Surveying.  
 Elements of Botany.  
 Physical Geography.  
 History, Composition and Declamation.  
 Book-Keeping.  
 Drawing.  
 French.

## II. Course in Chemistry and Agriculture.

## FIRST TERM.

Algebra, Quadratic Equations.  
 Geometry—three Books.  
 Draughting—Constructing Problems.  
 Elementary Principles of Zoology and Mineralogy.  
 Rhetoric, Exercises in Elocution and Composition.  
 French.

## SECOND TERM.

Geometry, finished.  
 Geometrical Draughting.  
 Meteorology and Modes of Keeping Meteorological Register.  
 History—Composition and Declamation.  
 Book-Keeping.  
 French.

## THIRD TERM.

Algebra, finished.  
 Mensuration—Line Surveying.  
 Elements of Botany.  
 Physical Geography.  
 History, Composition and Declamation.  
 Book-Keeping.  
 Drawing.  
 French.

## SECOND YEAR.

## FIRST TERM.

Trigonometry, Surveying and Navigation.  
 Descriptive Geometry and Draughting.  
 Elements of Chemistry and Mineralogy.  
 Rhetoric, Composition, Declamation.  
 French.

## SECOND TERM.

Analytical Geometry.  
 Descriptive Geometry and Draughting.  
 Physics and General Chemistry.  
 Mechanics—Text-book in French.  
 Strength of Materials, Stability of Structures.  
 English Composition and Declamation.  
 German.

## THIRD TERM.

Differential and Integral Calculus.  
 Leveling, R.R. Engineering and Topography.  
 Topographical Draughting.  
 Optics and Optical Instruments.  
 Mental Philosophy—Essays.  
 German.

## FIRST TERM.

Same as in course of Civil Engineering.

## SECOND TERM.

Analytical Chemistry, qualitative.  
 Physics and General Chemistry.  
 Mineralogy.  
 Agriculture—its Principles.  
 English Composition and Declamation.  
 German.

## THIRD TERM.

Physics and Chemistry.  
 Analytical Chemistry—quantitative.  
 Agriculture—its Processes.  
 Mental Philosophy—Essays.  
 German.

## THIRD YEAR.

## FIRST TERM.

Astronomy and use of Astronomical Instruments.  
 Engineering Constructions, Roads, Bridges, &c.  
 Moral Philosophy, Essays.  
 German.

## SECOND TERM.

Geodetical Surveying.  
 Machinery—Motive Powers, &c.  
 Machines employed in Engineering.  
 Geology.  
 Political Economy.  
 German.

## THIRD TERM.

Hydronic Engineering.  
 Designs for and Discussions of Constructions and Machines.  
 Architecture.  
 Constitution of the United States.

## FIRST TERM.

Metallurgy and Mining.  
 Elements of Geology.  
 Moral Philosophy, Essays.  
 German.  
 Agriculture—Its Products.

## SECOND TERM.

Elements of Technology.  
 Agriculture—Its products, continued.  
 Geology.  
 Political Economy.  
 German.

## THIRD TERM.

Agriculture—Horticultural Products and Rural Embellishments.  
 Theses on Scientific and Practical subjects.  
 Constitution of the United States.

## THEORY AND PRACTICE OF AGRICULTURE.

## OUTLINE OF THE COURSE.

Instruction in the Theory and Practice of Agriculture will be conveyed for the present namely by Lectures, except where suitable textbooks can be obtained.

Opportunities for observation upon the College Farm will be given from time to time, and the Faculty hope to secure ere long, a cabinet of specimens and models by which the Lectures delivered may be illustrated and exemplified. During the Terms mentioned below, the following subjects will be treated.

I. SECOND TERM, SECOND YEAR.—Agriculture, its principles; its development and present condition as an Art; its connection with the several branches of science. The economic requisites of vegetable growth, including soils, and the theory of manures.

II. THIRD TERM, SECOND YEAR.—Agriculture, its *processes*, tillage, plowing; the physical manipulation of the land; implements and machinery.

Drainage, Irrigation, etc. The Practice of Manures. Farm Buildings—their construction and arrangement.

III. FIRST TERM, THIRD YEAR.—Agriculture, its *Products*.

1. *Farming and Farm Crops.*

The cereals, their cultivation, and management and uses.

Hemp, Flax and other commercial crops.

Root Crops and the Legumes.

Grasses and the care of Pasture Lands.

Rotation of crops, and the use of Artificial Fertilizers.

IV. SECOND TERM, THIRD YEAR.—*Products continued.*

2. *Animals and Animal Products.*

The Principles of Breeding and the various Improved Breeds.

The care of Domestic Animals and Fattening for Market.

Dairy Management, including Milk Butter, and Cheese.  
Animals of Draught.

V. THIRD TERM, THIRD YEAR.—*Products continued.*

3. *Horticultural Products and Rural Embellishment.*

The Orchard, including the Nursery propagation of trees.

The Market Garden, forcing of plants and fruits.

The Vineyard, manufacture of wine, cider, &c.

Ornamental trees and shrubs, Landscape Gardening.

Either during the First Term of the Second Year, or subsequently, the study of Book-keeping will be continued with special reference to *Farm Accounts*, which is believed to be one of the most important branches of study, and opportunities of practice will ultimately be afforded the students in keeping the accounts of the College Farm. The study of *Botany* will also be continued with direct bearing upon the plants, useful or injurious, which the farmer most frequently meets. Some attention will also be given to *Entomology*, either as a separate branch, or in connection with those farm and orchard products which suffer most from insect depredators.

The lectures of the different terms are adapted as far as possible to the seasons when they can best be practically exemplified.

Among the advantages offered for the profitable pursuit of the above studies are:

I. The Library, the Collections, the Literary Societies, and all the facilities for literary education furnished by Rutgers College.

II. A Farm, where special attention will be given to Market Gardening, and to the cultivation of fruits; where the best modes of culture and the most improved implements are used; and where a system of keeping a full and complete account of all the operations, expenses and income of the farm can be studied.

III. An observatory, arranged and fitted with all the instruments needed for teaching practical astronomy.

IV. Accommodations for a Laboratory and Museum, with ample room for lectures upon experimental science, and for the practical operations of analytical chemistry; and where special provision is made for spreading out and exhibiting the collections of the minerals, rocks, fossils, plants and animals of the State.

V. Full sets of instruments for Surveying and Engineering.

VI. Excursions to mines, manufactories, &c, made under the direction of professors.

ADMISSION.—Applicants for admission to either of the above courses, as candidates for a diploma, must be, at least, sixteen years of age, and must bring testimonials of good moral character. They must also pass a satisfactory examination in the following subjects, viz:—Arithmetic, Algebra to Quadratic Equations, English Grammar and Geography.

Persons desiring to enter the school for the purpose of pursuing special branches, will be required to pass an examination on the subjects necessary to fit them for pursuing those branches to advantage.

Adults who wish to attend upon any of the courses of lectures, and



are not candidates for diplomas or certificates, can do so, subject only to the rules for fees and discipline.

The proper time for entrance is at Commencement (June 19th and 20th, 1865.) or at the beginning of the College year (Sept. 20th, 1865.) when new classes are formed; but students will be admitted to a class at any time, upon their passing a satisfactory examination on the subjects the class have passed over.

Examinations are held at the close of each term.

Diplomas will be conferred upon those who have passed satisfactory examinations upon all the subjects prescribed in either Course of Study; and Certificates will be given to those who pass examinations in special branches.

#### THE STATE NORMAL SCHOOL.

This institution, established by an act of the legislature, approved February 9, 1855, has been in successful operation from the time of its organization. The attendance upon this institution for the past year, has been one hundred and seventeen (117) ladies and three (3) gentlemen.

Already, it has fully demonstrated its necessity and utility "for the training and education of teachers in the art of instructing and governing the common schools of this State." Its graduates have been quite uniformly successful wherever they have been engaged in the work of public school instruction; and the influence which the Normal School has thus exerted upon the public schools of the State, has been widely felt, and productive of the best results. It would be folly to assume that all who have received instruction in this institution, have proven themselves good teachers. On the contrary, as might be expected, a number of them have failed. Their failure, however, is attributable to their peculiar mental and moral disposition, rather than to the instruction received at the Normal School. No one will assume that all the graduates of medical colleges and theological seminaries, make excellent doctors and ministers. It is well known that many of them signally fail; yet no one of intelligence will permit himself to question the utility and usefulness of these institutions.

The Normal School is, strictly speaking, a professional school; and its object is the training of teachers. Those who resort to it for the simple purpose of gaining a thorough knowledge of the languages or sciences, will be disappointed, and will hopelessly fail in the work of instruction. Town superintendents and school officers should make it their duty to ascertain for what purpose applicants seek admission to the Normal School. None should have a certificate of recommendation except those who have considered their tastes and aptitudes, and who have determined to make teaching a profession. There are large numbers of such throughout the State. If the claims of the Normal School were properly urged upon the people, it is probable that a large number of the class alluded to would be induced to enter the ranks of normal students, and prepare themselves, by accomplishing a special course of study, for the discharge of the teacher's duties.



I trust the effort will be made during the coming year, to secure a full representation of pupils from all parts of the State. If this laudable enterprise were seconded by our town superintendents and boards of education, the Normal School would enter upon a career of usefulness which would cause the blush of shame to mantle the faces of those who have heretofore proclaimed teaching experimental, and the Normal School an institution of no positive value in advancing the educational interests of the State.

During the year a change has been made in the principalship of this school. Professor William F. Phelps A. M., resigned in the early part of the year, and the vacated position was filled by the appointment of Professor John S. Hart, L. L. D. Professor Hart is a ripe scholar, and an educator of national reputation. The school under his management is happily consummating its purpose—the training and education of teachers. Professor Hart secures, as he should, the earnest co-operation of the friends of public education; and I am happy to commend him as worthy of the high office he holds, and the institution under his direction as worthy of the State which established and supports it.

I cannot close my remarks upon this topic without making allusion to Professor William F. Phelps, who was identified with the Normal school from the time of its establishment up to the commencement of the present year. He organized the school admirably, and, assisted by able instructors, conducted it for the period of ten years with extraordinary success. Every one conversant with the history of this institution concedes that his success was remarkable, and that he is an able conductor of normal schools. He was earnest—indeed too earnest and fearless if possible—in the advocacy of measures which he deemed essential to the prosperity of the public schools of the State; yet he gave an impulse to the cause which has been felt far and wide. He has left many friends behind him, whose best wishes for his continued success go with him to his new field of labor in the promising State of Minnesota.

#### SCHOOL ARCHITECTURE.

In consideration of the fact that many of the buildings used for school purposes in our rural districts, are but poorly devised, and badly constructed, I have prepared a brief report upon the subject of school architecture. This report is accompanied by diagrams, thereby furnishing the school officers of the State the best models of school buildings. It is hoped that the friends of education will give more attention to this subject than they have heretofore. The great want of a large number of our rural districts now is that of well-devised, and commodious school houses. It is true that many such are found in different sections of the State; still there is a prevailing apathy in this regard which is discreditable to all concerned.

This disposition of the masses is indeed anomalous. We evince a most laudable willingness to erect churches, and to endow them liberally. We erect county buildings seemingly regardless of expense. We spare no pains nor cost in the construction of our private residences;

and we lavish our means in furnishing and ornamenting our sitting rooms and parlors. The question with us here is not so much one of cost, as it is one of comfort and decoration. While therefore we discover our public spirit and liberality in the erection of public edifices and private residences, we evince an inexplicable disregard in the construction of school buildings for our children. We seemingly forget that the hours of school constitute the most important epoch in the life of the human being; that they are appropriated to the purpose of strengthening and developing all that is good and noble in our natures. We do not apparently recognize that the school is in part the home of children; and that the memories clustering around school life, constitute the rich endowments of our maturer years. If we were fully alive to these great truths, would we not manifest it by adopting a more liberal policy in relation to the building of school edifices, and by granting them a more liberal endowment? For we can give no more palpable evidence of our solicitude for, and interest in, the education of the rising generation, than by rendering the school-room cheerful and convenient, and its surroundings pleasant and attractive. We want good school houses, supplied with all the necessary appurtenances, then, first, that the pupil may have within his reach the means by which to make rapid and substantial progress; and, second, that he may be made conscious that the wisdom and experience of the people attest the pecuniary and moral worth of sound and substantial learning.

Public sentiment is a great lever even with children. Their powers of perception are acute, and the public interest in the cause of education they accurately measure by the means appropriated to its advancement. If we would stimulate them to exertion, then, we must do more than read, write, and talk glittering generalities. We must provide good school houses, supply them with such furniture as will conduce to the pupils' physical comfort, and furnish them with all the needful apparatus. With these means, our children, led on by skilful and devoted teachers, will amply repay us for the expenditure made by their more symmetrical growth in mind and body. A school-house of the modern style, with a school-room well supplied with school furniture, and whose walls are decorated with well executed maps and charts, becomes an educating instrumentality in itself. It stands a palpable illustration of the people's estimation of public education, and the symmetry of its structure, and the adaptedness of its arrangements to its purpose, appeal to the pupils far more effectively than words can do. Children's capacity to appreciate is large; their faculty of taste, too, is early exercised, and, as it is proper that both should be cultivated, we should endeavor to appeal to both, not only by the arrangements made for the pupils accommodation at school, but also by the means employed for their amusement and instruction while at home.

In the report of this year I have had wood cuts prepared from diagrams furnished by C. Graham and Son, architects, of Jersey City, whose devices for school houses are acknowledged by all to combine elegance of structure with comfortable and convenient internal

arrangements for pupils and teachers. As will be seen the engravings consist of models for country, or district school houses. For buildings of the dimensions here indicated printed specifications are not required, as any master mechanic can with very little study, determine what materials are necessary to their erection. The diagrams referred to will be found in the appendix.

Next year I hope to be able to treat this subject more in detail. In its treatment, illustrations by means of diagrams must be introduced in order that it may be made the means of improving the style of school architecture throughout the State. While I hope to be able to present models for graded schools of various dimensions, I shall also endeavor to have a few engravings prepared to illustrate further the subject of rural school architecture.

#### THE SCHOOL LAWS.

It seems that the school laws, still, are not as well understood as they should be, although, it seems to me, the interpretations published from time to time by my predecessors are full and ample enough to give school officers a clear idea of their powers and their duties. I have taken special pains to distribute printed pamphlets containing all the essential laws pertaining to schools, in which the interpretations are appended, and I know that much has been accomplished in this way. In this connection, I desire to invite the attention of the legislature to certain features of the school laws which are quite generally esteemed objectionable, and which, if possible, should be modified.

#### I. RELIGIOUS SCHOOLS.

During the year, I have been appealed to by town superintendents, asking if they were authorized by law to require the trustees of religious schools, established and organized in accordance with the provisions of section 12, of an act, entitled, "An Act to establish public schools, approved April 17th, 1846," to open the said schools to the inspection of the superintendents. In other cases I have been requested to notify the trustees of religious schools that these teachers should become subject to the yearly examinations, or else the said trustees should forfeit their portion of the public money. I have been further asked to do that respecting these schools which I am not authorized to do. Complaints concerning them have been numerous, and I have had appeal cases which have been extremely difficult of solution. I have observed, also, that there is a disposition among members of certain religious organizations to avail themselves in every possible manner of the privileges extended by the section of the law referred to; and, this year, *for the first time*, demands have been made by the trustees of several religious schools upon town superintendents for a portion of the school money. It is probably true in a few instances that these schools were organized, and in actual operation prior to April 17th, 1846, yet the proof of their organization is hardly as conclusive as it should be to warrant me in rendering a decision favora-



ble to the parties who have appealed. In all these cases, I have advised the parties to let the cases go into the courts for adjudication. Whether or not the church discipline of the religious organizations of which the parties who have appealed to me are members, provides for the establishment and maintainance of schools, is a matter for the courts, and not for me to decide.

In view of the complications arising concerning religious schools, and of the manifest injustice of appropriating public moneys to aid in the advancement of denominational interests, I would most respectfully and earnestly recommend that the 12th section of the act of April 17th, 1846, be repealed.

2. Respecting moneys raised by tax for support of public schools.

Much difficulty is experienced by town superintendents and boards of education in securing in seasonable time the moneys raised by tax for school purposes. It often transpires that of the whole amount assessed for state, county, town and educational purposes, a fractional part cannot be collected; and in consequence thereof, the sum received by school officers is made less than the sum voted and assessed for school purposes, by the whole deficiency consequent upon the inability of certain parties to meet their taxes. This is manifestly unjust. It is one of the most prominent causes of embarrassment in the operations of the public school system. The law clearly should be amended, and township or district collectors should be authorized and obliged to pay over upon the written order of the proper officers the full amount of money voted by the people for the purposes of education.

3. Limiting the amount to be raised by tax.

Section 6 of the act of March 14, 1851, authorizes the inhabitants of the several townships, at their annual town meetings, to raise by tax, in addition to the amount apportioned to their use, such further sum not exceeding three dollars for each child contained in the lists transmitted by the several district trustees. This law is disregarded in many places, where a sum of money is raised by tax greatly in excess of that permitted by the section which I have in part quoted. Law should not stifle, but rather encourage all beneficent enterprises. If the people require "a sum in addition" equal to four dollars per each child between the age of five and eighteen years, in order to maintain good schools, surely the law should not stand in their way. There is no reason why the moneys raised by tax for support of schools should be limited by law, when in every other respect it gives *carte blanche* as to limits. The people should be authorized to tax themselves for the support of public education, but it is unnecessary to prescribe a limit. There is little danger that they will abuse the privilege.

SCHOOL RECORDS

That the law requires a register to be kept in each school, in which shall be recorded a list of the pupils who attend school, and the number of days each pupil is present and absent, is undoubtedly known to school trustees and town superintendents. Still there are a large

number of schools in which these registers are not kept. On this account many superintendents are unable to render an accurate report to the State Superintendent regarding the condition and progress of the schools in their townships. Even where they are kept, I fear too little effort is made to keep them correctly. I infer this, because of the inaccurate reports of attendance furnished. Many townships have this year reported a larger number of pupils in attendance upon the schools, than there are children in the townships. Of the whole number of children in one county, who are reported as having attended school for the part or whole of the year, I found that there were *five hundred more* reported than there are in the county between the ages of five and eighteen years. Such mistakes as this should not be made. Such mistakes *would not be made*, if registers were properly kept. I have taken the liberty of rectifying these errors somewhat myself.

In many instances where the teachers endeavor to conform with the requirements of the law, they are compelled to furnish books for the purpose themselves; and every time they accept new positions, they carry these books with them, and the schools from which they remove are thus left without records. There is but one method by which this can be remedied. The state superintendent should be authorized to prepare suitable blanks and forms, for the purpose of supplying each school with the means of keeping the records which the law requires. He could easily have the requisite number forwarded to each town superintendent throughout the State. In this manner only can we secure a uniform system of records in our common schools.

#### PUBLIC EDUCATION—THE STATE AND NATION.

However pleasant and comprehensive our theories of education may be, we yet lack the enterprise which subjects them to the test of experimental practice. We may reason well and correctly, still we permit our schools to be conducted as though, at best, they were nothing more than essential aids in qualifying the youth to enter upon the universal struggle after wealth. To qualify for business life has too long formed the inspiration of American popular education. If evidence of this were required, it would be found in the arrangement of the course of study for our public schools, which has been limited almost exclusively to those branches which afford a clear insight into the various transactions of mercantile life. Without the shadow of necessity even, American youth, at a tender age, have been taken from the school and its elevating influences, to enter upon a new and untried life in the counting room. Because of this unfortunate disposition of parents and guardians, that has come to be regarded as the superior school, which succeeds, in the shortest time, in sending forth pupils whose memories are teeming with the arithmetical tables and rules, which are the desideratum to the clerk and accountant; and that education has come to be held as most desirable which qualifies its possessor to enter the field where speculation is

rise; where fortunes are made and lost in seconds; and where the few, through a species of legerdemain, accumulate millions, while perchance the whole nation suffers in consequence. In this particular branch of education our schools have been the best in the world. It must be admitted, too, in this connection, that a purely business education contributes largely to individual success, as well as to the commercial prosperity of the nation. We have witnessed its results, for the skill and enterprise of Americans, as exhibited in the developing of the resources of the country, are unsurpassed, and have elicited words of admiration from the learned of Europe. The mental power of the nation for business detail and organization, has been strikingly displayed during the four years' history of the now waning civil conflict. An army, now unsurpassed for its discipline and bravery—a navy, now remarkable for its unparalleled achievements, were improvised with admirable celerity when it became manifest that the Republic would be subjected to the shock of civil war. It was not the chosen few who controlled and organized. No; it was the intelligence of the people that dictated, and the government was successful only when it heeded the admonitions and suggestions of the public voice.

Notwithstanding these encouraging results, we are forced to ask, is public education what it should be, considered in its relations to the life and destiny of the nation? It is an old and familiar maxim that what you would have to appear in the life of a nation, you must first put into its schools. In view, then, of what our schools have been; in view of what have been held out as incentives to study, it would not have been at all remarkable if the present unhappy conflict had found us "a nation of shop-keepers and speculators," each intent upon the attainment of his goal—wealth; lacking every element of patriotism, and inspired by self-love only. We have been in part saved from this humiliation through the instrumentality of the press, the pulpit, and the lyceum. Patriotism has been fostered by the writings of the historian, and the clear, ringing sentences of the statesman. National sentiment evinces itself as an element of national strength, not because the schoolmaster has in times past eloquently portrayed to his pupils the blessings of free government; but rather because political knowledge has been universally inculcated through the instrumentality of an unfettered press. The love of liberty, too, is abroad among the people—not because citizens, during their brief life in the school-room, were led to discover the comeliness of the inseparable three, "liberty, fraternity, and equality,"—but rather because the great truths respecting life, duty, and man's relationships, have been proclaimed from the sacred desk, and, reaching the hearts and consciences of men, have quickened their affectional natures to love and reverence for all institutions which prove themselves the safe-guards of truth and universal justice.

But the Republic is not so strong in the affections of her citizens as she should be. There is wanting that element of might, which exhibits itself only where education is national; and where the citizens are early taught to respect, obey and sustain the constituted authority



of the government. Patriotism, national sentiment, love of law and order, and willing obedience to government, are not accidental virtues, but qualities of individual character, which attain their comely proportions through patient and skilful culture. Prussia has been making the endeavor to popularize despotism, and her history for the past twenty-five years tells how well she has succeeded. But in America we have to popularize and strengthen the *right*. If Prussia can educate a loyal citizenship, what cannot America do? If the children of Prussia, through the vehicle of speech, song, and story, learn to look upon their whole country as their home, to love it as such, and to cherish its customs and institutions, then what grand results may be achieved in the education of the American youth! The task which should be imposed upon the American teacher is an easy one, but of significant import. In one respect, at least, he should imitate the Prussian teacher, by keeping uppermost in his mind that the pupil is one day to become a citizen. Let his instruction be such as shall lead the pupil to understand that the government of the United American States is based upon those principles which recognize the inalienable rights of mankind; that, under its sway, every citizen is the sovereign arbiter of his own destiny; and that the rich rewards of honor and emolument are given to whom the people may elect. Let him, as he unfolds day after day, the principles of republican government, and the salient features of American history, teach his pupils to cherish the constitution, laws and government of the American Union, as the embodiment of the "greatest good to the greatest possible number." Above all else, let him strive to impress upon the plastic minds of his young auditors, that there is nobility only in a pure and incorruptible patriotism; that the love of all truth is the highest virtue; and that the sum of all man's duties is "to know and do the will of God."

But popular education must be modified in several important particulars before it can truly become the source of might and purity to the State and Nation.

1. In its scope and operations, it must more fully realize that it is the office of true education to endow the youth with all the varied qualifications alike essential to the neighbor, citizen, patriot, and christian. Its curriculum should comprehend the study of the laws of life, of duties and obligations morally considered, of constitutional law, and government, and also, of all the ordinary subjects, which are of moment in the execution of practical details.

2. It should be more general. The State punishes criminals in accordance with penal enactments, and it should also exercise its prerogative in the prevention of crime by enacting and enforcing judicious laws. If a general attendance upon school cannot be secured through the voluntary action of parents and guardians, then let the attendance of all the youth be made obligatory, to the end that they may make those acquisitions which will exert an elevating and purifying influence upon their character. For the friendless and homeless, who are abandoned to the corrupting associations of street life, a "house

of refuge" should be provided where they may be educated to peaceful and industrious habits.

3. The public schools of the States should be brought more clearly within the pale of system and uniformity. In each state there should be organized a thorough and efficient government for schools, whose purpose should be to establish a liberal and uniform course of study for the different grades, to decide upon the manner in which schools shall be established and conducted, and to provide for the professional education of teachers.

The hope of the republic centers in the children who are now fashioning their opinions and sentiments under the moulding influences of our popular institutions of learning. If the people upon whose ballots the destiny of the young depends; would look beyond the narrow range of clashing material interests, and with the ordinary philosophy which all may summon to their aid, consider the future well-being of their little ones in all its varied aspects, we might then expect the inauguration of a new and brighter era in the history of public education. For this result all should confidently labor; for it is worth all the toil and pain which must be given to achieve it. It will give the iron crown of strength to the republic, and peace, virtue, and prosperity to her citizens.

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



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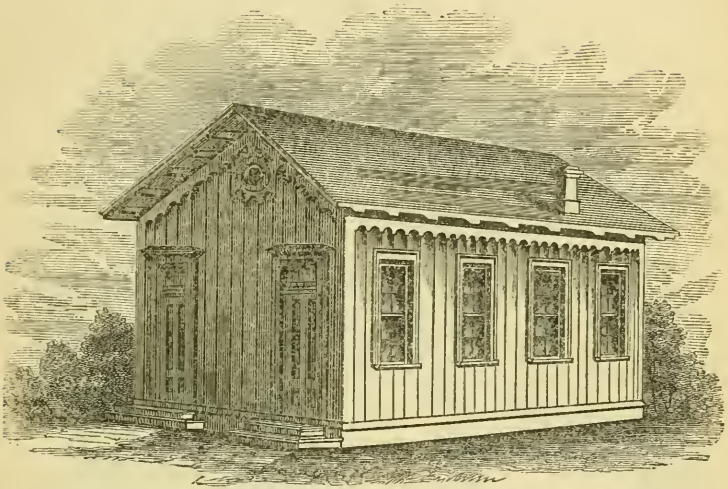
# SCHOOL ARCHITECTURE.

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## DESIGN No. 1.

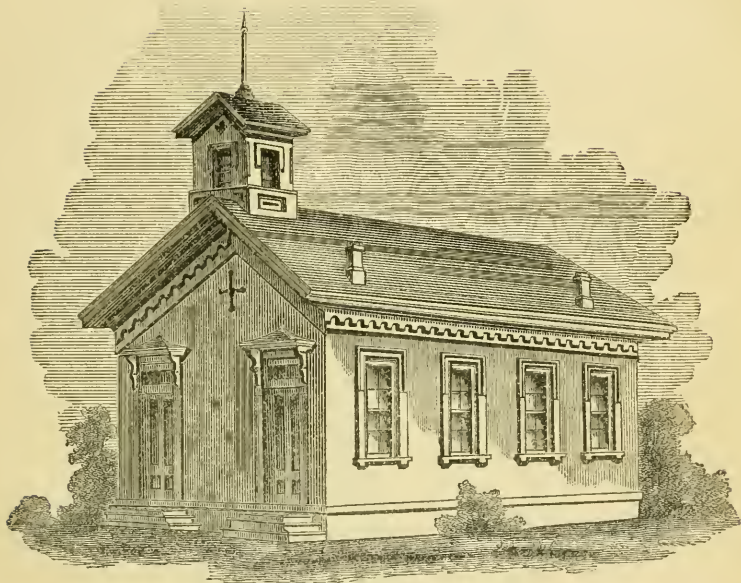


This building is intended to accommodate forty-eight pupils. It is twenty-one feet front by thirty-six feet deep; ceiling thirteen feet. There are two entrances.



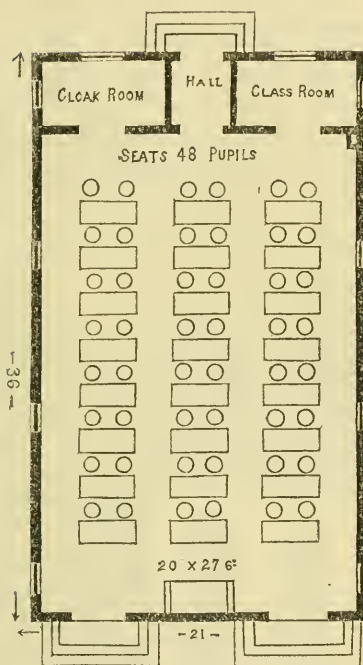


## DESIGN No. 2.



The ground plan of this design corresponds with that of design No. 1. There are two entrances front. Height of ceiling thirteen feet.



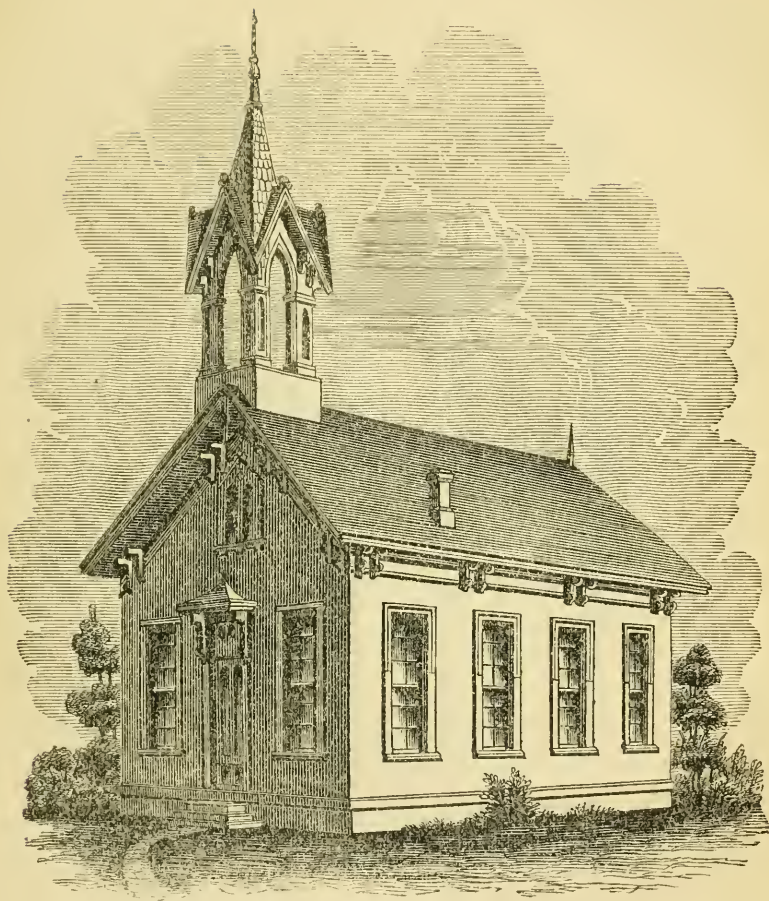


Ground Plan of Designs No. 1 and 2.



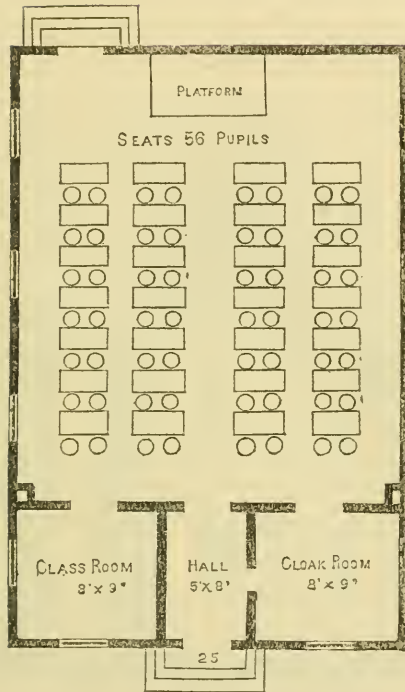


## DESIGN No. 3.



This building seats seventy pupils. It is twenty-five feet front by forty feet deep; ceiling thirteen feet high. There are two cloak-rooms and a hall.



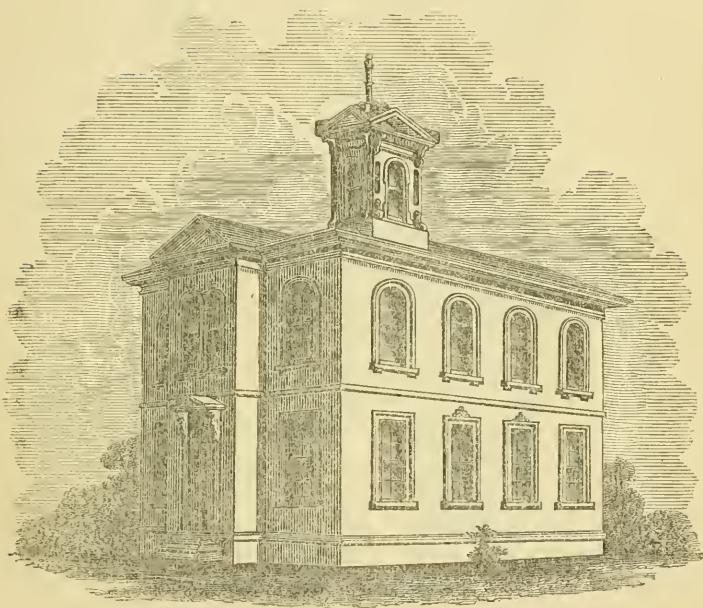


Ground Plan of Design No. 3.



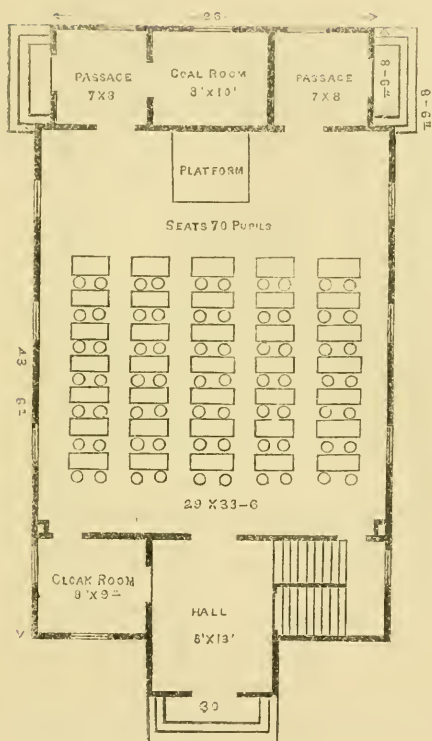


DESIGN No. 4.



This is a two story building, and designed to accommodate one hundred and twenty pupils. The ground-floor is thirty feet front by forty-three feet six inches deep.

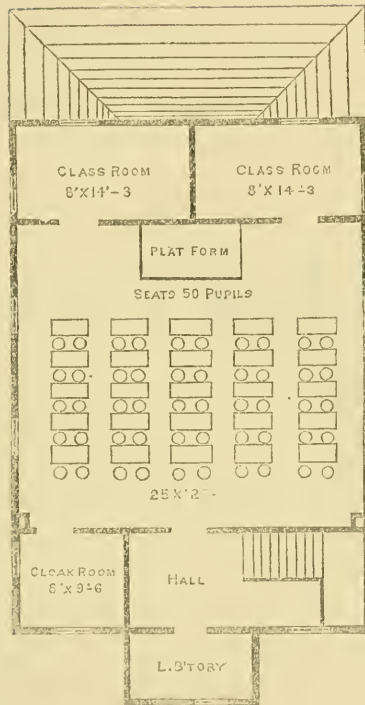




First floor Plan of Design No. 4.]







Second floor Plan of Design No. 4.



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# Interpretation of the School Law.

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# INTERPRETATION OF THE SCHOOL LAW.

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## I.—THE GENERAL SCHOOL LAW.

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

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

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

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

## II.—COUNTY EXAMINERS.

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

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

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

## III.—TOWN SUPERINTENDENTS.

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

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

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

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

A Town Superintendent cannot refuse to pay an order given to a teacher for his wages on the ground that the trustees allow such teacher more than his services are worth or more than such trustees

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

#### IV.—DISTRICT TRUSTEES.

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

Every school district is entitled to three trustees; and no school district, even if it be formed of portions of two or more townships, is entitled to more than three trustees. A majority of the board of trustees is competent to transact any business that may devolve upon them as trustees. Any taxable male citizen of a school district is eligible to the office of trustee; and any such person may be re-elected to such office, year after year, as long as the inhabitants of a district may see fit to continue him therein.

A trustee cannot delegate his authority to another person; and if he wishes to be absent for a season from his district, it is not lawful for the inhabitants to appoint some individual to serve in his stead for the period that he is absent. If a trustee leaves his district with the intention to be absent six months or more, his office thereby becomes vacant, and ten of the taxable inhabitants of the district may notify



the Town Superintendent of the fact, in writing, whereupon it will be the duty of said Superintendent to call a meeting of the district for the purpose of filling the vacancy.

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

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

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

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

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

#### V.—INCORPORATED SCHOOL DISTRICT.

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

The law requires the Town Superintendent and trustees to be satisfied as to the wishes of the taxable inhabitants of an incorporated district before altering or abolishing it. But the manner in which

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

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

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

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

#### VI.—DISTRICTS NOT INCORPORATED.

1. Township committees have no authority to establish or alter school districts.
2. The inhabitants of a school district have no right to meet and, by a vote, withdraw from the district to which they belong.

3. The town superintendent alone has power to establish, to alter or abolish an unincorporated school district.
4. Town superintendents cannot be compelled to alter or abolish a school district.
5. A district lying partly in one township and partly in another, cannot be altered without the consent of the superintendents of both townships, except in case of disagreement, when the superintendents of the three next adjacent townships may alter it.
6. A town superintendent cannot alter or abolish a school district without first communicating his intention to the trustees of all the districts to be thereby affected.
7. The trustees, and not the township committee, may be associated with the town superintendent in altering the boundaries of a school district.

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

Proceedings of this kind are unwarranted by law, and are, of course, without the least force or effect. In the first place, the inhabitants of districts have no authority to meet, and withdraw from the districts to which they respectively belong. In the second place, having met, and determined, if possible, to set themselves off as a separate district, they have no right, at such meeting, to choose trustees. In the third place, having met and resolved to set themselves off a district, their action cannot be authoritatively approved, or disapproved, or in any wise reviewed officially by the township committee. The township committee has no power whatever, to establish or alter school districts. If the inhabitants of the so-called Belmont district desired to set themselves off from the districts to which they belonged, they should have applied to the Town Superintendent, who alone had authority to carry out their wishes. If the Town Superintendent had seen fit to form a district in accordance with their wishes, and if the trustees of the districts to which they belonged, had not objected to his so doing, he could have set them off at any time; and within twenty days after he had so set them off, it would have been his duty to prepare a notice in writing describing the district thus formed, and appointing a time and place for the first district meeting, and then, and not till then, could the district trustees be elected.

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

A district lying partly in one township, and partly in another, can-



not be altered without the consent of the superintendents of both townships, except in cases of disagreement between them, when they must associate with themselves the Superintendents of the three next adjacent townships, and the decision of the whole number of such Superintendents so associated together, or a majority of them, shall be final.

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

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

While then a Town Superintendent, in the alteration of a school district, is not obliged to obtain the consent of a majority of the inhabitants thereof; and while such alteration would be lawful (though in opposition to the wishes of the trustees), if consummated with their knowledge, and without protest, or appeal, on their part, such alteration, made covertly, and without their knowledge, would be a disregard of the spirit, the phraseology and the provisions of the law, and would be void *ab initio*.

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

#### VII.—DISTRICT MEETINGS.

1. The Town Superintendent is the only person authorized by law to call district meetings, except when it is desirable in incorporated districts to raise money by tax; and in such cases it is the duty of the trustees to notify the inhabitants to assemble.
2. It is not obligatory upon the Town Superintendent to call the district meetings at the district school house.
3. The annual district meeting must be held on the day fixed by law, and not on any day which the Town Superintendent may deem more desirable.
4. Three of the taxable inhabitants of a district, meeting in pursuance of a legal notice, are sufficient to transact the business for which such meeting is called.
5. At a meeting of the inhabitants of an incorporated district, called to raise money, it is not necessary that the trustees, or a majority of them, should be present.

6. Money cannot be ordered to be raised by tax at a meeting of the taxable inhabitants of an incorporated district, unless the purpose to raise money be declared in the notice by which such meeting is called.
7. At a meeting of an incorporated district, there being many persons present not entitled to take part in the proceedings, it would be improper to vote *viva voce* on a resolution to raise money by tax; and the trustees, if dissatisfied, may refuse to make out and sign the required certificate.
8. When no inspectors of election are appointed at a district meeting, the chairman, by virtue of his office, is authorized, in case of dispute, to decide who are, and who are not legal voters.

Section six of the act to establish public schools, approved, April 17, 1846, provides that "district meetings shall be held annually on the first Monday of April, of the time and place of which meeting ten days' notice shall be given in writing by the Town Superintendent." Again, at sections one and two of the supplement to said act, approved March 17, 1854, it is provided that "in case of any vacancy in the board of trustees of any school district, the election to fill such vacancy shall be held upon ten days' notice of the time and place thereof, to be given by the Town Superintendent," etc. But at section eleven of said act, it is provided that "in case the trustees of any incorporated school district shall desire to purchase land, to build a school house thereon, or to build or enlarge a school house, or to expend in repairs a larger sum in any one year than twenty dollars, or to pay existing debts; or to dispose of, or mortgage, a school house, or to raise additional money for such purpose; or for maintaining free schools in said district, such trustees may call a meeting of the taxable inhabitants of said district, at some public place therein, signed by at least two of said trustees setting forth the time and place," etc.

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

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

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

The law does not specify the number of persons who shall be pre-



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

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

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

In order to raise money by taxation, it is required by law that two-thirds of the taxable inhabitants present at a meeting held for that purpose, shall give their consent. But the law does not declare in what manner the vote shall be taken. This may be done in any way whereby the wishes of the inhabitants may be satisfactorily expressed. But if the meeting is evidently composed largely of persons not entitled to take part in the proceedings, it would be improper to vote *viva voce* on a resolution to raise money by tax; and the trustees, if dissatisfied with such vote, may refuse to make out and sign the required certificate. Under which circumstances, appeal may be made to the State Superintendent of Schools, whose duty it will then be to investigate the matter, and by his decision, either sustain the action of the trustees, or direct them to carry out the wishes of the meeting. None but male white citizens, who are taxable, are entitled to vote at district meetings. Such is the decision of the supreme court, rendered in the year 1855. But who is to decide as to the qualification of an individual voter, is sometimes a very perplexing question at district meetings; and it happens occasionally that two persons pretend to the same office in the Board of Trustees, one of them being sustained by the chairman of the meeting at which he claims to have been elected, while the other is sustained by the old members of the board, on the ground that the opposing candidate's majority was obtained by illegal voting.

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

## VIII.—PUBLIC SCHOOLS.

1. A public school is a school that is completely under the control of officers elected, or appointed, by the people.
2. None other than public schools can claim a portion of the public moneys, unless entitled to it under the twelfth section of the act to establish public schools, approved April 17, 1846.
3. Public schools must be free so long as they can be so maintained by the public moneys.
4. One public school at least, must be established and maintained in each district.
5. A child must attend the public school belonging to the district in which he resides.
6. A child may be transferred from one district to another on certain conditions.
7. Trustees may charge a tuition fee for children who are not residents.
8. A child may be expelled from a public school by the district trustees if his attendance thereat is injurious to such school.

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

Public schools must be free as long as they can be so maintained by means of the public moneys. While in many places the moneys received from the State, together with those raised by tax, are sufficient to maintain good schools throughout the year, in many other places such is not the case. Enough money is not raised by tax; and the

fault is on the part of those who have no personal interest in the matter. Under these circumstances, the public moneys should be so applied as to afford to all a fair opportunity to profit by them.

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

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

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

#### IX.—SCHOOLS BELONGING TO RELIGIOUS SOCIETIES.

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

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



of such patrons and proprietors, between the ages of five and sixteen, who are capable of attending school.

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

By the provisions of section twelve of the act to establish public schools, approved April 17th, 1846, certain schools, under the care of religious societies, or denominations of christians, are entitled to receive just and ratable proportions of the money assigned to the townships in which they are located, out of the income of the school fund, and of such additional sum as may be raised or appropriated by said townships for the support of public schools.

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

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

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

#### X.—SCHOOLS FOR COLORED CHILDREN.

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

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

Under this section of the law, the children of any class of persons are entitled to the advantages of public school instruction; and there is no section of the law, nor any decision of the court which deprives colored children of these advantages. The law makes no distinction between children of one nationality, or race, and children of another; nor does it make any distinction between the children of citizens and the children of those who are not citizens.

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

#### XI.—SCHOOL MONEYS.

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



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

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

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

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

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

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

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

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

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

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

#### XII.—RAISING MONEY BY TAX.

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

The law is very explicit in regard to the subject of taxation for school purposes. The "Act to establish Public Schools," approved April 17, 1846, makes it obligatory upon the inhabitants of every township to raise, by tax, for the support of schools, a sum of money at least equal to the amount apportioned to them by the State; and the supplement of March 14, 1851, at section six, authorizes them, at their annual town meetings, to raise by tax, for school purposes, in addition to the amount apportioned to their use, a sum of money, not exceeding three dollars for each child contained in the lists trans-



mitted by the several district trustees to the town superintendents, in the year previous to holding said town meeting. The law is not explicit as to the terms in which this sum shall be indicated by the voters at the polls. It may be named by them in gross, as, for instance, \$1,500, or \$2,000; or it may be declared in some other form, as, for instance, \$1, \$2, or \$3 per child, between the ages of five and eighteen years. If voted for in gross, there is a possibility that the sum named might exceed the amount authorized by law, a circumstance which, if it did not defeat the wishes of the people, might, at least, occasion some embarrassment. If voted for in the other form, there could be no possibility of exceeding the limit authorized by law, except by ignorance of that limit, or a determination to overstep it. But whatever may be the terms in which the vote is expressed, the sum raised by township tax cannot exceed \$3 for every child between the ages of five and eighteen years; and this, or any other amount raised by voting for a certain sum per child, is to be determined by the lists transmitted by the several district trustees to the Town Superintendent. Whether, then, the Town Superintendent furnish a report, or not, to the annual town meeting, the inhabitants of a township have a right to raise by tax, for the support of schools, a sum not exceeding \$3 for each child whose name is contained in the lists transmitted by the several district trustees to the Town Superintendent.

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

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

### XIII.—TEACHERS' LICENSES.

1. A teacher has no claim to the public school moneys for services, unless employed by the district trustees, and regularly licensed by the county examiners, or the Town Superintendent, as circumstances may require.
2. A certificate of license must set forth that the person holding it has, upon examination, been found, both as regards scholarship

and moral character, a suitable person; and that he, or she, is licensed as a teacher of public schools.

3. When a district is composed of parts of two townships, a certificate of license from one Superintendent is sufficient to authorize the payment of money to a teacher by the other.
4. A license may be granted for a year or for a less period of time, and may be revoked and renewed at the pleasure of the party empowered to grant it.

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

The law makes no exceptions in favor of persons possessing diplomas from the State Normal School or other institutions of learning. It recognizes no other license than that granted by the Board of Examiners, which is restricted to the county where the same may be given; and the license granted by the Town Superintendent, which is restricted to the district where the same may be given. If a teacher does not possess a license recognized by the law, he is not entitled to receive any part of the public moneys, even though he be employed by the trustees of the district in which he teaches. A certificate of license, such as the law requires, must set forth that the person holding it has, upon examination, been found, both as regards scholarship and moral character, a *suitable person*; and that he, or she, is licensed as a *teacher of public schools*. A certificate that says for the holder less than this, is not what the law demands, and gives no title to the public money. A license may be granted for a year, or for a less period of time. If unlimited as to time, it is good so long as it remains unrevoked. Whether limited, or unlimited, as to time, a license may, at any moment, be revoked by the proper authority. When a district is formed of portions of two or more townships, it is not necessary for the teacher of such district to obtain a license from each of the Town Superintendents in order to entitle him to the public money. A certificate of license from one is sufficient to authorize the payment of money to a teacher by the others. The intention of the law is simply to provide against the employment of incompetent or unworthy teachers. When the teacher applies for his pay, it is the duty of the superintendent to require him to show his license; and if



he have none, the superintendent may refuse to pay him, or may insist upon his being examined before so doing. It is not strictly the business of the town superintendent to inquire whether a teacher is licensed or not, until such teacher shall apply for pay; but it would then be gross violation of duty to license him simply that he may be entitled to receive it.

#### XIV.—SCHOOL REGISTERS.

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

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

# FORMS.

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## TOWN SUPERINTENDENT.

(Section 6.)

### NOTICES.

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

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

A. B., Town Superintendent  
of ——— township.

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

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

A. B., Town Superintendent  
of ——— township.

(Section 10.)

### FORM OF BOND.

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

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

Sealed and delivered {	A. B.	[L. S.]
in presence of {	C. D.	[L. S.]
	E. F.	[L. S.]

(Section 10.)

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

To the trustees of the several school districts of the township of \_\_\_\_\_, in the county of \_\_\_\_\_, N. J.

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

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

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

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

April \_\_\_\_\_, 18C\_\_\_\_\_.

## TRUSTEES.

(Section 9.)

*Order for payment of money.*

To A. B., town superintendent of the township of ———, county of ———, N. J.:

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

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

(Section 9.)

*Report to the Town Superintendent.*

To A. B., town superintendent of the township of ———, county of ———, N. J.:

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

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

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

## FORM OF CERTIFICATE OF INCORPORATION.

To the clerk of the county of ———

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

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

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

G. H., Town Superintendent.

## SCHOOL NOTICE.

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

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

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

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

## CERTIFICATE TO BE DELIVERED BY THE TRUSTEES TO THE ASSESSOR.

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

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

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

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

STATE OF NEW JERSEY, }  
COUNTY OF ———, ss: }

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

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



## FORM OF LICENSE TO TEACHER.

*To all whom it may concern.*

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

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

————, [L. S.]  
 ———, [L. S.]

Board of Examiners and Visitors in and for the county of ———, N. J.  
 Town Superintendent of ——— township. [L. S.]

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

*To all whom it may concern.*

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

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

L. S.,  
 Town Superintendent of ——— Township.  
 [L. S.]  
 [L. S.]  
 [L. S.]

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

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

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

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

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

NAMES OF TEACHERS.	RESIDENCE.

This application must be signed by at least forty teachers.

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

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

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

Schools desiring to have a copy of said book, must signify the same through the trustees thereof, which notice must be of the following form :

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

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

[Here insert the date.]

A. B.,  
C. D.,  
E. F.,  
or N. O.,

} *Trustees.*

*President of the Board of Education.*

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

LIPPINCOTT'S PRONOUNCING GAZETTEER.

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

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# TABULAR STATEMENTS.

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# SCHOOL REPORT.

85

COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. of scholars kept open during the year.	No. of children between the ages of 5 and 18 years.	No. of children who have attended 4 years or more.	No. who have attended 3 years.	No. who have attended 2 years.	No. who have attended 1 year or less than 2 quarters.	No. who have attended a whole or part of year.	Whole No. of pupils that have attended a less period than 1 year or 11 weeks.	No. who have attended.	Percentage of attendance.	Average daily attendance.	No. of children that have attended school.	Terms of tuition.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Total amount appropriated to school purposes.	No. of districts from which no report has been received.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers.	Salary of female teachers.			
<i>Atlantic</i> —Pop. 11,756.																													
Atlantic City*	1	1	1	292	...	...	...	150	...	150	...	58	120	...	Free	\$606 00	\$62 86	\$225 00	\$900 00	\$1718 86	1	1	2	3	\$600	\$275			
Atlantic City*	10	10	5	1117	...	...	...	790	...	790	...	...	150	...	Free	1675 50	379 65	...	...	2065 15	10	10	...	10	480	...			
Egg Harbor*	1	2	...	279	...	...	...	86	183	...	...	...	150	...	Free	1500 00	98 26	800 00	250 00	1298 26	...	...	...	3	350	240			
Egg Harbor City	11	7	8	941	...	...	...	64	907	...	...	\$2 50	1000	...	Free	1000 00	819 83	...	...	1319 83	...	...	...	6	11	300	150		
Galloway.	10	7	4	654	...	...	...	160	90	460	...	...	178	...	Free	1308 00	922 23	...	...	1530 23	...	...	...	2	4	800	...		
Hamilton.	6	7	4	535	...	...	...	147	416	...	...	...	178	...	Free	1312 50	181 83	...	30 00	1524 83	...	...	...	6	4	404	275		
Mullica.	10	6	4	820	...	...	...	219	960	...	...	...	176	...	Free	1308 00	222 23	...	...	1530 23	...	...	...	3	9	328	250		
Weymouth.	To wn	supt	ould	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Leeds Point.	49	40	20	4043	653	423	535	854	...	856	4	...	624	...	...	7360 00	1486 99	1025 00	1180 00	11051 99	11	29	20	47	410	245			
<i>Burlington.</i>																													
Beverly.	4	3	3	550	...	...	...	22	...	...	...	20	125	...	50	575 00	...	...	...	1722 93	2	1	3	4	420	396			
Bordentown.	6	2	...	1438	180	260	273	296	...	296	55	...	376	...	Free	4000 00	369 47	270 70	1000 00	5640 17	...	...	...	13	15	800	350		
Burlington.	8	9	...	1763	299	188	245	167	...	210	1109	...	487	...	...	1800 00	1398 72	1200 00	...	4398 72	...	...	...	2	13	800	800		
Cinnaminson.	7	5	1	749	190	180	200	120	...	40	730	...	80	...	Free	1338 00	680 72	60 00	...	1928 72	8	5	8	14	400	300			
Chester.	9	8	6	671	150	95	95	280	...	125	818	...	230	...	2 50	700 00	265 95	294 48	...	1260 40	...	...	...	2	7	450	350		
Chesterfield.	4	3	3	506	...	...	...	84	...	...	...	...	...	...	Free	1115 00	199 94	241 06	...	1556 01	...	...	...	2	5	700	400		
Evesham.	15	11	11	888	78	217	80	90	...	423	54	...	80	...	3 00	400 00	650 00	...	600 00	1556 01	...	...	...	7	15	400	400		
Little Egg Harbor.	6	5	5	627	...	...	...	113	...	89	312	...	200	...	2 50	1218 00	209 24	68 62	...	677 76	...	...	...	8	350	250			
Lumberton.	6	5	6	609	...	...	...	46	...	424	514	...	128	...	Free	2216 77	326 74	245 19	...	1884 85	...	...	...	2	4	6	384		
Mansfield.	10	8	8	823	57	113	235	232	...	25	667	...	785	...	Free	2216 77	326 74	245 19	...	2788 70	...	...	...	3	10	13	...		
Medford.	5	5	1	546	...	...	...	...	...	...	...	...	...	...	2 50	170 50	257 76	188 71	...	617 30	...	...	...	3	5	...	...		
New Hanover.	7	7	6	863	63	120	170	210	...	280	13	...	...	...	Free	1200 00	654 15	...	...	1854 15	...	...	...	5	2	7	400	300	
Northampton.	10	9	1	995	417	180	155	165	...	179	825	...	375	...	3 00	1600 00	363 75	319 86	...	2283 61	...	...	...	10	11	600	171		
Pemberton.	7	9	9	846	375	100	200	75	...	179	825	...	375	...	2 00	1000 00	339 00	...	200 00	1389 00	...	...	...	8	13	21	250		
Shamong.	6	6	3	443	...	...	...	75	...	150	309	...	150	...	2 00	1000 00	257 21	...	200 00	857 21	...	...	...	1	2	3	400	300	
Springfield.	7	6	7	614	...	...	...	...	...	...	...	...	...	...	2 00	1000 00	531 74	132 10	...	1663 84	...	...	...	3	6	7	340	290	
Southampton.	8	7	7	820	63	137	146	320	...	...	...	...	...	...	Free	1640 00	550 12	...	...	2190 56	...	...	...	3	5	8	400	287	
Washington.	7	7	7	505	50	100	100	100	...	...	...	...	...	...	Free	500 00	238 86	56 35	...	734 11	...	...	...	4	3	7	...	...	
Westampton.	8	4	4	837	7	23	94	86	...	61	271	...	...	...	3 00	300 00	152 84	160 16	70 00	682 50	...	...	...	4	2	4	6	800	225
Bass River.	5	5	4	241	...	...	...	...	...	...	...	...	...	...	...	250 00	92 94	81 24	...	374 28	...	...	...	1	1	...	...	...	
Willingsboro.	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104 73	61 00	...	165 73	...	...	...	...	...	...	...	...	
*Taken from last report.	130	114	85	15013	1957	1951	2506	2529	...	2383	11276	...	...	...	...	21423 57	7365 07	4727 56	1270 00	35256 20	20	67	110	177	460	260			



## SCHOOL REPORT.

COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open during the year.	No. of children between the ages of 5 and 18 years.	No. of children who have attended 4 quarters or 1 year.	No. who have attended 3 and less than 4 quarters.	No. who have attended 2 and less than 3 quarters.	No. who have attended 1 and less than 2 quarters.	No. who have attended 1 quarter or 11 weeks.	Whole No. of pupils that have attended a whole or part of year.	No. of old children that have attended school.	Average daily attendance.	Percentage of attendance.	Terms of tuition.	Amount of money raised by tax for support of schools.	Amount received from State	Amount from other sources.	Additional raised for building and repairing school houses.	Total amount appropriated to school purposes.	No. of districts from which no report has been received.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers.	Salary of female teachers.	
<i>Bergen</i> —Pop. 21,619.																										
Franklin.....	11	11	4	730	104	90	88	65	23	870	13	220	25	\$2 00	\$295 97	\$149 48	\$553 52	\$554 75	\$445 45	.....	.....	6	6	6	6	\$275 5240
Hackensack.....	11	11	11	1504	82	201	239	243	208	978	13	510	.....	Free	2838 00	555 82	.....	4862 12	.....	.....	6	6	6	6	14 500 850	
Harrington.....	6	6	5	415	47	40	58	57	61	354	17	129	10	.....	.....	267 00	.....	1217 00	.....	.....	.....	.....	.....	.....	.....	
Hoboken.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lodi.....	3	3	2	587	45	164	23	26	12	270	14	179	45	2 00	1174 00	297 49	117 75	.....	2520 00	.....	.....	1	2	2	2	7 360 360
New Barbadoes.....	3	3	8	1059	125	174	156	183	139	797	20	600	30	1 10	2118 00	537 70	354 10	150 00	3159 80	1	1	10	5	5	8 600 600	
Saddle River.....	3	3	5	200	30	65	35	25	21	132	4	75	62	2 00	1500 00	125 92	500 00	.....	775 92	.....	.....	1	2	2	2	8 350 300
Union*.....	2	2	.....	200	20	23	36	20	21	180	67	.....	.....	.....	473 67	.....	.....	.....	473 67	.....	.....	.....	.....	.....	.....	
Washington.....	9	9	9	670	29	51	155	161	84	480	10	189	29	2 00	.....	311 53	.....	.....	311 53	2	4	5	9	9	360 320	
<i>Camden</i> .																										
Population \$4,150.	54	57	39	5325	522	\$84	880	920	670	8876	84	2145	.....	.....	7099 64	2274 94	4075 37	1004 78	13354 73	3	30	36	66	62	422 846	
Camden.....	3	3	1	4588	625	270	415	721	473	2504	20	1559	.....	.....	12676 14	1966 96	14643 05	17104 49	46390 59	.....	.....	3	29	32	540 268	
Centre.....	5	5	3	396	24	45	64	124	80	437	106	156	.....	.....	756 84	163 84	175 75	.....	940 18	.....	.....	5	3	8	8 350 300	
Delaware.....	5	5	3	405	23	122	159	205	69	137	71	.....	.....	3 00	319 20	148 84	.....	643 79	.....	.....	2	2	4	500 300		
Gloucester.....	10	10	.....	860	90	122	159	205	25	438	1	205	.....	.....	2505 00	215 72	138 70	.....	2939 42	.....	.....	6	3	9	850 200	
Monroe.....	6	6	5	535	110	118	175	60	25	438	1	205	.....	.....	6000 00	246 84	50 00	.....	896 84	.....	.....	2	4	6	350 250	
Newtown.....	6	6	5	1325	546	212	164	58	29	1009	128	572	.....	.....	1325 00	301 06	3751 90	.....	5377 96	.....	.....	4	9	13	500 350	
Stockton.....	6	6	4	523	.....	50	100	100	100	150	25	110	.....	.....	.....	240 36	91 62	775 00	1106 82	.....	.....	3	8	6	360 275	
Union*.....	2	2	.....	538	.....	124	191	191	215	530	8	.....	.....	.....	.....	135 23	.....	.....	135 23	.....	.....	3	5	5	500 260	
Washington.....	5	5	5	426	50	65	125	45	150	370	5	80	.....	.....	500 00	167 14	72 14	.....	729 28	.....	.....	5	2	7	450 200	
Waterford.....	7	7	6	674	300	125	150	70	100	545	14	.....	.....	.....	1000 00	155 26	.....	.....	1155 26	.....	.....	2	3	5	400 400	
Winslow.....	7	7	5	621	.....	100	103	75	.....	278	.....	.....	.....	.....	1863 00	256 52	.....	2149 52	.....	.....	5	1	6	400 400		
<i>Mercer</i> .																										
Population 37,415	57	55	17	10891	1545	1037	1457	1794	1226	7109	377	2703	.....	.....	21875 15	4107 16	138923 06	17579 49	92454 89	.....	.....	39	62	101	427 280	
East Windsor.....	5	5	5	598	5	74	96	146	205	326	15	270	.....	Free	1400 00	113 55	108 00	.....	1621 55	2	.....	3	4	7	390 200	
Ewing.....	6	6	5	407	60	73	94	80	41	348	15	168	25	1 00	1398 00	182 12	200 00	75 00	.....	.....	2	3	4	6	400 360	
Hamilton.....	10	10	10	1454	145	194	244	312	179	1030	24	330	.....	Free	4110 00	564 08	150 00	.....	6824 08	.....	.....	5	6	10	425 360	
Hopewell.....	13	13	10	1236	44	40	191	243	258	845	29	313	.....	.....	1854 00	456 10	237 00	.....	9597 10	.....	.....	9	5	14	400 250	
Lawrence.....	6	6	5	947	230	40	50	50	96	370	20	.....	.....	.....	1096 00	218 24	216 10	.....	1530 84	.....	.....	4	9	9	600 325	
Princeton.....	5	5	6	597	42	110	150	90	.....	488	85	250	25	.....	2200 00	395 27	265 57	50 00	3213 74	.....	.....	3	6	10	450 225	
Trenton.....	1	1	6	5130	1600	.....	.....	.....	.....	1600	35	.....	.....	Free	13000 00	2000 00	265 57	6000 00	21000 00	.....	.....	23	6	28	700 325	
Washington.....	5	5	5	452	65	97	80	205	50	458	7	198	.....	Free	1000 00	172 12	124 00	.....	21000 00	.....	.....	5	1	8	320 260	
West Windsor.....	8	8	4	537	320	280	300	190	10	1170	10	.....	.....	.....	600 00	212 43	86 00	.....	898 43	4	.....	5	3	8	360 300	
*Taken from last report.	61	64	58	11439	2511	903	1166	1316	939	6885	190	1529	.....	.....	26058 00	4343 93	1400 57	6125 00	38836 50	6	42	55	97	428	290	

<i>Cape May</i> —Pop. 9,132.	1	1	1	207	.....	80	30	32	142	12	90	60	Free	530	00	65	00	25	00	800	00	1393	00	.....	1	1	1	2	540	866	
<i>Cape Island</i> .....	6	6	6	349	.....	200	50	30	560	20	270	40	Free	1500	00	60	00	54	00	.....	.....	1614	00	5	4	8	7	500	300		
<i>Dennis</i> .....	5	3	3	452	.....	10	40	29	189	20	270	.....	Free	1356	00	161	00	60	45	.....	.....	1577	45	2	.....	5	6	600	500		
<i>Lower</i> .....	7	7	7	756	.....	153	45	99	447	3	150	84	Free	1512	00	252	94	200	00	.....	.....	1904	94	.....	2	.....	5	7	440	860	
<i>Middle</i> .....	7	6	6	474	.....	.....	.....	.....	.....	.....	.....	.....	.....	1322	00	200	00	70	00	.....	.....	1592	00	.....	1	.....	5	6	624	300	
<i>Upper</i> .....	7	6	6	474	.....	130	153	45	99	447	3	150	84	Free	1322	00	200	00	70	00	.....	.....	1592	00	.....	1	.....	5	6	624	300
<i>Cumberland</i>	26	23	7	2438	.....	500	473	154	161	49	540	.....	.....	6190	00	735	94	412	45	500	00	5141	39	7	.....	14	25	500	360		
Population 22,606	8	1	1	1018	.....	.....	.....	.....	.....	400	.....	.....	.....	2500	00	351	88	401	67	.....	.....	3233	55	.....	1	.....	9	10	600	290	
<i>Bridgeton</i> .....	3	1	4	417	22	79	93	100	88	30	180	.....	Free	1400	00	137	75	121	75	.....	.....	1629	50	.....	1	.....	4	5	550	243	
<i>Conney</i> .....	6	6	6	379	96	94	94	47	47	875	12	.....	.....	1000	00	155	37	127	50	.....	.....	882	87	.....	7	.....	5	12	360	160	
<i>Deerfield</i> .....	9	10	10	1075	.....	200	315	341	801	7	425	60	.....	1000	00	401	36	226	74	.....	.....	1628	10	.....	7	.....	0	7	450	240	
<i>Downe</i> .....	7	10	8	771	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	00	340	00	188	63	.....	.....	1023	65	.....	5	.....	5	16	400	.....	
<i>Fairfield</i> .....	4	3	4	470	.....	240	80	80	466	.....	.....	.....	.....	500	00	340	00	188	63	.....	.....	1023	65	.....	5	.....	5	16	400	.....	
<i>Greenwich</i> .....	4	3	4	470	.....	240	80	80	466	.....	.....	.....	.....	500	00	340	00	188	63	.....	.....	1023	65	.....	5	.....	5	16	400	.....	
<i>Hopewell</i> .....	4	3	4	470	.....	240	80	80	466	.....	.....	.....	.....	500	00	340	00	188	63	.....	.....	1023	65	.....	5	.....	5	16	400	.....	
<i>Marble River</i> .....	9	10	2	1115	200	100	126	126	176	12	473	65	Free	1000	00	392	50	650	44	.....	.....	2267	69	.....	2	.....	3	5	300	800	
<i>Millville</i> .....	9	10	2	1157	676	150	25	20	1070	3	516	62	Free	2000	00	318	73	327	54	.....	.....	2267	69	.....	2	.....	3	5	300	800	
<i>Stee Creek</i> .....	7	6	6	369	.....	100	200	100	12	412	6	.....	Free	500	00	150	00	.....	.....	225	00	2546	26	.....	9	.....	11	13	600	225	
<i>Laudis</i> .....	8	4	7	600	.....	.....	.....	.....	.....	805	375	.....	.....	600	00	150	00	.....	.....	.....	.....	750	00	.....	3	.....	4	7	320	226	
<i>Hudson</i>	61	62	36	7721	1388	1136	1154	959	1111	5778	200	1995	.....	.....	11350	00	2910	08	2200	29	225	00	10685	37	.....	38	.....	53	91	444	203
Population 63,923.	3	3	4	1736	.....	189	346	236	204	1455	36	653	.....	Free	3750	00	600	00	450	00	3370	00	8170	00	.....	3	.....	11	14	1000	815
<i>Bergen</i> .....	3	3	3	699	.....	74	49	41	.....	237	4	.....	.....	Free	1000	00	345	98	1000	00	.....	.....	2345	98	.....	2	.....	4	600	.....	.....
<i>Bayonne</i> .....	1	1	1	395	.....	123	24	18	31	237	.....	.....	.....	Free	1000	00	97	75	.....	.....	500	00	1597	75	.....	2	.....	2	720	300	.....
<i>Greenville</i> .....	1	1	1	609	.....	50	85	121	126	139	521	.....	.....	Free	1000	00	97	75	.....	.....	500	00	1597	75	.....	2	.....	2	720	300	.....
<i>Harrison</i> .....	2	1	2	300	.....	77	80	91	145	122	471	.....	.....	Free	1000	00	97	75	.....	.....	500	00	1597	75	.....	2	.....	2	720	300	.....
<i>West Hoboken</i> .....	1	1	1	300	.....	77	80	91	145	122	471	.....	.....	Free	1000	00	97	75	.....	.....	500	00	1597	75	.....	2	.....	2	720	300	.....
<i>Judson City</i> .....	4	4	4	2722	266	832	563	556	769	2566	.....	.....	.....	Free	12000	00	1347	88	.....	.....	1350	00	3140	00	.....	2	.....	3	26	1000	337
<i>Hudson City</i> .....	1	4	4	7891	1320	879	852	1163	1246	5460	61	2073	.....	Free	20026	51	3498	88	.....	.....	1200	00	14547	80	.....	3	.....	43	46	1000	296
<i>North Bergen</i> .....	1	3	4	552	.....	58	75	58	55	316	.....	.....	.....	Free	1500	00	173	84	.....	.....	650	00	2033	24	.....	4	.....	6	.....	540	.....
<i>Union</i> .....	1	1	1	634	.....	25	126	115	137	235	631	.....	.....	Free	2760	00	160	62	142	51	.....	.....	3008	13	.....	8	.....	9	5	660	205
<i>Hoboken</i> .....	1	0	0	.....	.....	19	200	369	540	610	1738	.....	.....	Free	10000	00	200	00	.....	.....	3200	00	3510	00	.....	2	.....	17	19	1000	301
<i>Weehawken</i> .....	1	1	1	40	.....	.....	.....	.....	.....	16	.....	.....	.....	Free	10	00	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	1	.....	800	.....
<i>Morris</i>	22	22	24	16128	2657	2666	2802	3263	3730	13648	101	4692	.....	.....	54856	81	6979	27	1592	51	10720	00	73678	59	.....	22	101	127	838	295	.....
Population 34,699.	8	8	8	884	.....	105	150	100	70	628	20	300	.....	Free	2480	00	645	02	18	00	.....	.....	3093	02	.....	4	.....	6	10	450	300
<i>Chatham</i> .....	7	6	6	481	.....	.....	.....	.....	.....	282	.....	.....	.....	Free	800	00	376	68	.....	.....	.....	.....	1176	68	.....	.....	.....	7	300	300	.....
<i>Chester</i> .....	10	14	6	1026	83	65	147	257	136	688	7	272	.....	Free	1000	00	758	42	1501	58	.....	.....	3200	00	.....	1	.....	12	13	320	270
<i>Hanover</i> .....	7	7	7	510	.....	20	74	230	180	504	0	195	.....	Free	990	00	185	06	88	50	.....	.....	1263	56	.....	5	.....	2	7	450	200
<i>Jefferson</i> .....	6	6	6	459	.....	.....	.....	.....	.....	250	8	175	.....	Free	500	00	191	98	.....	.....	.....	.....	891	98	.....	2	.....	4	6	400	200
<i>Mendham</i> .....	13	17	17	1706	.....	250	376	216	174	1166	11	.....	.....	Free	2000	00	669	78	1425	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Morris</i> .....	13	12	9	1773	.....	120	218	230	50	658	12	167	.....	Free	2000	00	372	28	956	00	.....	.....	4595	58	.....	5	.....	12	17	400	340
<i>Poquannock</i> .....	9	8	3	953	.....	60	100	190	360	580	12	167	.....	Free	2000	00	372	28	956	00	.....	.....	2628	28	.....	5	.....	9	11	574	264
<i>Randolph</i> .....	12	10	10	1816	.....	12	80	190	360	580	12	167	.....	Free	2000	00	372	28	956	00	.....	.....	2628	28	.....	5	.....	8	13	400	250
<i>Rockaway</i> .....	15	15	6	853	.....	100	250	400	550	580	10	501	.....	Free	1000	00	372	28	956	00	.....	.....	1377	70	.....	6	.....	9	15	424	300
<i>Roxbury</i> .....	9	9	9	853	.....	175	160	110	50	595	10	825	.....	Free	1000	00	372	28	956	00	.....	.....	2016	17	.....	6	.....	8	9	325	240
<i>Washington</i> .....	96	96	63	9949	950	923	1715	2173	2252	8013	75	2566	.....	.....	14552	00	4596	13	3758	38	700	00	23607	01	.....	36	.....	65	108	404	267

COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open during the year.	No. of children between the ages of 5 and 13 years.	No. of children who have attended 4 quarters or 1 year.	No. who have attended 3 quarters.	No. who have attended 2 and less than 3 quarters.	No. who have attended 1 and less than 2 quarters.	No. who have attended a less period than 1 year or 11 weeks.	Whole No. of pupils that have attended a whole or part of year.	No. of children that have attended school.	Average daily attendance.	Percentage of attendance.	Terms of tuition.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Total amount appropriated to school purposes.	No. of districts from which no report has been received.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers.	Salary of female teachers.
<i>Ocean.</i>																									
Population 11,200.																									
Brick.....	10	8	8	634	.....	634	457	634	634	2039	.....	752	75	.....	\$300 00	\$493 00	.....	.....	\$300 00	2	2	7	9	\$400	\$260
Dover.....	14	10	9	964	.....	814	136	814	246	706	.....	25	40	.....	300 00	293 47	.....	.....	993 00	.....	6	4	10	400	250
Jackson.....	9	8	738	.....	65	40	201	65	40	312	2	25	40	.....	600 00	293 47	.....	.....	897 47	.....	1	4	5	360	200
Plumstead.....	4	4	3	700	.....	200	150	200	100	575	20	.....	Free	.....	600 00	\$21 00	.....	.....	956 17	3	2	4	6	320	280
Stafford.....	4	4	3	488	.....	185	.....	.....	.....	370	.....	200	.....	2 00	400 00	270 00	.....	\$30 00	700 00	1	4	2	5	400	260
Union.....	6	6	6	635	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300 00	190 11	.....	.....	490 71	6	2	2	5	400	320
<i>Somerset.</i>																									
Population 23,855.																									
Bedminster.....	12	12	9	556	86	79	123	43	18	349	11	262	50	2 50	500 00	234 65	.....	.....	784 68	.....	2	8	10	400	200
Bernards.....	8	8	4	707	100	150	200	100	50	600	5	225	75	1 00	500 00	505 06	1000 00	75 00	2173 06	.....	2	6	8	500	200
Branchburg.....	2	4	4	353	73	51	57	32	26	239	12	170	.....	1 00	800 00	193 20	135 00	50 00	1183 20	.....	2	6	5	.....	.....
Bridgewater.....	13	9	9	1335	200	350	436	220	105	1305	40	411	30	.....	3000 00	163 55	498 99	.....	4267 24	.....	6	6	12	400	300
Franklin.....	16	16	14	1115	155	154	305	207	166	987	41	436	83	1 86	3345 00	330 15	.....	500 00	4175 78	.....	3	14	17	425	360
Hillsborough.....	15	15	12	1108	160	120	150	173	200	805	25	321	.....	.....	2416 00	443 12	448 60	200 00	3307 72	.....	10	5	15	375	300
Montgomery.....	9	7	7	619	.....	132	110	125	100	627	4	230	83	Free	800 00	309 36	210 51	.....	1319 87	.....	4	6	7	400	350
Warren.....	10	8	8	820	160	132	110	125	100	627	4	230	83	Free	806 00	375 24	176 00	.....	1351 24	.....	4	6	10	300	200
<i>Sussex.</i>																									
Population 23,855.																									
Byram.....	87	79	62	6843	934	1036	1375	902	665	4912	138	2065	.....	.....	12161 00	3255 29	2463 50	825 00	18712 79	.....	27	50	84	400	275
Frankford.....	7	7	4	503	.....	123	200	123	138	463	.....	240	50	2 50	650 00	257 43	265 00	.....	1173 68	.....	2	4	6	400	200
Greene.....	14	10	4	619	72	50	60	140	128	450	.....	240	.....	.....	900 00	332 92	.....	.....	1282 92	.....	5	5	10	320	275
Hardystown.....	6	5	4	341	30	80	90	90	99	395	.....	200	.....	2 50	511 50	335 10	.....	.....	747 00	6	1	5	6	300	216
Lafayette.....	13	13	13	669	20	77	107	116	130	450	.....	175	75	2 95	1000 00	332 12	.....	54 00	1332 12	.....	5	8	13	275	200
Ledyard.....	8	8	3	250	60	150	200	.....	130	410	.....	159	.....	.....	250 00	204 00	.....	.....	508 00	.....	0	3	3	.....	.....
Montague.....	9	9	2	345	94	90	97	97	.....	375	.....	189	.....	.....	500 00	203 98	.....	.....	706 98	1	2	3	192	163	
Newton.....	1	1	6	535	86	68	107	113	54	433	.....	347	60	4 00	1462 50	202 92	243 00	.....	1908 42	.....	3	9	12	600	281
Sandystone.....	9	9	9	434	23	51	50	175	128	432	15	138	63	2 00	1338 00	167 87	102 85	.....	270 72	.....	5	1	6	240	120
Sparta.....	9	9	9	669	75	150	130	100	80	585	.....	200	75	2 25	1338 00	403 20	2666 32	.....	1741 20	.....	3	6	300	200	
Stillwater*.....	13	13	14	732	400	450	500	150	150	1500	.....	100	75	.....	1000 00	449 95	.....	995 00	2444 95	.....	11	9	20	300	100
Vernon.....	16	15	14	232	8	50	80	60	198	.....	3	100	.....	.....	180 05	260 00	.....	.....	446 05	.....	4	4	12	163	112
Walpack*.....	6	3	.....	248	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1500 00	905 59	.....	.....	2605 80	.....	6	16	22	550	275
Wantage.....	22	22	22	1311	537	140	188	140	49	1380	8	519	73	2 00	423 50	260 12	150 00	.....	813 62	2	8	6	9	210	160
Hampton.....	9	4	.....	849	.....	.....	.....	.....	230	280	8	120	35	Free	423 50	260 12	.....	.....	813 62	2	8	6	9	210	160
.....	137	123	89	7359	1034	1519	1750	1855	1443	7753	30	2940	.....	.....	10419 55	4503 93	3423 17	1049 00	19400 65	11	61	87	142	300	200
*Taken from last report. †An error.																									

\*Taken from last report. †An error.





COUNTIES AND TOWNSHIPS.	No. of districts in town or city.	No. of public schools in town or city.	No. of schools kept open during the year.	No. of children bet'n the ages of 5 and 13 years.	No. of children who have attended 4 quarters or 1 year.	No. who have attended 3 and less than 4 quarters.	No. who have attended 2 and less than 3 quarters.	No. who have attended 1 and less than 2 quarters.	No. who have attended a whole or part of year.	Whole No. of pupils that have attended a year or 11 weeks.	No. of children that have attended school.	Average daily attendance.	Percentage of attendance.	Terms of tuition.	Amount of money raised by tax for support of schools.	Amount received from State.	Amount from other sources.	Additional raised for building and repairing school houses.	Total amount appropriated to school purposes.	No. of districts from which no report has been received.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers.	Salary of female teachers.	
<i>Salem.</i>																										
Population 22,484.	2	2	2	229	40	54	29	64	97	214	72	72	...	\$2 37	\$300 00	\$102 13	...	...	\$462 13	...	...	2	...	2	\$300	...
Elisabrogh.	8	5	5	482	188	148	148	188	188	390	14	...	...	Free	600 00	110 55	...	...	798 26	...	...	5	...	5	600	...
U'r Alloways Creek.	5	5	5	529	...	140	165	132	437	200	10	...	...	Free	500 00	435 40	...	...	1578 26	...	...	4	...	4	250	...
Lower Penns Neck.	10	9	9	763	...	300	400	100	50	850	6	...	...	...	100 00	322 00	...	...	679 89	...	...	7	...	7	250	...
Mannington.	9	9	9	1007	210	325	200	150	70	955	6	...	...	...	...	420 01	...	...	958 06	...	...	6	...	6	15	...
Pilesgrove.	8	7	7	495	...	70	100	150	75	395	1	...	...	2 25	625 00	184 50	...	...	938 22	...	...	4	...	4	10	...
Pilesgrove*.	1	1	1	1102	109	114	163	91	163	340	12	...	...	Free	1580 00	738 90	...	...	2318 90	...	...	7	...	7	850	...
Salem.	15	10	15	1038	213	257	126	156	95	841	8	...	...	Free	2075 00	420 54	...	...	3788 52	...	...	8	...	8	9	...
U'r Alloways Creek.	11	11	11	1604	...	...	...	...	...	600	...	...	...	3 00	1000 00	420 54	...	...	1803 03	...	...	9	...	9	600	...
Upper Penns Neck.	9	9	2	700	175	196	250	40	80	771	7	...	...	2 50	600 00	208 52	...	...	1143 32	...	...	8	...	8	600	...
Upper Pittsgrove.	78	78	47	7257	747	1317	1485	1064	880	6093	252	2161	...	...	7451 00	3542 87	2710 54	1030 00	14764 41	...	...	40	...	40	91	...
<i>GloUCESTER.</i>																										
Population 18,448.	5	5	2	952	81	92	171	227	273	794	...	...	...	Free	1000 00	383 61	...	1000 00	2283 61	...	...	5	...	5	425	...
Clayton.	12	10	5	1147	27	50	153	269	249	748	...	...	...	Free	3255 48	421 03	824 72	825 00	4826 23	...	...	6	...	6	1000	...
Deford.	5	5	5	735	...	295	295	417	137	779	81	...	...	Free	1000 00	339 56	...	...	1339 56	...	...	7	...	7	350	...
Franklin.	15	5	5	699	40	91	213	953	104	696	5	...	...	Free	800 00	256 57	136 07	...	1192 65	...	...	6	...	6	450	...
Greenwich.	10	17	5	850	58	198	214	216	104	750	5	...	...	...	1275 00	562 87	...	200 00	2037 87	...	...	3	...	3	300	...
Harrison*.	6	6	4	481	...	100	120	90	30	420	1	...	...	2 50	500 00	103 11	221 67	...	824 81	...	...	8	...	8	5	...
Mantua.	13	13	12	1068	325	200	220	150	100	995	45	...	...	3 00	800 00	622 10	...	...	1422 10	...	...	...	...	...	...	...
Woolwich.	50	55	28	5938	481	811	1806	1651	893	5142	137	825	...	...	8630 48	2658 89	682 46	2025 00	14026 58	...	...	30	...	30	54	...
<i>Union.</i>																										
Population 27,786.	1	2	2	2965	182	180	262	259	141	954	22	418	...	Free	14500 00	147 01	...	103 00	15907 91	...	...	2	...	2	22	...
Elizabeth.	5	4	2	295	59	49	35	23	146	146	...	...	...	1 00	800 00	173 04	560 00	...	1836 04	...	...	2	...	2	350	...
Linden*.	3	4	1	391	32	104	62	72	18	288	...	...	...	Free	752 00	212 62	550 00	...	1544 62	...	...	1	...	1	5	...
New Providence.	1	1	1	1050	290	125	170	250	150	895	20	375	...	Free	8000 00	406 68	...	40 00	8446 48	...	...	1	...	1	9	...
Plainfield.	4	3	5	1631	440	435	388	501	396	2155	...	...	...	3 00	6900 00	553 06	...	...	7453 06	...	...	...	...	...	...	...
Rahway.	3	3	1	258	20	60	90	80	20	240	...	...	...	...	300 00	118 08	250 00	390 05	993 08	...	...	1	...	1	3	...
Springfield.	7	7	4	552	76	45	87	54	50	322	3	173	...	1 75	800 00	234 92	...	50 00	834 92	...	...	3	...	3	6	...
Union.	3	5	4	552	42	44	60	76	36	264	5	166	...	1 75	800 00	234 92	...	50 00	1290 92	...	...	1	...	1	1	...
Westfield.	1	1	1	186	...	...	...	...	...	...	...	...	...	...	...	...	...	...	352 65	...	...	...	...	...	...	...
Clark.	31	29	21	7609	1081	992	1135	1315	791	5264	50	2082	...	...	27952 00	3891 71	1560 00	523 00	33459 71	...	...	11	...	11	47	...
*Taken from last report.																										



## SCHOOL REPORT.

Middlesex.																						
Population 55,366.																						
9	6	6	816	250	175	130	123	678	1	250	Free	24438 00	316 00	49 87	600 00	3413 87	4	5	2	7	400	250
12	12	14	1121	225	500	150	75	1080	20	700	64	75	24438 00	436 88	66 55	50 00	2552 98	8	8	16	400	300
1	8	3118	404	327	386	439	848	2024	45	1025	Free	9354 00	1400 00	66 55	439 00	1124 10	2	27	29	750	250	
6	6	800	200	40	25	10	.....	215	22	895	Free	900 00	145 36	122 16	.....	1045 36	.....	1	5	6	400	300
12	12	11	913	56	168	115	75	572	.....	1 32	Free	2000 00	351 96	.....	60 00	2334 12	.....	3	10	13	825	308
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	Free	700 00	202 00	66 44	60 00	1078 34	.....	1	2	7	700	260
10	9	2	1218	35	239	302	156	885	.....	8 876	Free	2000 00	519 23	.....	250 00	2769 33	.....	6	4	10	400	250
18	13	16	1850	490	680	370	80	1380	5	24	32	2 50	2500 00	43 81	.....	3104 33	.....	11	9	20	340	280
14	14	12	1115	90	168	140	115	468	7	869	12	1 00	2236 00	437 54	.....	3270 29	.....	8	13	16	400	225
Woodbridge.....																						
Warren.																						
83	51	71	10639	1510	2245	1840	1241	767	7608	107	3554	24138 00	4928 89	1255 08	1510 00	31261 97	6	40	80	120	457	267
Population 28,433.																						
2	2	2	530	137	40	52	86	398	10	186	Free	1590 00	185 00	.....	.....	1775 00	.....	2	2	4	650	300
8	8	6	497	.....	290	150	100	47	407	4	.....	Free	181 80	.....	.....	181 80	.....	5	2	7	.....	.....
11	10	11	399	.....	135	185	60	25	405	7	200	Free	192 00	.....	.....	1414 50	.....	4	1	5	400	200
6	8	8	551	58	196	176	217	768	4	848	67	Free	2562 00	314 00	125 00	2901 00	.....	6	8	9	376	222
2	2	2	442	100	20	10	5	135	1	90	50	4 50	884 00	161 80	700 00	1745 80	.....	2	5	7	600	300
5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	Free	1551 00	100 00	42 58	.....	142 98	.....	4	0	4	.....	.....
8	8	8	824	.....	.....	.....	.....	.....	.....	.....	Free	.....	.....	190 45	.....	1741 45	.....	5	8	8	800	140
11	11	.....	620	200	100	100	80	538	2	240	.....	Free	339 26	.....	.....	399 26	.....	9	8	12	300	160
9	9	9	649	.....	.....	.....	.....	.....	.....	.....	Free	1268 00	236 80	.....	.....	1334 86	.....	8	4	12	325	300
9	9	.....	430	.....	.....	.....	.....	.....	.....	.....	Free	1023 00	195 00	110 72	2 00	1258 01	.....	6	8	9	200	120
4	3	8	8414	125	150	130	130	7407	.....	50	Free	1023 00	195 00	.....	.....	1148 00	.....	4	4	4	360	.....
12	6	8	584	117	72	54	29	36	508	4	208	20	Free	1158 00	218 00	.....	.....	2	3	5	400	300
8	7	8	771	.....	110	375	90	575	.....	38	Free	1542 00	952 93	.....	.....	1436 00	.....	4	4	4	400	300
4	3	.....	150	150	61	69	13	298	.....	80	1 25	Free	54 00	.....	.....	106 00	.....	2	2	4	400	325
2	2	2	923	255	384	898	689	918	.....	398	75	Free	2769 00	339 40	.....	.....	.....	8	6	9	540	300
6	6	6	565	100	61	84	125	60	410	5	85	18	Free	305 63	134 82	.....	.....	1	6	7	360	300
Washington.....																						
115	105	64	9445	1242	1288	1555	1338	1262	6763	42	2125	18800 00	3434 21	477 77	855 00	23566 98	7	67	47	125	334	209
Presaic.																						
Population 29,021.																						
8	8	7	1050	165	290	840	92	.....	985	1	370	1500 00	448 53	450 00	.....	2998 83	.....	6	2	8	440	330
4	4	3	299	77	81	584	92	.....	337	3	74	500 00	127 74	.....	.....	627 74	.....	8	1	4	230	220
5	5	5	4500	1292	476	584	106	3660	72	2338	Free	18000 00	2400 00	.....	.....	20000 00	.....	9	81	63	612	240
7	7	7	652	11	23	73	109	114	340	.....	170	1000 00	278 25	.....	.....	1278 25	.....	1	5	8	840	220
7	8	4	407	35	25	40	25	135	.....	87	2 00	600 00	156 00	250 00	.....	1006 00	.....	2	2	4	320	200
12	10	4	1026	70	115	118	90	72	465	.....	230	22	1 30	.....	.....	1230 00	.....	4	2	6	400	250
West Milford.....																						
43	37	30	7934	1650	925	1137	1258	927	5922	70	3149	22400 00	8440 52	700 00	.....	26490 22	.....	0	22	51	73	428
*Taken from last report. Jan error.																						

\*Taken from last report. †An error.

Summary of the preceding Abstracts, exhibiting the results in the several Counties of the State, for the year 1864.

COUNTIES.	No. of townships in county.	No. that have made reports.	No. of districts in the county.	No. of public school buildings in county.	No. of schools kept open during year.	No. of children bet. the ages of 5 and 15.	No. of children who have attended four quarters or one year.	No. who have attended three and less than four quarters.	No. who have attended two and less than three quarters.	No. who have attended one and less than two quarters.	Whole number of pupils who have attended school for a quarter or part of year.	No. of children that have attended school.	Average daily attendance upon school.	Amount of money raised by tax for support of public schools.	Amount received from State.	Amount from other sources.	Additional raised for building, repairing, &c.	Total amount appropriated for school purposes.	No. of districts from which no reports have been received.	No. of male teachers.	No. of female teachers.	Total.	Salary of male teachers per annum.	Salary of female teachers per annum.	
Atlantic.....	8	6	49	40	20	4043	653	428	535	854	606	3806	4	624	\$7360 00	\$1480 99	\$1025 00	\$1150 00	\$11051 99	11	29	20	49	\$410	\$245
Bergen.....	9	8	54	51	39	5525	522	884	880	920	670	3876	84	2145	7999 64	2274 94	4075 37	1004 78	15354 73	3	30	36	66	422	846
Burlington...	21	18	130	114	85	15001	1957	1951	2506	2539	2333	11276	.....	.....	21423 57	75065 07	4727 56	1270 00	39286 20	20	67	110	177	460	960
Cape May....	6	6	28	23	7	2108	.....	500	473	161	1228	40	619	6190 00	738 94	412 45	500 00	8141 89	1	8	14	28	500	360	
Camden.....	11	10	57	53	17	10891	1545	1037	1457	1794	1226	7109	377	2901	21575 18	4007 16	13923 06	17879 49	62454 89	.....	35	62	101	427	280
Cumberland...	11	9	61	62	34	7721	1383	1136	1454	889	1111	5778	49	8021	17199 00	2310 08	2200 29	225 00	10685 37	2	35	63	91	444	203
Essex.....	11	11	95	68	77	25642	5475	2236	1655	3635	4136	19093	49	8021	77499 00	12310 00	2980 00	7300 00	10008 80	.....	32	52	84	450	250
Gloucester...	7	6	59	55	28	5393	431	811	1306	1651	893	5112	137	525	36300 48	6379 27	682 45	2925 00	14026 83	4	30	24	54	410	276
Hudson.....	11	11	122	122	22	16128	2637	2666	2802	3263	3780	18918	101	4692	34386 81	6379 27	1592 51	10720 00	23678 50	20	22	101	123	833	295
Hunterdon...	9	9	61	61	58	11439	2511	903	1166	1316	939	6385	100	1521	26658 00	4343 93	1403 57	4800 00	23374 20	.....	29	85	163	391	240
Mercer.....	9	9	83	81	71	10633	1510	2245	1540	1241	767	7603	107	3551	21188 00	4328 89	1255 08	1370 00	28836 50	6	42	55	47	428	290
Middlesex...	14	11	118	115	72	12906	1454	1619	1731	2090	2042	8213	379	4203	28924 00	5707 69	3182 42	1370 00	31261 97	10	40	80	120	457	267
Monmouth...	11	11	96	96	63	9349	950	923	1715	2173	2252	9045	73	2566	24552 00	4506 13	3758 88	1700 00	37874 12	14	51	79	130	407	283
Morris.....	6	6	47	47	30	4209	235	534	944	1283	1026	4092	92	367	2700 00	1577 35	54 00	30 00	24607 01	9	36	63	108	404	267
Ocean.....	6	6	43	37	26	7934	1650	925	1137	1293	921	3222	76	3149	22400 00	3342 60	700 00	30 00	26190 52	9	18	23	41	413	260
Passaic.....	10	9	78	28	47	7287	747	1317	1485	1064	880	6093	232	2161	7481 00	3640 87	2710 14	1030 00	14764 41	8	22	51	73	438	237
Salem.....	8	8	87	79	62	6848	934	1036	1375	1802	665	4912	138	2065	12161 00	3268 29	2463 10	825 00	15712 79	.....	27	60	84	400	275
Somerset...	14	12	137	129	89	7859	1034	1519	1780	1855	1448	4793	30	2940	10419 55	4503 93	3428 17	1049 00	19400 65	11	61	81	142	300	200
Sussex.....	9	8	81	29	21	7609	1231	1923	1315	1315	791	6261	50	2082	27082 00	8394 71	15 00	523 00	39450 71	3	11	47	75	584	253
Union.....	17	15	115	103	64	9445	1242	1283	1555	1933	1263	6763	42	2125	18800 00	8324 21	477 77	555 00	23566 98	7	67	47	125	394	239
Warren.....	222	203	1578	1432	971	198767	23781	20065	31767	85745	23785	140672	2448	52087	427067 23	87600 08	51931 82	55581 97	671429 90	160	806	1108	1912		

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# APPENDIX.

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7102. 1921

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## REPORTS OF TOWN SUPERINTENDENTS.

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### ATLANTIC COUNTY.

#### ATLANTIC CITY.

I can not presume to suggest any new wants of our Public School System to those who understand what is needed so much more than I, but I do think that the law which limits the amount to be raised by taxation for school purposes at three dollars per child, might be improved so as to allow a per cent. sufficient to maintain our schools. We should not be able to keep our school open more than half of the year, were it not that City Council very generously appropriates annually more than we raise by taxation. I also think that each township should be allowed the privilege of appointing its own school examiner. The want of this gives us not a little trouble in this city. Our teachers are under the necessity of going twenty-five miles in order to pass examination and obtain a certificate, in consequence of which our teachers are commonly without a certificate, and we have not the conscience to insist upon their getting them. Though I am happy to inform you that our school is in quite a prosperous condition when considering the many other difficulties which we, as well as many other places in this county have to contend with; that of disinterestedness of the people, who thoughtlessly put into the office of School Trustee, selfish and unqualified men who are a continued thorn in our public school system, but still we look forward to the day which we trust is not far distant when these things will not be.

E. S. REED,  
*Town Superintendent.*

#### MULLICA.

In making out my annual report, it gives me great satisfaction to state that copies of school registers have been received from all the districts in the township. This has been accomplished in this way. At the town meeting last year I recommended that blank forms with proper headings be printed at the expense of the township. This was



agreed to. The blank forms were obtained, and one put into the hands of each teacher, with the understanding that when he presented the order for his salary, the copy of the school register should be presented also. This plan has worked admirably; and to all town superintendents who have found difficulty in furnishing the information required by the statutes I would recommend it.

The schools in this township have been regularly visited once each quarter and in some instances oftener. Public examinations, to which trustees and parents have been invited, have been held in all the schools. We are obliged, however, to say that only in two of the districts, Hammonton and Oakdale, did there appear to be anything like a general interest manifested. In these two districts at the public examinations, all the available space in the school rooms was occupied by the patrons of the school. It will be no matter of surprise then, when I tell you that the pupils in these schools, in point of scholarship, are far ahead of those in any of the other schools in the township. In these districts there are also better school houses, better furnished than in the other districts.

Out of five hundred and thirty-five children in the township between the ages of five and eighteen, there are *one hundred and forty-two*, more than one fourth of the whole number, who have not been inside the school house once during the year, and *eighty-two* who have attended less than one month.

The progressive ideas connected with the cause of education have not found their way yet into some of the districts. Teachers are employed for a quarter consisting of twelve weeks, six days to a week, that is seventy-two days for a quarter, and in one district the trustees actually required the teacher to teach eight hours a day. It seemed to me when I heard of the last fact that I had gotten into a region that had by some freak of nature slipped back into the dark ages. We do not wish you to understand that our township is behind all others; on the contrary, it is quite up to most others in this part of the state and far ahead of some of them.

You request that a brief report be written, in which, what is believed to be the want of our public school system should be stated.

We need a more thorough system of inspection of our schools. It is a notorious fact that not one in ten of our town superintendents ever visits the schools in his township. This arises from several causes. First, some of our town superintendents are utterly incompetent to inspect a school and could not tell if they heard a class recite, whether the recitation was correct or not. A remedy for this will be suggested a little further on. Second, town superintendents have no power to remedy evils that they may find existing in the schools that they visit. If they should find, as is often the case a teacher utterly unqualified for his position either morally or intellectually, all they can do is to *suggest* something either to teacher or trustees. No one cares to witness evils unless he can do something to remedy them. And in this respect the town superintendent is completely powerless. He should have power to revoke the license of every incompetent teacher.

Third, the compensation for the performance of the duty of a town superintendent is not sufficient, *one dollar* a day for each day occupied in the discharge of his duties. It does not pay for horse hire. No man ought to take the office of town superintendent but one who possesses a spirit of purely disinterested benevolence, for he will be sure to find himself very much out of pocket at the expiration of the year if he does his duty properly. Here are some of the causes of neglect of duty on the part of town superintendents.

It was stated above that a remedy would be suggested for incompetent town superintendents, we might also say for incompetent county examiners, for of these there are some in the state. Let the county examiners be chosen by the teachers of the county, say at their annual institute, and then let the town superintendents be approved by the county examiners. In this way much good would be done to the cause of education.

The greatest evil with which most of our teachers have to contend is that of irregular attendance. Trustees will not take hold of the evil as they say they have no power.

It is evident to every one that a scholar who goes irregularly to school can receive but little benefit from the school, while he does a manifest and permanent injury to the other scholars by retarding them as well as by destroying the morale of the school. This should not be permitted. If such a scholar does not and will not see the necessity of attending school regularly, he ought not to be permitted to do injury to others, but should be excluded.

And now let me add a little respecting the Teachers' Institute held in our county. In many respects it was a decided success. There were more teachers in attendance than at any previous institute held in the county. And all who attended were not only pleased but greatly profited; at least so they expressed themselves. Many new ideas and new methods of imparting instructions were presented. I have no doubt that all who attended the institute are much better prepared to enter upon the discharge of their duties as school teachers. I hope that these institutes may long continue as they are about the only means we have of wakening up our teachers and inciting them to make greater attainments in their profession.

F. R. BRACE,  
*Town Superintendent.*

## BURLINGTON COUNTY.

### BORDENTOWN.

I herewith return your printed series of questions with proper answers annexed thereto. The schools in the several districts in this

township have been well taught and attended during the current year in the district in which this town is located. Our public school is in a high state of efficiency and prosperity and affords ample opportunity to the children residing therein to receive a sound and thorough education. Two other schools in the same district (one closed) are under the care of competent and conscientious teachers. Our citizens manifest considerable interest in them and appropriate liberal sums for their improvement and support. In the Second District (Fieldsborough) a new and commodious school house has been erected during this year, and both the male and female departments are instructed by intelligent and experienced teachers. In the Third District (Rising Sun Square) a new school house is much needed, and I trust the people of that district, before another year elapses, will see the importance of providing better accommodations for this purpose. All our schools are entirely free. Our teachers, as a general thing, are well qualified for their positions, and every year the standard is being raised higher, so that in a short time I think our schools will, in every respect, compare favorably with any others in the State.

G. S. CANNON,  
*Superintendent.*

#### BASS RIVER.

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

The answers to the series of questions may not be strictly accurate in every particular, but are correct.

This being a new township, some delay was unavoidably experienced in organizing the districts and getting the schools into operation, which will account for the short time school has been open; and I am happy to say that both the inhabitants and trustees are taking quite an interest in our schools.

Amount of money raised by tax.....	\$250 00
State School Fund.....	92 94
Interest on surplus.....	31 34
	<hr/>
	\$374 28

JESSE R. SEARS,  
*Superintendent.*

#### MARLTON.

The schools in Evesham township for the most part are in a good condition as far as they have been kept open. Three schools have not been opened during the summer. I suppose they will be during the coming winter. The books used in the schools are generally of modern works. The teachers endeavor to discharge their duties to the pupils and some interest seems to be felt in the cause of



education by the community. The teachers are very courteous to the superintendent when making his official visits. We lack school registers. I only find two in the township.

SAMUEL TAYLOR,  
*Town Superintendent.*

## CINNAMINSON.

Enclosed I return the second series of questions, with answers, as nearly correct as I can furnish. I believe the condition of our schools to be improving, partly by reason of the large amount of tax we pay to support public schools, and partly by the employment of more competent teachers.

This is my second and I hope my last annual report, not but that it is an honorable office, but a very unthankful one when he does his duty. One can judge how unpleasant it is for the school superintendent when young men and young women, with fine feathers and good recommendations from some of our best schools, yes, and I am sorry to say, from our Normal School too, are brought to the superintendent to get their license, and when asked a few simple questions by him in geography or arithmetic they cannot answer them, but in place of answering them, they will hand you a piece of paper, saying that Professor Brown, or Professor Smith, or Professor somebody else says that they think from their good scholarship, &c., they will make good teachers. But I have had to inform more than one that I did not care anything about Professor Brown or Smith, that I did not want to know what they had done, but what they could do now; and it was but a few days ago that I had to reject one on that account. She came with a good recommendation but without an education, and she had so much confidence in her recommendation that she came the second time, and insisted that if I would license her that she would give satisfaction to the district, and yet she could not answer one question that I asked her, and again I had to turn her away, as I was only the servant of the people, and could not license her.

I do believe that this is the great cause why our schools are not in a better condition than they are. I know that the Professor of our Normal School, as well as of other schools, has recommended young men and young women to teach that were not competent, and I have often heard the remark made, that they need no examination, that such a recommendation as they had was good enough, and from this cause I know that the people of Cinnaminson have been deceived, and hence poor teachers have come in competition with good ones, and get the same pay when they did not earn it; but I believe that the people are getting their eyes open, and that henceforth Cinnaminson will be a very poor place for such to come with their recommendation, but without an education.

But let us have good competent teachers, then I think we will be in a fair way to have good schools, for I believe that with a very few

exceptions, we are all willing to pay any amount of tax in order to have good schools to educate the youth of Cinnaminson.

There is one school district in this township which has a school under the care of a religious society, and this school takes charge of the district. But the largest portion that go to said school are not members of said society, and as complaint has been made to me by those, saying that they are compelled to send to said school or lose their public money, and yet they can have nothing to say about the school, but must send to such teachers as the society says, and pay such bills as they say. Now, sir, I would ask you is this right? Is it just, that a religious society should take such a privilege from the district.

R. M. BROCK,  
*School Superintendent.*

#### LUMBERTON.

In making out my report, it might be best to say we have not the benefit of the Board of Examiners. They do not find their way into our township; but we are making out the best we well can. The trustees occasionally employ teachers, then have them examined, which I think is injurious, and wish the practice to discontinue. The people are as much interested in raising money in this township for school purposes, this, as last year; but if the people and the trustees were more interested in visiting the schools so as to stimulate the students as well as the teachers, it might be attended with excellent results. I have received six of Guyot's maps, and have delivered all but one. One of the trustees of that district was so well pleased with it he did not want it delivered until they repaired their school house, so it might not be soiled, is why it was not delivered.

JOS. H. DEACON,  
*Town Superintendent.*

#### MEDFORD.

Having received no reports from the district trustees, other than the annual lists of children between the ages of five and eighteen years, I am not able to answer the queries contained in the accompanying series, from No. 5 to 12, inclusive.

The public schools in this township are not receiving the attention they should. But one of them is kept open the year round, allowance being made for vacation; the others but three or six months a year; and generally a new teacher is employed each session, who introduces new regulations and new modes of teaching; thus the schools are without any established system of instruction. The legitimate consequence of this is, that a large portion of the influential class patronize private schools, taught by the same teachers year after year, and the public schools, wanting their support, drag along in the best manner



they can. There are also in this township several "Religious Schools" (?) the supporters of which feel little or no interest in public schools, indeed, some of them are opposed to public system altogether. To this fact also, the condition of the district schools is in part attributable.

Although the public schools are in this poor condition, it must not be inferred that the cause of education is on the decline; on the other hand, I believe it is gaining ground slowly but surely.

JOSEPH JONES,  
*Town Superintendent.*

## NEW HANOVER.

Enclosed you will find my report of the schools of New Hanover. My coming into office at a late period in the season, by appointment to fill vacancy occasioned by the death of my worthy predecessor, the Hon. Judge Lane, renders my report more deficient than it otherwise should have been. Our township raised by tax for schools the present year, \$1,200; received of the State fund, \$342 74; surplus revenue, \$311 41; making the amount received for school purposes for the year, \$1,854 15. This constitutes the teachers' salaries, and makes the schools nearly free. I am unable to make a satisfactory report from the fact that hardly any records are kept in any of our schools, and what are kept, are so crude, that it was with much difficulty I gathered this much. Our township is divided into seven school districts and parts of districts; each district has a frame school house and play grounds, to some extent. The unpleasant duty of examining and licensing teachers has fallen upon myself. Most of our teachers have been examined and licensed; not all, on account of late changes. It is a matter to be regretted that our county freeholders are so derelict of their duty as to neglect to appoint county examiners. This appears to me to be one of the most important duties imposed by law upon that body, and why they should pass it by undecided is a mystery to me. I think that the incoming Legislature should consider the matter, and pass a more stringent law imposing a penalty upon such delinquents. If county examiners were appointed, many difficulties that otherwise are almost insurmountable, might be obviated. Many know the difficulty of selecting and electing suitable persons for examiners at our annual town meetings, and often, when elected, they are deterred from doing their duty through fear of the loss of popularity, or of estranging some of their friends. I respectfully submit, whether it would not be wisdom in the Legislature to pass a law compelling the board of county freeholders to appoint examiners, and that every teacher, on receiving his or her license, shall pay to said examiners a stated sum—say one dollar—as their compensation, thereby relieving the county of this expense.

I feel gratified that I can say, that an increasing interest is apparent in behalf of the much neglected course of education; but much is yet wanting, both from trustees and employers, and hardly any sub-

ject of much importance continues to be so neglected. If a farmer hires a hand to till his soil or feed his swine, he will occasionally stroll into his fields, or walk to his styes; but does he ever enter the school house in which his children are being educated; or does he ever catechise them concerning their studies? I fear the negative is too often the case; and from observation I am forced to believe that it is but little better in general, in respect to the trustees; many of them seldom, if ever, enter the school house, except when called by the teacher to sign an order, &c., or on some foreign business. Such being the case, can we wonder that teachers feel neglected, and are careless in discharging their duties, or that our children do not progress in their studies. Another prevalent error exist in too frequently changing teachers.

It is impossible to succeed until both teacher and pupils become intimately acquainted with each others dispositions, &c.

As much is wanting let us persevere, and when we shall see the subject in its true light, we will then have seen the morning star of every enlightened nation—the great fertilizer and equalizer that places the son of the poor man on an equality with him of the rich man. Education deprives the prison of its demons, and the poor house of its paupers. It is the noblest cause that man can espouse, and the grandest theme that the philanthropist can embrace. On what richer soil, in what safer granaries or store-houses can the father labor, or deposit his earnings, than the minds of his children; every effort thus spent will be like unto that “bread cast upon the waters,” returning after a few days with its usury, a hundred fold. What prouder feelings can animate the breast of an affectionate parent than those inspired by looking on a group of lovely, obedient, and well educated children, knowing as he does, that those children are soon to become citizens of one of the greatest republics that ever existed, “citizens knowing no equals but each other, and no superior but their God.”

FRANKLIN B. HAINES,

*Town Superintendent.*

#### LITTLE EGG HARBOR.

Enclosed herewith is the tabular statement of the public schools of the township of Little Egg Harbor for the year 1864. Compared with former reports, it is shorn of at least one-third its magnitude. This arises from a division of the township by act of the Legislature last spring. The new township of Bass River having been created out of a part of the old township of Little Egg Harbor, took off four districts and a part of a district. The information concerning those districts previous to the separation I have furnished the superintendent of that township, and you will receive it from him.

Our schools have exhibited but little of interest during the past year. The full reports which I have made in the three or four preceeding years, and the general views regarding our schools expressed

therein, must be my excuse for saying no more at present, as I could only repeat in some degree my former declarations.

I have obtained from the clerk of our county, Guyot's Geological Maps of the United States, and furnished one to each district of the township.

The liberal act of our Legislature in furnishing each district of the State with one of these maps, is a move in the right direction. Appropriations for schools are the best investments for a people or a State.

THEOPHILUS T. PRICE,  
*Town Superintendent.*

#### SPRINGFIELD.

Having been elected to office last Spring, I have not been able to answer your questions of Series No. 2, as fully as I could have desired. In visiting the different schools composing this township, I find that some do not keep school registers, rendering it impossible to send such answers as you require. If I should remain in office, I will endeavor to have it different in the future. The schools have all been kept open, and taught by competent teachers, six by female and one by male. Most of the school-houses have been built many years, and will soon have to be rebuilt, when the modern improvements now so greatly needed in most of the country schools, doubtless will be added. I find that almost all have a different set of books, which appears to me, is a disadvantage, not only to the pupil but the parent also, as it incurs an expense for the purchase of books for any new teacher that may take the school; or persons removing to different parts of the township, must purchase books to suit the fancy of the teacher, where they may have to send their children. There should be a certain class of books selected for each township, and every school composing it should have the same. This might be done by the different trustees composing the schools uniting together and agreeing upon a certain standard of books, and allowing of no others; or, by each district purchasing its own books and charging for their use.

The people of this section of the country feel a deep interest in the education of their children, having raised one thousand dollars the past year for that purpose, which, with the State fund, makes our schools almost entirely free. And notwithstanding, there may be many defects in our public school system, we all feel that it is a great blessing to the State as it enables many to receive an education which they would not otherwise obtain, without which they would be liable to be imposed upon by evil and designing men, for in all parts of the world where ignorance exists, there the people's rights are denied them, and they become the slaves of aristocrats in power over them.

B. R. LAMB,  
*Town Superintendent.*



## WESTHAMPTON.

We want more interest in schools. About \$600 is scattered among eight districts, and seems to do but little good. I think it would be better to divide the township into two districts and raise by tax a sum sufficient to keep two free schools. We don't pay enough to get good teachers, and have poor, dwindling schools. Some kept only one quarter, and in two districts no school was kept the past year. My report inside is only an approximation to a correct statement. As stated, I have no report from four schools.

DAVID FERRIS,  
*Town Superintendent.*

## WILLINBOROUGH.

I sit down to try to frame a report, as I have received no blank to fill up, nor either seen one; and if I fail to give satisfaction I hope to be forgiven. As the time has expired when you should have had a report, I have waited too long already for the blank. I was elected last spring in my absence from home, and scarce got home in time to take the office. They insisted on my accepting it.

There is one school in the township of Willinborough, taught very irregular, and only in the summer season of about five months, by a female. Pay by the day or quarter. The winter appropriation is thrown into the summer school. Amount of money drawn for the school for winter and summer appropriation is about \$50—paid to teacher or chairman of the board of trustees.

Trustees are Jacob Vansciver, John Stakley and Charles Sever.

Average attendance for the past summer, about 48 pupils.

I do confess that I do not know how to give this report, and if I have failed to give satisfaction in this, I hope to be excused by you, and hope to do better in future.

JAMES L. KEMBLE,  
*Town Superintendent.*

## BERGEN COUNTY.

## HOHOKUS.

It should be the aim as well as the interest of every community, and every individual member of that community, to desire and labor for the advancement of popular education. This proposition, though admitted by all, seems to be too lamentably neglected by the majority. Other and *minor* objects distract the attention from the more impor-



tant. Money is the moving power. A greater sacrifice of this on the altars of learning would be productive of better results.

Liberally educated persons should be employed for compensations which would induce them to *adopt* teaching as their profession. Better buildings, combining beauty of architecture and internal convenience and comfort, should be consecrated as temples of learning. This of itself, I conceive, would exert a very beneficial influence.

Discipline, order, love of learning, and a refined behavior, would naturally be more easily secured among pupils attending a school of this description, than among the inmates of a building rude, uncomely, unclean, and erected probably at the edge of a swamp or in some nook fit for no other purpose, and surely not fit for this.

Regular attendance is obviously necessary to the progress of the scholar; but this also is too little regarded in many cases by the parent. Frequent visits to the schoolroom by parents, neighbors, and even strangers, is a stimulus both to the teacher and the taught, that cannot be too highly considered.

These few ideas might be dilated to a great length; but it is my duty to be brief, and thus I submit them to you.

ALBERT S. ZABRISKIE,  
*Town Superintendent.*

#### HARRINGTON.

I have been somewhat tardy in forwarding my written report, having been called away from home much of late; however I think it will reach you in time for publication. Harrington (although her advancement is is what it should have been), is striving nobly in her educational pursuits, and is gradually dispelling the darkness which has so long overshadowed her. Her buildings are all in good repair, affording every possible comfort for its occupants; each school is also well supplied with text-books, outline maps, &c., with one exception (School No. 1), which ranks about the same as described in my last year's report. Teachers receive more encouragement than formerly, and I think the day is not far distant when Harrington will surmount all obstacles, and rank our school system among the first.

D. NAUGLE,  
*Town Superintendent.*

#### FRANKLIN.

In compliance with your request, No. 15, Series No. 2, enclosed please find my report concerning the condition of our schools, which I give as briefly as possible. The whole duty of superintending the schools of our township has devolved on me during the past year. In the discharge of my duty I find that the teachers employed in our schools are endeavoring to discharge their duty, and seem to take a true interest in their profession; but, in my opinion, they do not re-

ceive that encouragement in general, from the inhabitants of their respective districts which they truly deserve, and which is so essential to promote our common schools. I refer to irregular attendance (which you will notice in series No. 2), which has seriously affected at least some, if not all, of our schools during the past summer. I regret to say that the schools in some of our smaller districts have been closed for months during the past year, in consequence of the times, which have demanded larger salaries for teachers, and have compelled several of the inhabitants of our township to substitute their children for laborers (in consequence of the extreme scarcity of the latter), which seems to have been unavoidable, but should be guarded against as much as possible, as it has a tendency to injure both the scholar and our schools.

I trust the engrossing topics of the day will not withdraw the attention of the people of our township from the subject of education, but that they will consider it a subject of paramount importance. And I earnestly hope that a much deeper interest may be manifested in improving the minds of the young and rising generation, who must soon take the place of their parents and guardians in all the responsible duties of life.

May all parents reflect, and come to the conclusion that a good education is the greatest and best gift they can bestow upon their children.

A. G. GARRISON,  
*Chairman of the School Committee.*

#### HACKENSACK.

It will be observed that but 978 of the 1504 resident children of legal school age have attended school during the past year. This manifest discrepancy can in part be explained by saying that we have three private schools, one female institute, and one grammar school for boys. These absorb no inconsiderable number of those residing in this township.

In answer to No. 15 in your Series II., I beg to repeat what I said to your predecessor in 1862.

"There are three private schools in this township, all well conducted. The great difficulty of forming a new school district under the existing school law, 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 maintain the very school from which they are excluded, on account of its distance from their homes."

Therefore, I have long entertained the opinion that the tenth sec-

tion of the act of 1851, should be so amended as to give the power of forming new school districts, or of changing or altering the boundaries of existing districts, to some local authority in the township. The township committee, probably, would be the most proper body to take cognisance of such matters. As the law now is, if the inhabitants of an incorporated district or districts interested, withhold their consent to the formation of a new school district, there remains no alternative but to ask of the Legislature that which is denied at home.

The most populous district in this township contains 236 resident children, and employs but one teacher. The whole number who have attended the past year is 108; the average daily attendance, 56. The district will receive during the school year, to end in April next, about six hundred and fifty dollars, which is more than sufficient to maintain a free school the whole year. It is in this district we have two of the three private schools mentioned above. There are other districts having a less number of resident children, and therefore receive less money, that employ two teachers, and have a larger average attendance.

The above statement exposes another inequality deserving attention. A populous district, according to the existing mode of apportioning school monies, may receive more than is sufficient to keep the school free, and still have an average attendance less than a contiguous district which receives less of, but may have contributed more to, the township school tax than its more fortunate neighbor.

The commissioners appointed in 1855 to codify the school law, recognized and admitted both the inequalities above mentioned, and embodied in the bill reported to the Legislature ample remedies. It will be remembered that, among other organizations, they proposed to establish township boards of education. Article 3, section 5, of the bill says:

“That the respective township boards of education shall have full power to form new school districts, to abolish any school district or districts, to consolidate school districts, and to alter or change the boundaries of any school district or districts, whenever, in their judgment circumstances shall require,” &c.

And in section 8 of the same article: “That the township board of education shall, on or before the first day of June, annually, apportion among the several school districts, the money received by the township, and the money raised therein for the support of the schools; this apportionment shall be made on such principle as the said board of education shall deem best calculated to promote the cause of education among the people, having regard to the wants of the inhabitants of the several school districts, their situations, the number of pupils attending the schools, the qualifications of the teachers,” &c.

There remains one more subject to which I would respectfully invite your attention. It is that of establishing a county board of education in each county, to be composed of the several town superintendents. Much benefit would therefrom accrue to the public schools, without increasing the number of school officers or their pay. This



board would become the connecting link between state and townships. The affiliation of townships thus engendered would not only give them unity and strength, but greatly promote uniformity and regularity throughout the county, in all matters touching the educational interests of the State. The town superintendents, assembling twice a year, would necessarily communicate their several experiences, which would become the common stock of the board.

The duties of the State Superintendent would be materially facilitated and lightened if he were authorized to prescribe further duties to this board than the law might impose. For instance, he might make it the duty of the town superintendents to submit their annual reports to the secretary of the board for him to examine, revise, collate, &c., and then make *his* report to a full meeting of the board for approval, and when approved, to transmit the same to the State Superintendent; so that the town superintendents by conferring with the Secretary of the Board, would make more complete and uniform reports than are now rendered, which would be embodied in a single report coming to the State Superintendent from the county board. The institution would soon develop its own usefulness beyond all present conjecture, and from time to time, recommend such further improvements as enlarged experience might suggest.

JOHN VAN BRUNT,  
*Town Superintendent.*

#### LODI.

I find I have nothing materially new to offer from the last report of my predecessor, the condition of our schools being about the same, with this exception, the township tax has been increased from one dollar and fifty cents to two dollars per scholar, that is fifty cents more this year than the last, adding materially to the fund.

The teachers are all licensed, and well qualified for their stations. Although the board of chosen freeholders failed to appoint examiners, as usual, as required by law, the damage is trifling, as there has been no change in teachers, consequently they would have had no duties to perform if they had been appointed. The examinations have been highly interesting, and well attended by parents and friends, whose presence has given encouragement to both teachers and scholars.

JAMES H McKEE,  
*Town Superintendent.*

#### NEW BARBADOES.

Herewith I tender my annual report of the condition of public schools.

The number of children between the ages of five and eighteen years is ten hundred and fifty-nine; in making out my report I find that about eight hundred attend school, and about four hundred the regu-



lar attendance. The reason of the per centage of regular attendance being so small is in consequence of us having three private schools in the township; one of these is under the care of Mr. Williams, a teacher of some fifteen years experience, and a good disciplinarian, assisted by females. This school takes most of the larger scholars of the village. The other two private schools are taught by females, and these take many of the primary scholars.

I have thought it would be an advantage to the cause if we had the three school districts Nos. 1, 2 and 9 joined in one (these are the districts situated in the village of Hackensack) and erect a large and commodious building, and have a graded school, so as to employ a principal and three or four assistants. This would give for the new district about three hundred regular attending scholars.

The other schools in the township are doing about as well as can be expected, for most of them are small country districts, averaging about forty scholars each, of regular attendance. They are all well supplied with black-boards, and most of them have a new map of the United States, and some have outline and sectional maps and globes. Most of the schools are taught on the normal principle, though the teachers are not all normal graduates.

The highest salary paid to male teachers is six hundred dollars; the lowest four hundred and fifty dollars; the highest salary paid to females is three hundred and thirty dollars; the lowest two hundred and fifty dollars.

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## CAMDEN COUNTY.

### CAMDEN.

In reply to your interrogatories, I send you the following response:

No. 1. There are three wards in our city, constituting three school districts, under the supervision of the board of education, of three members from each ward.

No. 2. There are three school buildings owned by the board and four rented.

No. 3. They are all kept open during the year.

No. 4. There are thirty-two teachers employed in these schools. Three males and twenty-nine females.

No. 5. They have all been examined and received certificates for qualification from the Board; none others are employed.

No. 6. The number of children between five and eighteen is

North Ward.....	1319
Middle Ward.....	1491
South Ward.....	1778
Total in three Wards.....	4588

No. 7. There has been a spacious building erected in the North Ward, at a cost of \$16,200, which accommodates 650 pupils, in which three of the schools have been consolidated, Nos. 8, 9, 10 and 11.

Amount on hand Feb. 19, 1863.....	\$12,250 66
Receipts from Taxes.....	12,676 14
“ from sale of Bonds.....	1,000 00
“ R. E. Morgan, State Revenue.....	1,966 91
“ Notes discounted at Bank.....	7,104 20
Total receipts.....	34,997 91

### *Disbursements.*

New School House.....	\$16,147 52
Salaries of Teachers.....	8,877 98
“ of Janitors.....	808 50
“ of Officers.....	408 23
Rent of School Houses.....	795 25
Repairs.....	703 22
Books and Stationery.....	691 72
Printing.....	72 12
Coal, Wood, &c.....	1,200 14
Incidentals.....	192 84
Bonds and Interest.....	1,562 00
Notes at Banks.....	3,000 00
New Furniture.....	253 75
Insurance.....	202 25
Total.....	34,915 52
Cash balance Feb. 14, 1864.....	\$82 39
Nos. 12 and 13 not any.	

J. H. SIDES,  
*Secretary Board of Education.*

### STOCKTON.

As the law makes it the duty of the town superintendent to report annually to the State Superintendent of Public Schools, I will endeavor with the limited knowledge I have (as I was only elected last March, nor have I received any information or instructions from the State Superintendent) to give you some information in relation to school affairs in our township.

We have two whole districts and two parts of districts in our township.

We have four public school houses, including one for colored children, and one private or select school.

Number of children in township between the ages of 5 and 18 years.....	523
Number who have attended school about.....	400
The average daily attendance.....	110

In regard to the number who have attended either three, six, or nine months, I am not sufficiently informed to state very precisely.

The schools have been as well and perhaps better attended and as well instructed as common.

Three of the school districts are incorporated in which the schools are maintained free, by money raised by taxation on said districts, in addition to the State school fund, and interest on surplus revenue.

I have received one instalment of School fund.....	\$120 65
Interest on surplus revenue.....	91 52
Tax on district No. 1, a part of which was for the purpose of repairing school house.....	300 00
Tax on district No. 2.....	275 00
“ “ “ No. 3.....	200 00

The schools have been kept open during the year, the usual vacations excepted.

Three male and three female teachers have been engaged at salaries from \$1.15 to \$1.50 per day.

JOEL HORNER,  
*Town Superintendent.*

## CUMBERLAND COUNTY.

### DOWN.

You will see by the answers given to your questions, that we have nine school districts, and ten school houses in our township, all owned by the districts. None of our schools have been kept open the entire year. Five of them have been kept open three-fourths of the year, three of them one-half of the year, and two of them one-fourth of the year. In two of them there are two departments taught for one term. Three of the schools have been conducted with great efficiency; the others, with one exception, have been good, though not as good as is desirable.

There is not much interest manifested in the subject of education on the part of either the school officers, or the people in general, as the importance of the subject demands; hence the difficulty found in making our schools what they should be. In some instances the trustees do not visit the schools for a year, hence they know nothing about the schools, only by report.

There are about 150 children in the township who do not attend school; I intend to be able to publish their names in connection with the names of their parents in my annual report next spring, and if possible, remedy the evil.

I have some difficulty in controlling the funds placed in my hands for school purposes. Some of the trustees contend that it is none of

the superintendent's business what use they make of the money; it is his duty to pay all orders sent to him by them, no matter what use they wish to make of the money. I had a little dispute, and some unpleasant feelings in one case this year, because I would not let the trustees have sixty dollars to pay (as the order stated) for cleaning their school house.

Our communities are evidently rising under the operation of our noble public school system. I think it would be an improvement in our school system to have the law so modified as to allow the school officers to divide the funds into two or three parts, making the school partly free, for two or three terms in the year, instead of being entirely free for one term only, as is often the case, by which means the schools in some cases are broken up for the rest of the year, when if the division could be made, in most places the schools could and would be kept open one-half or three-fourths of the year, whereas now there is but one, or at most, one and a half terms in the year. There might be much said in favor of the change, but perhaps this is not the proper place to argue the case.

JONAS C. CHEW,  
*School Superintendent.*

FAIRFIELD.

I regret that so many of the questions in the schedule have to be returned blank; but it is impossible for me to fill them with accuracy for want of the data. I have received reports from all the districts, and from nearly all the schools; but they lack the required information. I will try to have it collected hereafter. For this purpose I have copied the questions wanting answers, with the intention of presenting them to the several teachers in the township so far as practicable. This will be attended with some difficulties as there are frequent changes of teachers.

You request me to state the wants of our public school system. I do not feel competent to say what those wants are elsewhere or in general. But with us we need a higher order of teachers, better trained and qualified for imparting instruction—more means and a better compensation for the services of such. We need more discrimination and efficiency on the part of district trustees in the employment of proper teachers.

R. OSBORN,  
*Town Superintendent.*

LAUDIS TOWN.

I herewith transmit you my report of the public schools in this township. It is necessarily very imperfect, for it is not possible to arrive at the information I desire, owing to the recent formation of this township. There are not schools in all the districts I have created.



All of this township was formerly the northern part of Millville township, and the whole of it was divided into three districts, and a part of one which united with a district in Salem county. These old districts have had no school since I came into office until this present month, and only one of the new districts had got a house ready for the Summer school. I have divided the township into eight districts, all of which are now incorporated. There are now schools in all the districts, although there are only four school houses—the other districts having hired rooms that will probably answer the purpose. We hope before the close of another year to have good school houses in each district. Not many over one-half of all the scholars in the township have yet been to school (many of them having commenced last Monday), therefore the answers to questions Nos. 9, 11 and 12, can convey but an imperfect report to what it may be at the close of the schools. My answer to the question No. 15 is very brief. I believe the whole law needs revision, and much of its ambiguity dispensed with. I hope at a future period to be able to present you a more satisfactory report in every particular.

It would be very gratifying to me to have you visit us at the earliest time your duties will permit. Accept my thanks for the copies of school laws which came to hand some time since, and believe me with high considerations of regard,

WM. O. H. GWYNUETH,  
*Town Superintendent.*

#### MILLVILLE.

To detect faults in a system is much easier than to correct them, or even to suggest corrections. What appears to me of the first importance, is to secure well qualified teachers. This, so far as knowledge is concerned, is not so difficult as formerly, and yet within the compass of my observations there is a great lack in the efficiency of teachers.

Competency, industry, and love of the work are indispensable characteristics of a good teacher.

The *licenses* require so much knowledge and a good moral character; these of course cannot be dispensed with; but every one knows that a person may have these, and as a teacher be a lifelong bungler. If the teacher considers his work mere drudgery, whatever may be his other qualifications, he will never succeed.

Such teachers assign their failure to *obtuse intellect*, want of regular attendance, bad seats, want of ventilation, and a hundred and one other reasons why the children remain in the alphabet six months, or read worse after attending the school one year, than when they began.

Trustees and parents are too often culpable for neglect in the above particulars, and the evils should be corrected, but the efficient teacher, while he labors to correct them, will labor indefatigably to succeed despite of them.

The important question then is, by what means shall we improve our schools, by the selection of competent faithful teachers? The superintendent might do much by carefully visiting the schools, but there are few men of the requisite qualifications who will devote their time to this work for one dollar per day; this, however, might be done, as the legal requirement for visiting is but once a quarter, but every one must see that such visits are of but little value in acquiring a knowledge of the teachers abilities or the progress of the children.

The trustees are expected to make up for the deficiency of the superintendent, but the same difficulties meet us here; there are cases in which competent men cannot be secured, and seldom do they feel sufficient interest to give the time required without reward. I do not occupy a standpoint which would warrant my suggesting changes in our present system. Other defects might be presented but my communication is already too long.

S. A. GARRISON,  
*Town Superintendent.*

#### SHILOH.

There are in this township eight school houses. School has been kept open in seven most of the time since my appointment (March last). The schools are most of them in an excellent condition. Out of the ten teachers employed in the township during the past eight months, only *two* were male.

The terms of tuition range from fifty to eighty dollars per term of sixty-six days.

The amount of money appropriated for school purposes for the present year is \$892.52.

From State.....	\$201 95
Raised by tax.....	500 00
Interest on surplus revenue, applied by township for school purposes .....	190 57
	<hr/>
	\$892 52

I have been looking for some weeks for some information in regard to making a report for you. What you desired, &c. Not hearing from you, and in fact not knowing your address, I inquired of the town clerk your address, and lo! and behold, he had not notified you of my appointment.

Hence any additional information you may wish concerning the common schools in this township will be cheerfully given by

THOS. H. TOMLINSON,  
*Town Superintendent.*

## STOE CREEK.

The questions in series No. 1 I answered in November, as requested. Those in series No. 2 are answered below.

1, 2. In this township there are seven districts, each of which employs a male teacher in the winter and a female in the summer.

3, 4. The salary of the male teachers is from \$75 to \$90 a quarter; that of the females about \$50 or \$55.

5, 6, 7, 8, 9, 10, 11, 12. I cannot answer, as my term of office commenced last March. In my visits to the schools since that time I have seen no colored children in school.

13. The schools are free as long as the school fund will pay the teacher, after that the salary of the teacher is paid by the pupils, each one paying according to the time he has attended.

14. I have not received a report from one teacher. All have expressed a willingness to report, but have neglected to attend to it in time. Just now the schools are having a short vacation, or I could call on the teachers for their reports.

Would it not be well to empower the township superintendent to defer paying the teacher's salary till the report is received. In our district schools spelling, reading, writing, English grammar and arithmetic are taught, and in some of them algebra and geometry. There is an academy in one of the districts, in which Latin and Greek are taught; but it is a rare thing to find a good grammarian among the teachers of our common schools. Good algebraists are seldom found among the teachers of our academies here and in Pennsylvania. It is not long since a teacher of mathematics and the learned languages asked me very innocently if it did not require a knowledge of the differential calculus to solve diophantine problems.

REUBEN DAVIS, JR.,  
*Town Superintendent.*

## CAPE MAY.

## UPPER.

According to custom, I send you the annual report expected from town superintendents.

It being my first year in office I have not been enabled yet to accumulate all the information desired, to answer your series of questions as correctly in every particular as I would like to have done.

Our schools are provided with lawfully licensed teachers, and as far as I am capable of judging, they are conducted in a creditable and efficient manner.

JOHN STITES, JR.,  
*Town Superintendent.*

## CAPE ISLAND.

I herewith send you the required statistics of our schools, with only a few additional remarks.

Our schools are kept open not more than three quarters in the year. During the past year they have been in successful operation for about that time. The teachers have been excellent, and in proof of this, in reference to the male teacher, I will remark that he is now on his second year in the public school, and had previously taught here in a select school. I believe him to be of the first order of teachers.

Our community is waking up somewhat, in reference to the subject of education, in evidence of which I will remark that a select school has been started this Autumn, with a view of permanency. This school is conducted by Rev. J. P. Hughes, a native of this county, and formerly the Principal of the Edge Hill school, at Princeton, N. J. The attendance has been good, all that one teacher could do justice to, and but for want of suitable room, an assistant would have been employed, as quite a number could not gain admittance who sought it.

Application will be made to the Legislature the present Winter for a charter for an academy, and if obtained, it is intended to erect suitable buildings for the purpose.

I should also remark that we have entirely remodeled our school house, at an expense of several hundred dollars, so that we have now two fine school rooms, seated in modern style, which are not excelled by any in the county.

J. S. LEACH,  
*School Superintendent.*

## LOWER.

In accordance with your request and the requirements of the law, I herewith transmit Series No. 2, and a report of the public schools in the Lower township, Cape May County. The number of scholars between the ages of five and eighteen is four hundred and fifty-two, for the present year ending 1864. The amount of money received from surplus revenue is \$60.45; the county apportionment \$161.00; raised by tax, \$1,356.00; total amount, \$1,577.45. This amount is expended in paying teachers, in purchasing fuel, and in paying such other incidental expenses as the necessities of the schools require. I have visited the schools about once a quarter, and, in all cases, have been cordially received both by teachers and children. They have shown a willingness in whatever seemed likely to promote the best interests of the schools, and advance the cause of education. All the schools are at present supplied with teachers, who, so far as I can judge, are intelligent and well qualified. They appear to be devoted to the profession in which they are engaged, and labor assiduously for the advancement of the children placed under their care.

Hoping the cause of education will ever prosper, I submit this brief report.

DAVID EWING,  
*Town Superintendent.*



## DENNIS.

The schools of Dennis township are enjoying a good degree of prosperity, owing principally to the fact that the township made a liberal appropriation for the support of the schools, and in consequence we are enabled to employ good and efficient teachers. Few if any townships in the State have a better corps of teachers than Dennis. We are deficient in good buildings. Out of the six, but two of them are adapted to the wants of the districts in which they are located. The other four, in construction, had no view to health, comfort, or architecture, and are most miserable shanties, indeed.

J. H. DIVERTY.

*Town Superintendent.*

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ESSEX COUNTY.

## CALDWELL.

Our schools are gradually improving under the present system. One thing needed, is a greater interest in the cause of education on the part of the people.

M. S. CANFIELD,

*Town Superintendent.*

## BLOOMFIELD.

Your "Series No. 2," did not come to hand until the 19th inst., owing to its having been mis-sent, and not forwarded till that date. With all the dispatch possible, hoping this township may not fail to be represented in your records for the year, I send the following brief report.

On the whole, taking the five districts of this township together, a fair progress has been discernable during the year.

The central union school has a competent corps of teachers, and is especially favored by the constant and intelligent attention of its trustees. It needs a larger school building, with improved ventilation, for if the occupants of a house are to breathe pure air, "the building itself must breathe." Its teachers deserve an increase of salary, and more apparatus is almost indispensable. The improvements already made in this school are guarantees that these matters will not long be neglected.

The Montclair school has been graded, during the year, into grammar, intermediate and primary departments. The discipline and progress obtained in the intermediate department deserve high praise ;

and altogether the school is in a prosperous condition. Besides \$1,200 raised in this district for school-house purposes, \$750 was raised for teachers' salaries.

In the Washington, Stone House Plains, and Mt. Hebron districts, the teachers have done quite as well as could have been hoped for, when we consider their scanty salaries, and the apathy of many parents in all that pertains to school culture.

In complying with your request to state what I believe to be the wants of our public school system, I have to say, judging from my point of view: first and foremost, it wants the three dollar statute restriction removed, so that each township or district can tax itself as much as it pleases to educate and elevate its children and youth. The institutions of our country and of our State were designed and adapted to intelligent and virtuous people; it is therefore the duty of the State to cultivate intelligence, and not to hamper it.

It is plainly the duty of each generation to provide for the next. "We are all members, one of another." Strength and wealth must help weakness and poverty. The State is one great political family, and it is because many members of this family are orphans, or are of parents too poor, ignorant, or unprincipled to care for their offspring, that the State must, for its own protection, provide means to educate all its children. It cannot afford not to do it. Absenteeism hinders the progress of our pupils to an alarming extent. By it the parent instructs the child that school exercises are of comparatively little consequence. The neglect of elementary studies to take up what are called the higher branches is a serious evil. Grammar, especially, requires maturity of mind for its comprehension. A large portion of our citizens have yet to learn the value of thorough school instruction, and their imperative duty towards it. If a popular educational tract could be sent quarter-yearly from the office of the State Superintendent to all the parents in the State, it could not fail to enlighten them, and keep them conscious of their interests and their duties. An appropriation by the Legislature for such a purpose would, in my opinion, be an economical outlay of the public funds.

HENRY H. LLOYD.

*Town Superintendent.*

#### BELLEVILLE.

I have the satisfaction to report the schools in the several districts of our township in a healthy condition, and giving general satisfaction to the people. The trustees in each district have been anxious to provide for the wants of the pupils and to make the institution profitable for the public. The schools have all been supplied with competent teachers, who have been all punctual in their attendance. Four of our districts have good school houses of their own, and all made comfortable for the accommodation of the children. One, South Belleville, the smallest district in the township, has not been able to provide a house for their school, and have to the present time no per-

manent place for their accommodation which would give much interest to their institution. We have had no difficulties to contend with in our progress, with the exception of our question with the Catholic church, which matter is now before the Supreme Court, and we presume ere long will be settled to the satisfaction of all concerned, until which time we shall be somewhat embarrassed in our monetary affairs, and wish the matter arranged.

I have no suggestions to make with regard to any alterations or improvements in our school laws, with the single exception that the 12th section might be made more definite by authority. In fine, we say, we are all in favor of our public school system, and hail all its friends as our friends and well wishers.

SAMUEL L. WARD,  
*Town Superintendent.*

#### EAST ORANGE.

I send herewith a statement of the condition of the public schools of this township for the past year.

While there has not been that interest manifested in regard to these schools, and the cause of public education, there should have been, yet I am of opinion that some improvement has been made since my last report.

In the Ashland and Eastern districts the schools have been kept open the whole year, and entirely free. In the Franklin there has been school for nine months, and half free.

As stated in my last report, the Eastern district is much behind this time of enterprise and improvement, in regard to a suitable building and arrangements for having a good school. This will also apply to the Franklin district. I hope the time is not far distant when the inhabitants of those districts will be awake to the great importance of having the public schools in the best possible condition in all their arrangements and details. The whole number of children between the ages of 5 and 18 in the township is 604, and the average attendance, 202.

SAM'L C. JONES,  
*Town Superintendent.*

#### LIVINGSTON.

I herewith forward to you the annual report of the condition of the schools in the township of Livingston. It is necessarily imperfect, as the schools have not been furnished with registers, and a number of changes in the teachers of the schools having taken place, it is impossible for me to answer positively your series (No. 2) of questions forwarded to me. There are five school houses located in this township, each about the center of a school district. Squiertown district No. 1 is located entirely within this township (at Squiertown); it is not an



incorporated district, but owns the school house, which is in very good repair, and large enough for the present wants of the district. There are reported to me by the trustees seventy-seven (77) children, between the ages of five and eighteen years residing in the district. There has been school four quarters within the past year, half free, with an average attendance of from thirty-five to forty scholars. The school is now in charge of Miss M. A. Budd, a teacher licensed by my predecessor, and one whom I consider well qualified for the position; the advancement of the scholars is, I think, equal to the average of country district schools.

Northfield district, No. 2, is an incorporated district, lying entirely within this township, at Northfield, and has an ancient school house, belonging to the district, which needs some repairs, for which I regret to say, they have not yet raised the money, but I suppose soon will, as the building cannot be used in its present condition at this season of the year, for school purposes. There has been kept within the past year two quarters' school, the last of which has just expired; both have been entirely free. The trustees report to me sixty-one (61) children between the ages of five and eighteen years, residing within the district, and there did attend, on an average, about twenty (20) scholars.

Livingston district, No. 3, is an incorporated district, entirely within the township at Livingston, owns a school house large enough for the present wants of the district, in tolerable good order, and is used for holding town meetings, elections, &c., as well as for school purposes. There have been three quarters' school kept within the past year, all of them entirely free. The trustees report seventy-eight (78) children residing within the district, between the ages of five and eighteen years, and there has been an average attendance of about thirty or thirty-five scholars. The school is now in charge of Rev. S. C. Moore, a teacher well qualified in every respect, as an instructor of all the branches taught in ordinary public schools. The children progress as rapidly as can be expected in a school where the daily attendance varies from about fifteen to fifty, owing to the indifference of parents about their children attending school regularly. Yet I think there is an increasing interest among the parents in the cause of education.

Centreville district, No. 4, is an incorporated district, lying at Centreville, on the line of this township and the township of Caldwell, partly in each. It owns a new school house, having been built a few years since, and is now in first rate order. The trustees report to me seventy-seven (77) children, between the ages of five and eighteen years, residing in the portion of the district lying within the township of Livingston. There has been four quarters' school kept within the past year, and is now in charge of Miss A. M. Cook, a well qualified teacher, licensed by my predecessor, having taught the past three quarters, and given general satisfaction, with a school averaging upwards of forty scholars, being the largest school in the township, and showing an average improvement of the scholars equal with most other district schools.

Washington Place district, No. 5, is not an incorporated district, and is not entirely within this township, but extends into the town-



ship of Millburn. They own a school house large enough for the wants of the district, that needs some repairing to render it comfortable for the winter. And the trustees inform me that they are about having the repairing done, and they report to me thirty-six (36) children between the ages of five and eighteen years, residing in that portion of the district lying within the township of Livingston. There has been four quarters' school kept within the past year, by Miss Jane Ayres, who has had an average attendance of about seventeen scholars, mostly small children, and has given universal satisfaction. The scholars show a fair degree of improvement, and compare favorably with other schools. The school has been half free, but by the admirable arrangement of the trustees they have been able to keep the school open all the time, and like Squiertown district, have divided their funds in four equal parts, and applying one quarter of the whole money received from township and State appropriations for the district to each quarter's salary of the teacher, and charging tuition to make up the balance of the salary. It is to be regretted that the people of the township, at their annual town meetings, do not appropriate by ballot, a sufficient amount of money to keep all the schools free the whole year; but the dread of taxation frightens them from what I consider their true interest. But I think there is a growing interest felt in the cause of education, and our schools being in the hands of competent teachers, it must continue to increase until the people realize that the school house is not intended simply as a place for them to send their children to get them out of the way when they have no work for them to do, but a place for them to prepare for the positions they must soon fill in the community, and instead of sending their children about every other day, their interest is to send them steadily to school. Then, I think, we will be able to have free schools, and all the children have a fair chance in the race of life.

M. E. HALSEY,

*Town Superintendent.*

#### NEWARK.

I have received your blank series, No. 2, which I shall not be able to fill out before January. I am dependent for my material upon the annual reports of the principals of the several schools, which cannot be made up before the close of the year.

I can, however, give you a general statement of the condition of our public schools; which may be all summed up in one word, *prosperous*. By this, I mean that they are better in every feature that is essential to good schools and a good system, than they were a year ago, and that is something to be proud of in these times of national calamity. We have better accommodations, better teachers, schools better disciplined and better instructed than we had last year; our school accommodations have not been materially enlarged but those we have are in better condition.

The Common Council—upon which the Board of Education is de-

pendent for its finances—gave us all we asked for to meet our current expenses; but since last January, when our estimate was made out, everything necessary to the efficient working of the schools has so increased in price that the Board has been somewhat straitened for funds to carry on its contemplated operations. The greatest embarrassment has been experienced by the teachers who have found their expenses increasing faster than their salaries. The Board have done all they could with their limited means—they have advanced the salaries of the male teachers one hundred dollars, and of the females from fifty to seventy-five dollars each, so that the whole sum paid for teachers' wages this year amounts to more than fifty thousand dollars.

Our system of public schools we believe, from years of trial, to be a good one. Our graded system might be improved, doubtless, but we are enabled to accomplish vastly more by it than we otherwise could and at much less expense. No teacher needs to have more than two classes in each branch of study, and in many instances this is rendered necessary only from the number of pupils. Where a class is very large—say fifty in a grammar or eighty in a primary school, I think the class should be divided for the sake both of teacher and pupil. Unless the teacher has sufficient power to hold the undivided attention of each member of the class, the *pupils* will suffer; if the teacher can secure that interest, without the exercise of sound discretion she is subjecting herself to a process that must soon exhaust her nervous energy. For small pupils, especially, our rule is, short exercises but frequent. It is better to have four exercises a day fifteen minutes each, than two exercises an hour each. In our best graded schools the teacher may find some hours or half hours each day in which no recitations are in progress, when he can assist the pupils in acquiring their lessons. Many of our teachers fail, either for want of time or for want of an appreciation of its importance, in rendering that assistance necessary to form intelligent habits of study. Merely giving a little child a book and telling him to learn his lesson is like giving him an alphabet and telling him to make a book. These silent hours if improved as they are in some of our schools, are the most profitable hours of the day.

Another advantage to be derived from a well graded school is the skill which the right kind of a teacher must acquire in teaching one particular grade. Where a teacher ranges over a large field of literature and mathematics each day with his class he can hardly expect to become an adept in any one department. He does not go deep enough to discover the foundation principles upon which any science is constructed, nor to ascertain the avenues by which pupils at any particular stage of mental development must receive their appropriate stimulus. It is objected that this confinement to one grade becomes monotonous, contracts the mind of the teacher within the limits of some "pent-up Utica," and makes men and women of one idea; but it is better that our teachers have *one* well-defined idea upon *one* subject than some muddled thoughts upon a dozen or more subjects. When the powers and skill of the teacher have become exhausted upon the one subject, then give him a new field of labor, and let him for the time become

the man of one idea upon that subject, for we are indebted to these men of one idea for most of our improvements in the arts and sciences. Those teachers who have spent years in the first grade of our primary schools have done more for the future man or woman by awakening thoughts and giving a proper direction to the mental and moral forces of children than teachers in any other grade of our public schools; and yet few appreciate or adequately compensate the labors of the primary teacher. I would not confine my remarks to this particular grade. The same thoroughness may be attained in any grade. Nor do I object to promoting teachers as occasion may require, but I am convinced that the teacher who is always dissatisfied with his or her position because there is no room there for the development of genius, will prove a poor teacher in any position.

I can do no more than barely allude to a few of the benefits of a graded system, though yet imperfect.

The range of studies in our grammar schools is not very great. Our purpose is to give our pupils a thorough knowledge of the fundamentals of an education—reading, penmanship, geography, grammar and arithmetic. Other studies may be pursued, but not to the neglect of these.

Our grammar schools consist of three grades, with two teachers to each grade.

The first grade numbers about 40 pupils; the second 50, and the third 60. They rather fall short than exceed this number. Out of this number the average attendance is about 90 per cent, which teachers can instruct comfortably and with a good degree of profit.

Our primary schools are too large. The Board exclude all under six years of age, and yet the numbers are undiminished. Our primary schools have three grades, and the number that, in my judgment, can be profitably assigned to each teacher is about 60 to the 1st class; 75 to the 2d, and 80 to the 3d. Our third class teachers in many instances have more than one hundred pupils.

Our High School and Saturday Normal School are each doing their appropriate work and doing it well. A very fine class graduated from the High school in July, and a larger number from the Normal School than in any former year.

GEORGE B. SEARS,  
*City Superintendent.*

#### ORANGE.

Our town, with somewhat more than a dozen private schools of higher and lower grade, has four public schools. The registers kept by the teachers show an attendance of a thousand and sixty-one scholars during the year—about seventy-four per cent of the population between five and eighteen years of age. Some of these, not a large number, by changing their relations from one school to another, have been brought into the reckoning twice. Twenty-six per cent of those for whom the schools are designed by the State, have attended through



four quarters in the same school. Somewhat more than that, considering changes, have been in school through the year. The *average* attendance reported—five hundred and ten, or thirty-five per cent—makes no account of half day absences. A perfect accuracy, of course, is not reached, but the returns are as nearly perfect as they can be made without unreasonable labor. The teachers have kept their books with seeming carefulness, and have reported, as called upon, with promptness. I have given to the schools such attention as the cares of a laborious profession and a large parish would allow; much less than I would gladly have given, could I have bestowed on them more of my time. Each has been visited each term; and when only a half a day could be spared at once, the visit has been repeated so as to embrace a change of hours and exercises. All parts of the teachers' work have come under review.

With regard to that work, I have seen little to correct. They appear to understand it, and to feel an interest in it. The want of interest is on the part of the people, of whom very many hold at a cheap rate the privileges which cost them nothing. The principal complaint of the teachers lies against the *irregular attendance* of their scholars. Some who are on the roll the year through, are not in school half the time. Indeed there are cases in which the actual attendance has not exceeded twenty days. The extent of the evil will appear from the following figures, found in the reports of three schools:

Scholars enrolled during the year.....	403	441	217
Average daily attendance.....	225	202	83

These figures tell an unpleasant tale; one that may stir a doubt of the expediency of spending so much upon free schools for the benefit of the common citizen, who is at the same time free to separate his children from the benefit, whenever some trivial reason comes up for keeping them at home. We want an authority lodged somewhere that will *insure to the children the benefit* of the ample provisions of the State and town. Well educated teachers, and large and comfortable school houses, well seated, and furnished with desks, blackboards maps and charts, and all the best appliances for learning, are but a waste of well intended means without scholars. And their benefit is much more than half wasted, when the scholars are half the time absent, as seen in the figures above presented. The absence of several from a class each day, is a continual drag upon the advancement of the rest.

Our *Orange*, as the later reports from your office show, has been *quartered* within the last four years. Its sections have parted asunder toward each point of the compass—North, South, East and West. Was it growing too fast, or had it grown too large, or was the fruit too tempting—that the dissecting knife has been run through it as it has by successive legislatures? Without pressing these delicate questions, I may express regret that so little regard was had to the natural seams and divisions of the old Orange. Our school districts are terribly cut up, and we have no committed powers, Sanitary or Christian, to apply bandages to the wounds. The new town lines have dismembered every district but one; so amputating as to leave us in one case the



*body* of the old district, in three other cases a *limb* only. These limbs or segments, bear still the corporate titles and powers of the original districts; so that the superintendent can neither unite them, nor map out the districts of the town anew. A consolidation effected under one of my predecessors, the Supreme Court in June last dissolved. Its decision has left us in an embarrassing state of confusion. We have three districts (so called) which are without a school house, and without children enough to form a school; and they are opposed to consolidation, preferring to hire their children taught in other districts, or in private schools. It is a state of things certainly, which ought not long to continue.

In our "Central" district, which the divisions have not disturbed, are three public schools, of which two are so large as to have each a male principal with three female associates. Each of these is graded within its own sphere, as that of Girard district is likewise.

While the town appropriates this year the sum of three thousand five hundred dollars for the support of its schools, but a feeble personal interest is felt in them by the largest tax payers. The wealthier citizens look upon them too much as schools for the poor, and so patronize private institutions, of which there is no lack. It is to be hoped the schools of the people will yet become such as to invite to their privileges every class. They are such already in many of the towns of New England. Why should they not be such in New Jersey?

Your inquiry as to the "wants of our public school system," I will briefly answer, by saying:

1. That the board of examiners and visitors provided for in Sec. 8. of the act of April, 1846,—as its functions, so far as I have knowledge, go by default to the town superintendents—appears to me to be *not* wanted.

2. Where the schools are free, the superintendents should have power to require something like a regular attendance of pupils in ordinary health, under penalty of expulsion.

JAMES HOYT,  
*Town Superintendent.*

#### WEST ORANGE.

I am happy to report that our schools are in a prosperous condition. The teachers are efficient, and zealous in the discharge of their duties, and the number of pupils gradually increasing. The schools have been kept open the whole year, except the usual vacations.

The two greatest evils of which we have to complain are, irregularity of attendance on the part of the children, and too much apathy and indifference on the part of the parents and patrons. The tax-payers, although willing to be taxed liberally, seem to feel that with this, and the election of a superintendent and trustees, their interest in the matter ceases.

Although they may have shown excellent judgment in the selection

of these worthy officers, a greater interest in the subject on the part of the public generally is much to be desired.

EDWARD WILLIAMS,  
*Town Superintendent.*

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## GLOUCESTER COUNTY.

### CLAYTON.

Enclosed you will find the blank you sent me—Series No. 2—filled up as best I can, from the imperfect reports received from most of the school districts. If I possibly can, I will make a reformation in that respect in the future, as it is utterly impossible to make an accurate report to the State Superintendent without full reports from the several districts.

The school in Glassboro, District No. 1, is in a very flourishing condition. The principal is a man well qualified for his position; is not wholly confined to the text-books, but teaches the application of book learning, which is the only true plan. The school is divided into three departments—grammar, intermediate, and primary. The two latter divisions are taught by females. Is kept open four quarters during the year.

The school in Fislerville, District No. 3, is in a good condition; is divided into two parts, grammar and primary. The teacher of the grammar department is a man fully competent for his situation; as was also his predecessor. This school district has been suffering for some years past the want of a larger and better schoolhouse. That evil is about being removed, there now being a building in progress of erection sufficient to accommodate the children of the district for some years to come. The school is kept open the greater part of the year.

The schools in the other three districts are making but little advancement, the trustees not having been very particular in their selection of teachers; but I think there is some improvement in that particular at present. They are kept open about two quarters each during the year. In addition to the public schools of the township, there is a private school, which is well conducted, being under the instruction of a competent female teacher.

There seems to be a general apathy on the subject of education on the part of the people generally; and until this be removed, to some extent at least, the cause of education will not make that progress which it should. I hope by another year the report may be more encouraging.

B. F. HARDING,  
*Town Superintendent.*

## GREENWICH.

Accompanying this you will find the statistical report of Greenwich township for the past year. As there are only two schools in the township that have registers, I have approximated as nearly to the truth as was possible from the information at my command. Trustees are neglectful about procuring registers, thereby making it impossible to procure correct statistics. I would suggest, as a remedy, that the school law be so amended that no district neglecting to keep a register should receive any portion of the State appropriation. The Teachers' Institute for this county was held at Paulsboro, in this township. It was, I think, attended with great profit to the (comparatively) very small number of teachers in attendance. My opinion is that they should always be under the control of the State Superintendent, and that teachers refusing or neglecting to attend should have their licenses revoked, unless absent from sickness or some other unavoidable occurrence.

The first great want of our public school system (as I think) is that the schools shall be entirely free all the year round. Why may not the State levy such a tax upon its inhabitants as to so increase the school fund as to bring about a result so desirable.

2nd. A uniform system of teaching.

3d. Uniform series of text-books.

4th. The employment of teachers for a period of time not less than one year.

I trust the attention of our legislature, during the coming session, may be directed to an increase of the school funds, as the experience of the last four years teaches that Republican institutions cannot exist, save as they are upheld and maintained by an intelligent, enlightened and moral people.

CHAS. W. WILKINS,  
*Town Superintendent.*

## MANTUA.

The friends of popular education in Mantua township have not been inactive during the past year in their efforts to elevate their common schools; at the same time they have carefully guarded against an undue spasmodic action, one which might prove injurious to the cause which they desire to promote. It has been their aim to obtain a healthful, reliable progress of the school system, such as would ensure permanency and success. How far they have been able to secure this natural medium advancement, the present condition of our schools and the tone of public sentiment in relation to them, as compared with the past, must determine. Since I have been in office I have visited all the schools several times, and it affords me great pleasure to be able to report progress in regard to their condition. Yet the fact may not be disguised, that there are a few districts which occupy a stand still position, so far as such a position can be maintained by

the action of their respective school boards. It is extremely difficult, however, for such boards to shut out all scholastic improvements from their districts. Live, active teachers, are sometimes (perhaps unwittingly) employed in the schools of such districts, and their influence, combined with influence from other sources, is constantly pressing the necessity of progress and reform. And the result is, that our districts have moved forward, one after another, until very few are left to stem the tide of public opinion.

In visiting the schools the following were observed as prominent among the items of improvement. First, method of instruction—these have greatly improved among our teachers. They are abandoning the old blundering, dogmatical method of teaching arbitrary rules without explanation or illustration, and are beginning to apply the synthetical and the analytical methods, decidedly to their own, and the increased success of their schools.

Second, School government.—Teachers are inserting moral suasion for physical force, in the government of their schools, the result is a decided improvement.

Third, Teachers are not confined entirely to their text books, oral instruction occupying a considerable portion of their time.

Fourth, All our schools are supplied with black-boards, which I think is indispensable to an increase in the knowledge of the art of teaching.

Fifth, In compliance with the requirement of the law, I have examined and licensed all of our teachers.

Sixth, I am sorry to say that one of the most prominent schools in my district is entirely without shade, and the play ground is exposed to the road, the fencing having been torn down some time ago, thus exposing the children to accidents from carriages passing to and fro, it being impossible for the teacher to keep them within bounds; but I am glad to say that I have the promise from the directors that this evil shall be obviated.

Suggestive.—Educational affairs should be entirely free from party politics and sectarian dogmas. The school system is designed for the benefit of the masses without distinction of party or creed, to educate every child throughout the whole State upon the same platform. If peculiar views, political or religious, are permitted to interfere, they must inevitably cripple and impede the workings of the system. We anticipate a bright future when the system in all its operations shall be perfectly understood. There will then be entire unanimity of feeling and action.

ANDREW P. GLANDEN,  
*Town Superintendent.*

#### DEPTFORD.

The object of this report being to give as correct an idea as possible of the state of education, it is necessary to remark that we have two organized schools that report 120 children. A school for colored



children (that receives its proportion of public money), at which fifty children receive their education. This school receives \$50 from another source. We have other schools, at which about one hundred children are instructed. The children that attend these schools are not taken into the report of the number that attend the public schools, and this will account in some measure for the apparent small attendance at public schools; yet there is great need of more interest on the part of many parents on the subject of education.

It is a pleasure to report that in District No. 7, reported last year as having no school, there is now a flourishing school, with three teachers and one hundred and fifty-nine scholars in attendance.

The public money has been used as follows:

Paid to teachers of free schools.....	\$1,566 16
Paid to teachers of schools not free.....	791 96
Paid to trustees of organized schools.....	283 57
Payment on school-house in District No. 7.....	517 50
Furnishing school-house, District No. 7.....	350 48
Expenses for fuel.....	261 68

Total.....\$3,771 35

B. J. LORD,  
*Town Superintendent.*

## HUDSON COUNTY.

### BAYONNE.

In accordance with the laws regulating public schools in the State of New Jersey, the superintendent of said schools in the township of Bayonne, submits the following annual report:

There are in this township, three public schools; the state and condition of which is as hereinafter described, viz.:

1. The Centreville school, district No. 4. This school is in a prosperous condition. The building is commodious (having two separate rooms), with play ground attached; but needing the improved desk, seat, and apparatus, to render it fully efficient, comfortable and pleasant. It is under the care of a capable and judicious teacher, who receives a salary of \$630 per annum. The number of children on the roll is 93, average attendance about 70. This school is open during the whole year, except for the proper vacations of about six weeks. The building is of wood, seems to be in good repair, and in its location some regard has been manifested for the convenience, comfort and health of the children. The books used are of a miscellaneous character, by different authors. No Trustees have visited the school during the year.

2. Bergen Point school, district No. 5. This school, also, may be said to be in a comparatively prosperous condition, although its efficiency during the year has been somewhat impaired by reason of a frequent change of teachers. The building is of wood, having two rooms, and is supplied with the modern improvements, in the articles of desks, seats, black-boards, &c. The location is pleasant, and a playground is attached. At present, the school is under the care of a teacher, and an assistant teacher, and numbers 73 scholars, with an average attendance of 62. The school has been kept open all the year except when interfered with by the changes above referred to. Terms of tuition are \$750 per annum. The building is in good repair, and a proper regard is had for the convenience, comfort and health of the children. Books are of a miscellaneous character, by several authors. Trustees (two of them) have visited this school several times during the year.

3. Salterville school, district No. 6. In speaking of this school, I am sorry I cannot use language similar to the above. The teacher seems to make the effort to do the best he can for his pupils, under the accumulated difficulties with which he has to contend. The building is of wood; but one small room; in wretched repair. Little or no attention to progress, convenience or health seems to have been bestowed on its construction. In my estimation, it is a disgrace to any civilized community, for any such purpose as teaching children. Considerable ingenuity seems to have been expended in selecting one of the worst of locations, and which, if it were possible to make still worse, is rendered so by the fact that the building stands within a few yards of the track of the Central Railroad of New Jersey. The constant passing and re-passing of trains seriously disturbs the quiet and order of the school. I hope the inhabitants of this district will be able to see ere long. The number of children on the roll is 67; average attendance 50. Terms of tuition, \$600 per annum. School open all the year. Books of various kinds. No visits from any of the trustees.

I have but little to add to the above by way of observation. Having been appointed superintendent within a few months on the sudden death of my predecessor, I can make no comparison with former years; and therefore, also, have not at present any suggestions to offer. I have visited each of the above schools twice in the time (six months) of my holding office. I have received moneys to date as follows:

From administrators of late superintendent.....	\$934 84
From the State.....	172 99

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\$1,107 83

And have paid out on orders of Trustees for school purposes	800 50
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Balance in hand.....	\$307 33
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*Recapitulation.*

Number of school houses.....	3
Materials built.....	Wood
Having two rooms.....	2
Having one room.....	1
Number in good condition.....	2
Number in bad condition.....	1
Number with play-ground.....	2
Number without.....	1
Number supplied with proper furniture, apparatus, &c., (partially)	1
Number in proper location.....	2
Number not.....	1

H. W. JONES,  
*Town Superintendent.*

## BERGEN.

Enclosed you will find answers to your series No. 2, of questions. These answers are believed to be quite correct, having been taken from the appropriate school registers.

Your recent visits to our county Teachers' Institute and to some of our schools, will afford you a large amount of information, which added to the answers to your two series of questions, will give you a good insight into the state of the public schools in the old town of Bergen.

Taken altogether, I believe our teachers will compare favorably with those of any town in the State. Our schools have, by legal enactment, passed under the government of a board of education, established by ordinance of the town council. In June last the board was duly constituted, and at the successive meetings of the board the interests of the schools have been carefully considered and action had, intended to promote their welfare. We hope the results will prove salutary. Sufficient time has not yet elapsed fairly to test the action had. We have endeavored to devise liberal things. Our expenditure for books and stationery amounts to nearly \$1,200. Our teachers are all licensed by our board of county examiners. We have established our town normal school, and every teacher employed by our board of education is bound to attend every Saturday, unless excused by the board or town superintendent.

We are thus getting fairly into working order, and hope to reap the fruit of our efforts in years to come.

As to what I believe to be the wants of our public school system, I am somewhat at a loss to answer. The system would seem to be good, but in its workings there are some difficulties to be overcome, such as the almost impossibility of securing the full and punctual attendance of pupils; the over-crowded state of our primary department; the very early age at which children must be received into the schools if sent by their parents. It fairly tasks the energies of our teachers to

keep from seventy-five to one hundred little children in order who might far better be in the nursery or on the mother's lap than in a school room. Often they are sent to school only to be out of the mother's way. Seven years of age is early enough for a child to enter the schools.

BENJAMIN C. TAYLOR,  
*Town Superintendent.*

#### HUDSON CITY.

The public schools of this city are making good progress in the cause of education. The people have furnished the necessary amount for the support of the schools very cheerfully, notwithstanding the extra demand made on us for means to put down the rebellion. Our schools, four in number, are all graded. I have endeavored to impress on the minds of the school officers and parents the importance of selecting thoroughly qualified and experienced teachers for the primary departments. It is there the young receive their most lasting impressions. If the work be well done here, all subsequent school efforts will be comparatively easy.

A very general feeling prevails that any one will do to instruct small children. This is a great error. It requires a rare combination of excellent qualities to be successful in primary schools.

I hope the time is not far distant when true merit will be more fully appreciated, and our primary schools assume that position in the minds of the people which their importance demands.

WM. H. DOCKSTADER,  
*City Superintendent.*

#### HARRISON.

In answer to the circular received from you on the 4th inst. I would respectfully submit the following report, as received from the teachers of the respective public schools in this township:

No. of male teachers employed, 1; female 2.

Average salary of male teachers, \$480; female, \$320.

No. of children who have attended four quarters.....	250
“ “ “ three and less than four....	285
“ “ “ two and less than three....	321
“ “ “ one and less than two.....	326
“ “ “ less than one quarter.....	439

No. of colored children who have attended school.....none.

Average attendance of pupils.....307

We have one public school (District No. 1) *free*. In District School No. 2 the pupils pay a tuition fee of two dollars (\$2) each per quarter.

I have received reports from both (or all) of the public schools in our township.



In answer to the question, "What do you believe to be the wants of our public school system?" I (on account of the short acquaintance I have had with anything connected with our public schools) feel myself incompetent to give an opinion; but at the same time would state that I consider the chief wants of *our township* in that respect to be an insufficiency of funds to employ a sufficient number of teachers, and to give those teachers anything like a remunerative salary. You will observe, on reference to the number of children in attendance, that three teachers are insufficient for the proper care necessary to be bestowed on their education. This want arises, in my opinion, from our not appropriating by taxation a sum equal to the requirements of the case. The fault evidently lies with ourselves, but I have taken the liberty of acquainting you with the facts, as I believe them to exist.

You will observe that we have no colored children attending our schools, for the reason that we have no colored families residing in our township, so far as I have been able to learn.

If I have written anything irrelevant to what you really required, or omitted any information which might have been supplied, you will please excuse me on the grounds of my want of experience in school matters.

It might be well to state, in connection with the above, that our school-houses are in good repair, and sufficiently capacious to meet our present requirements.

HENRY KENTON,  
*Town Superintendent*

#### JERSEY CITY.

Herewith I have the pleasure to transmit my report of the public schools in this city, in accordance with the printed form furnished me.

I have no fault to find with our public school system, which continues to give great satisfaction.

Our teachers, with scarcely an exception, are faithful and efficient, and enjoy the full confidence of the community.

The only inconvenience we at present suffer, arises from want of sufficient accommodation for our rapidly increasing population. This difficulty will, we hope, be remedied during the ensuing year by the erection of a new school house. The high cost of labor and building materials has debarred our authorities from attempting to build during the year now drawing to a close.

JOSEPH McCOY,  
*School Superintendent.*

#### UNION.

Some legislation is needed to define the position and power of the town superintendent. The trustees employ and dismiss teachers; they

increase and diminish their number; they make regulations and new arrangements without giving any notice to the town superintendent; the town superintendent is, in fact, nothing but the treasurer of the school funds. Now let a teacher not pay attention to the commands of the trustees and they promptly dismiss him; but should he laugh at the town superintendent the latter has to apply to the trustees, and to expect the result. In many cases it would be more than doubtful.

It seems to be natural that, while the trustees have the care of buildings, the control over the money to be expended, &c., the town superintendent ought to have the teachers, their methods, their educational and pedagogical skill under his care; he ought to determine what qualifications a teacher must have in order to be fit for a given place; he ought to have ample power to carry out, and, if necessary, to enforce what he deems proper to stipulate.

It may be objected that in a good many towns and villages nobody would be found sufficiently prepared to discharge the duties of town superintendent in the manner indicated. But this is also true in regard to the trustees, many of whom are so illiterate as to be unable to spell the names of the places where they reside, correctly. It is true there are three trustees; so much the worse for it. Ignorance multiplied does not make knowledge.

As things at present are, it would be better to make one of the trustees town superintendent *ex officio*, than to pay a salary to a man annually who cannot do any good, however able and willing he may be.

CHARLES SIEDHOF,

*Town Superintendent.*

#### WEENAWKEN.

You will perceive by the answers to the questions asked that a school has been kept but a short time.

The township was incorporated into one school district in the winter of 1862 and 1863. The following spring the people elected me superintendent.

I immediately entered upon my duties by calling a meeting and having the district properly organized. In May last the trustees called a special meeting, and voted a tax of \$3,500 for the purpose of building a suitable house for public instruction. Since that time a house containing two rooms 25 by 35 feet has been erected, on an eligible lot, and one room furnished with the modern style of furniture. A competent teacher has been procured, and the school has been under way and in good working order for about two months.

There is a deep interest felt by the trustees, and also by the taxpayers, and those, too, that have no children, manifested by their willingness to co-operate with me in establishing a free school for the benefit of the poor children of this township.

EBENEZER FLYNT,

*Town Superintendent.*

## WEST HOBOKEN.

Another year has passed away, and it imposes on me the customary duty of making to you the annual report of the West Hoboken School District. In April last I was chosen superintendent of schools for this district, and have not the experience in school matters I would wish; yet I have always held the opinion that the public school system of our country was one of the greatest blessings of the age. In our schools the best kind of instruction is afforded to all, whether native or foreign, rich or poor, clothed in fine linens or in rags, admission is free to all, and all are received with kindness.

Our township has a population of 2,792 inhabitants—a gain of 292 in one year. Our school census, taken in May last, shows we have 800 children, between the ages of 5 and 18—an increase of 82 in one year. Of these, 471 have attended the public schools during the year past. A great number have availed themselves of the advantages of New York, Hoboken, and other schools, but as winter approaches they are returning, and our schools are now so full we can hardly accommodate them.

Our township, in addition to the amount raised for the support of public schools this year, has agreed to raise \$1,200 to purchase a site for new school building. The committee having the matter in charge have not yet decided on its location; when they do, the site will be purchased and a large and suitable building erected, the need of which is felt and admitted by all.

Our trustees have been attentive, kind and harmonious, attending to their duties attentively, and by their united efforts among the people, have awakened an increased interest in public schools, that cannot fail to bring forth good results.

Our teachers are kind and attentive to their pupils, and are all licensed. Two of them have been with us nearly four years. They rank well among the teachers of this county.

I close this report hoping that superintendents, trustees, and the public generally, will take a greater interest than they have done, in the welfare of our schools, and also the necessity of visiting them. They will be amply repaid for the trouble and time it may cost them, and will not, as some do, think the sum appropriated, wasted, but an investment that will prove a benefit in after years to the rising generation.

THOMAS KEYNTON,  
*Town Superintendent.*

## HUNTERDON COUNTY.

## BETHLEHEM.

In presenting you my third report, I feel an interest in common with my fellow-citizens, and am liable to cherish partial views through local attachments. I wish to present an impartial report. The schools have been better conducted and made greater advancement than in any year of my superintendence.

Bethlehem district, M. J. S. Smith, teacher.

This school has been so much better than usual, that I will give a part of his system. He has had charge of this school five quarters, and has succeeded in awakening such an ardent thirst for knowledge, and such a lively interest in study as are seldom witnessed in the rural districts; he has done this not by such ephemeral motives as prizes, which stimulate the most brilliant only, but present no inducement or hopes of success to the equally industrious and less talented.

The central idea of his system is to reward effort rather than success, and to give to each scholar credit for precisely what he does. At the close of each term he makes out what he styles a "Roll of Honor," and has it framed and suspended in the school room, in which is shown the number of days' attendance of each pupil, the number of perfect and imperfect lessons, times tardy, honors in reading, &c., scholarship, deportment, &c., &c. This "R. of H." is exhibited and explained to parents and strangers who may visit the school, and those pupils who have made the greatest advancement, *considering their natural abilities*, are especially mentioned and approbated; this is found to have a wonderful reflex influence on the school, which is thus imbued throughout with a spirit of generous rivalry.

His government is a mixture of mildness and strictness, while he is kind to all, and possesses the affections of his pupils, yet his discipline is firm, and enforces the most perfect obedience to his regulations; I know not how this plan might succeed elsewhere or in other hands, but I am certain that in this place it is working out the most beneficial and satisfactory results.

The common and higher branches, as philosophy, algebra and geometry, also latin have been taught in this school; the remaining schools the common branches only.

Hickory District; R. S. Hoppock teacher.

This school has been in a very prosperous state during the whole year, in the common branches and deportment one of the best; the larger half of pupils are from the fractional part in Alexandria township.

Charlestown District; L. Streeter, teacher.

This school had been very badly conducted previous to Mr. S's commencing it, but since, I have observed that the interest of scholars in the studies and deportment, seem to be constantly increasing, with a prospect of soon becoming one among the best.

Vansyckel District; Jennie Groff, teacher.



This is the first time that the school room (a rented one), has been in this township; the smaller number of pupils are from Union township. The teacher and pupils have always manifested the strongest feeling or regard between them; discipline and improvement very good.

Mountain District; Maria Brittain, teacher.

At my visits the attendance has always been small, and at the next visit nearly a different set of pupils would be present, consequently the school would appear sometimes advancing and at another time not improving. With the regular pupils the improvement has been very satisfactory to parents and to me, and I hope this irregular attendance may be removed from all of the schools.

South Asbury District; Mary J. Hardy, teacher.

This school has increased on an average of 60 or 70 per cent from a more regular daily attendance, and the scholars have manifested a greater interest in their studies and deportment.

Bloomsbury District; Minta A. Woodruff, teacher, with an assistant.

This school is formed from the township, and returns 119 children. In the part from this township, formerly employing a male and a female teacher, being unable to rent a room as usual, the old dilapidated school house, with one room only, has been occupied for this large number of children; good order could not be expected. I was surprised to find so much advancement in the confusion.

An effort was made last spring to re-build, or to build a new house, and brick could not be obtained in time, and it failed. It is to be hoped we may succeed next year in building a house with the modern improvements, and put this school in a flourishing state. The material is here for a high school if it could only be rightly educated. There are now some very good readers, writers and spellers, some improvement in geography and grammar. This school did flourish once; may it flourish again.

South Hampton District, has no house, the children attend in the adjoining districts.

Four fractional districts, one annexed to Lebanon, one large and one small one to Union, and the other one is annexed to one in Franklin township, Warren county.

JOHN D. McMURPHY,  
*Town Superintendent.*

#### LEBANON.

I am happy to be able to say that I think there has been some improvement in our schools during the past year, at least so far as respects teachers.

You ask for my opinion as to the wants of our public school system. I do not know that I am prepared to suggest anything on that subject at present. Perhaps there is as much room for improvement in carrying out the present system as for improvement in the system itself. It strikes me that one of the greatest deficiencies is in the

grade of teachers employed; and perhaps this cannot be overcome until the community can be prevailed on to spend a little more of their means for the education of their children. In many districts an effort is made to hire a teacher for about the amount of the public money, regardless of his qualifications; and notwithstanding the efforts of the superintendents and other officers, not only is the money lost, but the still more precious time of our youth.

The twelfth question, second series, hardly admits of a direct answer in our case, as some of the schools are kept free as long as the public money lasts, after which the employers pay full tuition fees. Others are kept partly on the public money, the balance being collected from the employers, &c.

ELEAZAR SMITH,  
*Town Superintendent.*

LAMBERTVILLE.

Have one public school, with a principal and five assistant teachers, which is open four full terms during the year, where the majority of the children in the town attend school. Have a large and well-adapted school building, with ample play-grounds, in a reserve part of the town. J. M. Robinson, our principal for many years past, still remains in charge, with his salary increased to \$900 per annum. Some new books are being introduced in place of those used formerly; Clark's English grammar is adopted. An increase in our expenses demands an increase in appropriation, for which we raise, by tax, in the town, \$800, instead of \$600 last year, to pay outstanding claims, interest on money borrowed for building school house and in keeping up repairs. Our school house, grounds, &c., cost, about nine years ago, some \$8,000, which is now nearly clear of debt, by our annual canceling. By tax, \$1,500 is raised for the public school, and \$500 is raised and appropriated to five others, minor schools of a private character, not altogether under control of the school officers. The attendance on our school has been seriously interrupted by an epidemic of measles, during February and March last, and small pox in November and December, which will account for less of attendance.

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

EAST AMWELL.

Enclosed I send you the report of the schools of East Amwell, as far as received by me. There appears to be a want of a more thorough system of school registers, such as a book to keep the time of entering and leaving, &c., daily attendance, &c., &c.; and these, it seems to me, should belong to the district, and not to the teachers, as is now

the case in most schools, and by them carried from one place to another.

I think it would be an advantage to our school system, especially in regard to obtaining prompt and correct reports from all the schools, to require the district trustees to see that their teachers prepare and forward to the town superintendent, on or before the first of December of each year, a true copy of the school register, under the penalty of the forfeiture of a portion of the funds appropriated to their schools.

All of which is respectfully submitted for your consideration.

WM. H. PITTMAN,  
*Town Superintendent.*

#### KINGWOOD.

In your circular of Nov., 1864, among other things, you desire a brief report, embracing what is believed to be the wants of our public school system. I do not pretend to an accurate knowledge of this matter, yet, at your suggestion, I will drop an idea or two upon it. Though the generality of our schools are in tolerable condition, yet there is evidently a want of interest in them by the supporters of them—parents of children, guardians, &c. This is manifest by an indifference—in some cases at least—in obtaining and employing teachers well qualified; and secondly, in not visiting the schools, as is desirable, and would be beneficial. This, however, may not be exactly a defect in our school system. It is true town superintendents have an important part in the matter of seeing that teachers are well qualified; but this is not enough. Unless employers of teachers sustain them (superintendents), their efforts alone will not secure good teachers. And if parents and guardians would make it their business to visit their schools, in connection with the town superintendent, it would be a stimulus to the children, and an encouragement to the teachers.

I have given answers to the questions in your circular as accurately as possible, and I hope satisfactorily. I have received this year \$218 69 from the the State, which is appropriated to the payment of teachers' wages. The school-houses (9 in number) are in tolerably good condition, and the character of the schools and teachers good and efficient. No money raised by tax.

GEORGE D. CONKLIN,  
*Town Superintendent.*

#### RARITAN.

In addition to the report contained in the series of questions Nos. 1 and 2, I have simply to say that the great want of our public school system is money. The schools here have no support—nothing on which to rely, except the precarious aid of tuition fees. The schools are not self-sustaining, nor can they prosper without help from some

source. In the train of this great evil almost all other evils follow. The schools are small; the teachers fail in energy; the pupils in interest; visitation is neglected; faulty text books remain unexchanged; maps and charts cannot be bought; even good black-boards are out of the question; fuel has to be furnished by *subscription* in many cases, and repairs or improvements in the houses are matters for *future* consideration.

Many, if not all of these evils might be essentially modified, if not entirely eradicated by the simple expedient of raising a liberal amount of school money at the town meeting. Money is given for *roads*; high bounties are raised for *volunteers*; the *poor* get their share; everything is remembered but *schools*, yet they are forgotten. The fault is with the *people*—the *masses*. They must in some way be educated to the duty of furnishing *means*, without which there never can be a school system adequate to the wants of the rising generation.

We have received and distributed the copies which have been sent us of Guyot's large geological map of the United States. We have one for each school district. The work will be of incalculable value to the schools.

With the hope that these few remarks, in addition to the answers to your questions, may suffice to make you aware of the unfortunate condition in which we are placed by the *neglect* or the *forgetfulness* of the people at town meetings, in regard to our public schools.

A. RITTENHOUSE,  
*Town Superintendent.*

#### READINGTON.

The whole number of children in the township of Readington, between the ages of five and eighteen years, capable of attending school, is nine hundred and two. Of this number fifty have attended regularly during the year; ninety have attended over nine months, but less than twelve; one hundred and seventy over six months, but less than nine; two hundred and forty, three months, but less than six; and two hundred and thirty a less period than three months.

The whole amount of money received for school purposes during the year is two thousand one hundred and forty-four dollars and seventy cents, of which three hundred and forty dollars and seventy cents is from the State fund, and one thousand eight hundred and four dollars surplus revenue and township tax.

I have in former reports spoken of some of the wants of our public schools, and have urged upon the people of the township the importance of giving the subject that consideration to which it is entitled; and although our system of education is still not in all respects what it should be, yet there is a gradual improvement, and our schools will bear a favorable comparison with those of any other section of the State.

R. S. SWACKHAMER,  
*Town Superintendent.*



## WEST AMWELL.

Herewith I transmit my answers to your second series of questions, as correctly as I am able under the circumstances. In answer to the fifteenth question in your circular, there might be many recommendations, of which I will only give a few:

1st. The art of knowing how to teach—for some teachers appear to be qualified for their station, but upon examination do not possess the practical part of teaching, which is of vital importance to the pupil.

2d. The class of female teachers, which have been employed in some districts, fail of a proper education for teaching, and generally have failed in a proper control of their scholars, to render the school what it would have been under other circumstances; and this is partly to be attributed to parents and guardians, who seem to have forgotten the good advice of “training up a child in the way he should go.”

3d. I think my experience in teaching has brought me to this conclusion (at least something has), that if the teachers, and superintendent, and parents of each township, were to hold a celebration (or call it some other name) at the close of each term and become familiar with the “modus operandi” of each others’ teaching, and teach each other, much good would result from it. I have often visited schools and been greatly benefited by seeing the mode of teaching one branch there, while some other parts of the school I considered much inferior in the art of teaching. I have long been convinced that some plan of this kind would prove highly beneficial, if the attendance of the teachers could be made certain, and that, I think, could be done if the superintendent of each township had the privilege of calling all the teachers to one place for examination, and granting them a license at such time and place, instead of doing it within the district, as at present. I hope my rough suggestion will cause you to think of this matter, and form some such plan for licensing teachers, compelling their attendance for at least a day or two at the same time.

The school houses are good in our township, except one, and that is scarcely a shelter, although school has been kept in it during the summer months, but it is unfit for use in the winter.

Trusting, however, that your efforts in behalf of the schools, and the progress in teaching, and the mode of benefitting the teacher, may be crowned with success, I shall cheerfully submit, and remain, yours,

N. V. YOUNG,  
*Town Superintendent.*

## MORRIS COUNTY.

## CHATHAM.

The condition of our public school buildings is the same as when last reported, all good with but one exception. Visits, or even short

calls, on the part of parents and trustees, are made almost as seldom as in years past; and although some inquiries are made now and then as to the character of the teacher, and the improvement of the pupils, yet most parents act as if the education of their children was a matter of secondary importance, to be left in other hands altogether, their business being too urgent to allow of their spending even one short hour in each quarter in the school room to judge for themselves. In some districts, where real live, successful teachers have been employed, and retained from year to year, the progress has been very satisfactory, while in others, owing to a frequent change of teachers, and the irregular attendance of the pupils, there has been very little, if any improvement; consequently, the time of the children in such districts has been lost, and the "public money" expended in vain. But notwithstanding the indifference of the *many*, yet honorable mention should be made of the *few* (and this number is certainly increasing), who are thoroughly interested, and are acting on the principle that "a good education is a fortune which a child can never spend and parents can generally bestow."

S. H. WARD,  
*Town Superintendent.*

#### CHESTER.

I forward with this, questions No. 2, and answers approximate to them. It is exceedingly difficult for the town superintendent to answer them with strict accuracy. Schools have been open during part of the year in all of our districts. The teachers have discharged their duties with tolerable fidelity, but I regret that trustees are not always as careful in the selection of teachers as they should be.

The school houses of this district are very poor, and with one exception, unfit for use in the winter. This is to be regretted as some scholars are not able to attend school, except during these months.

The districts do not show that willingness to furnish good houses, which the emergency demands. This difficulty, however, I hope will be removed when public tranquility shall again be restored.

JAMES F. BREWSTER,  
*Town Superintendent.*

#### HANOVER.

It will not be necessary, when you look at our statistical report, for me to say to you, that there is not yet a sufficient degree of interest manifested in the cause of public schools. The average salary of our teachers is not quite three hundred dollars, which is a small allowance in such times as these.

The attendance in many schools is very irregular showing that the opportunities afforded are not valued by the parents. Several of our school houses are poor; and in one district there is no school house;

and we are obliged to occupy very close quarters in an old dwelling. Parents seldom visit the schools, and in many schools the trustees are strangers.

The present school law is very defective ; each township has its own system ; one raises by tax all that the law allows, and thus is able to give its teachers an ample salary. Another raises but little, and is not able to give a fair compensation to the teachers employed, without a heavy tax on the few who are personally interested. The best remedy for the evils of our present system, will be found in a new school law, which shall make all our schools free, and place them all on an equal footing.

JOHN C. HANCOCK,  
*Town Superintendent.*

#### MENDHAM.

I herewith transmit to you my report of the conditions of schools in Mendham township. I, having been chosen to the office of superintendent last Spring, of course, know nothing about the condition of the schools during the last winter ; consequently, my report is not as complete as I should have made it, had I been able to procure reports from the teachers who had charge of the schools during that time. Our schools are all in good condition, and are now under the charge of thoroughly competent teachers, I believe, without exception. The children in some of the districts have not attended as regularly as they ought to have done, and here, I think, parents are seriously at fault, for not trying to remedy this great evil of irregular attendance. It is certainly quite time that parents awoke to the conviction that children must attend school regularly, every day if possible, in order to be successful in their studies ; and not only should they see to it that their children are regular in their attendance, but they should themselves be regular visitors at the schools. It is a source of encouragement to both teacher and pupil to have parents manifest an interest in the welfare of the school. Our school houses are very good with one or two exceptions. In district No. 1, Mendham village, the house is not exactly what it should be, but it is better than the one in district No. 2, which is fit to teach in only in summer, and then, I have been told, only in dry weather. This is not as it should be. There is wealth enough in that district and should be public spirit enough to build a house that would be an ornament to the place. In one other respect I think we are behind the age in regard to our school system in this township, and that is in not raising money enough by tax to have our schools free. They do it in some of the townships around us, and I know from experience (having taught in one of them myself) that the schools are the better for it. We now raise \$500 by tax. \$1,000 by tax together with what we receive from other sources, would make them nearly, if not quite free. But

this is an age of improvement, and it is to be hoped that the people of Mendham township will soon arrive at the conclusion that a system of *free* schools is decidedly the best.

C. J. BURGET,  
*Town Superintendent.*

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## MIDDLESEX COUNTY.

### EAST BRUNSWICK.

Herewith I return you the circular as requested. In regard to our school districts, numbering nine, and our buildings only six, perhaps requires some explanation.

Our township was made some five years ago, and of parts of two townships, and a number of the districts were incorporated so that we could not make any alterations in them. It being desirable to alter some of them, especially those that laid partially within the bounds of other townships, we had a law passed this last winter for our township, abolishing all districts, incorporated districts, and parts of districts lying within the bounds of the township—see laws of 1864 Chapter CXXLI, page 365, sec., 10. Under the provisions of that law, we have re-districted the township in *nine* school districts, all lying within the bounds of our township. One of the new districts is about building a new school house, and have voted some \$600, I believe, for the purpose. The other two will do so, I suppose, in the spring.

In re-districting the districts, one of the old districts was divided so as to leave two of the trustees outside of the bounds of said district. They claim still to be trustees in the old district; I claim not, and that their office is vacant. What is your opinion?

Another new district I understand (not officially) did not elect trustees on the day named. What is to be done in that case? Please let me hear from you soon.

WM. A. APPLEBY,  
*Town Superintendent.*

### MONROE.

Since my last annual report no important changes have taken place in the various schools of Monroe township. The teachers generally are well qualified to instruct, each having received a license, from the superintendent. It has been the practice with a number of the instructors, to send me a written invitation to visit their schools at the expiration of their term, and also to invite the trustees and parents



generally to attend the examination, and not unfrequently has this course proved very beneficial to children, and satisfactory to parents, and I may also add pleasing to the teacher. But I am sorry to state, that this is not the case, with all of our schools. There has been some improvement during the present year, in re-modeling school rooms, especially in district No. 2, and praise is due to both teacher and employers, yet, there is room for improvement in others.

There seems to be the usual interest manifested by the inhabitants of this township for the cause of education, as they agreed to raise for schools the sum of \$2,000.00 at our last annual town meeting, notwithstanding the taxes bear heavily upon them. The majority of our schools are taught four quarters per year, of 66 days per quarter. The number of children, as reported to me by the various trustees, between the ages of five and eighteen, is eleven hundred and twenty-one, 1121.

Money raised by township, and appropriated to schools,....	\$2000 00
State Fund.....	436 38
Interest on Surplus Revenue.....	66 55

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\$2,502 93

JAMES IVES,  
*Town Superintendent.*

#### NORTH BRUNSWICK.

I herewith submit my report of schools in the township of North Brunswick. As a general thing I have found the teachers efficient and zealous, and the children have made advancement in their studies. The great want of our public schools in my opinion is, to get the people educated into the importance of having the children constantly attend the schools, or in other words to raise money enough to keep the schools going all the year. I have wished that our legislature would so alter the school law as to make it obligatory on the inhabitants at their annual town meetings, to raise not less than three dollars per child, and give all school districts, whether incorporated, or not, the privilege to raise by tax in their districts, enough money to keep the schools in session all the year round. I think with these amendments the schools would be much more efficient.

J. C. EDMONDS,  
*Town Superintendent.*

#### PISCATAWAY.

I herewith forward you the annual statistical report of common schools in this township. It is as perfect as I can make it from the reports of teachers. Our schools are all supplied with teachers; none of them inexperienced in teaching; four of them may justly be ranked as *first class* teachers; three are from the Normal school,

though one of these left, quite to our regret, after teaching about nine weeks. The schools are all in a prosperous condition, though some of them less so than the others. Among the new text books being introduced is the "Guide to the Scientific knowledge of things familiar." To supply the list of teachers' institutes, I would suggest the propriety of making it a part of the duty of a township superintendent to hold such institutes, for the benefit of teachers in his jurisdiction, and that he have authority to fix a time and require the attendance of the teachers. All of which is respectfully submitted.

L. C. ROGERS,  
*Town Superintendent.*

#### PERTH AMBOY.

Enclosed please find report as per series of questions No. 2. The principal wants of the public schools in this city are better buildings and more teachers. My view of the public school system is that an expenditure of 50 per cent more money, would make the public schools the best in the community, thereby saving to the wealthy who pay the tax, a heavy outlay for private schools, and at the same time giving their children the benefit of a better school system than is generally attained on the private school plan.

EDWARD J. HALL,  
*Town Superintendent.*

#### SOUTH BRUNSWICK.

In compliance with the law that governs public schools, I transmit to you my annual report of the schools of this township.

I have filled up the series Nos. 1 and 2 you sent me, with as much accuracy as circumstances would admit, giving you the number of schools in our township that have been kept open during the present year; also, the amount of money to be appropriated to them from state and township, and the number of scholars entitled by law to receive an apportionment of the same. The schools, I believe, are all progressing as well as can be expected; they have faithful teachers, as a general thing, teachers who devote their time and talents exclusively to the charge committed to them. In relation to suggesting improvements to the law, it has been done for many years, and all without effect, consequently there is no use in superintendents spending time or talents even in memorializing the legislature of New Jersey, when they turn a deaf ear to every thing that is presented to them in behalf of education. If the legislature would stop, think and act on the subject of our public schools, and give us more money, so that our schools could be entirely free, much greater light would be disseminated to the present and rising generation.

J. J. BULKELEY,  
*Town Superintendent.*

## SPOTSWOOD.

In making my report, I cannot do it as well as I would like, for the reason, that over three (3) new districts have not obtained, as yet, school rooms; therefore no schools have been opened in the districts, and no reports have been made to me.

I think our school system could be very much improved. In the first place, let the state, or counties, raise all the monies now raised by townships for school purposes, in the same manner that the state and county monies are now raised. Then do away with the office of town superintendent, and elect county superintendent in the same manner, and at the same time we elect county clerks. With a fair compensation; say five (5) dollars per day for every day they may be on duty; also redistrict the counties into suitable districts, and compel every district to furnish, by tax, or some other way, a good and suitable school-room, and keep the same in good repair, or forfeit their proportion of the school money. Another improvement is for the State to establish by law a regular series of school books, and compel every district to use *them* and no others. To be paid for out of the public money.

I have given you simply a few of my ideas. This is my fourth year as superintendent, and I have looked into our school system not a little, and I think the *ideas* I have thrown out, if they could be carried into effect, would be of great advantage to our public schools.

W. H. APPLEBY,  
*Town Superintendent.*

## WOODBIDGE.

I herewith, in compliance with the law, transmit my third annual report, upon the condition of the public schools in the township of Woodbridge. Series Nos. 1 and 2, which I have answered, will furnish you with nearly all the information required. Our schools have all been kept open for the year except two, which were closed for about four months in the winter. It is necessary in most of the districts, owing to the increased wages of teachers, to raise by special tax, assessment, or by subscription, a certain amount of money for school purposes. The schools of the township are generally well conducted, a majority of them are under the management of experienced teachers. Three are taught by males, and eleven by females with two assistant female teachers. We have in addition to the public schools, three private ones. I received from the county clerk, fourteen of Guyot's maps of the United States (furnished by the state), and delivered one to each school in the township. The number of children in the township between the ages of 5, and 18, is 1118. The number attending public schools, 550. The amount of money raised by the township, \$2 per scholar, making \$2,336; amount received from the state \$437.54; interest from surplus revenue \$116.72; interest from township fund \$280; special tax \$400; sum total, \$3,570.26.

LUTHER J. TAPPEN,  
*Town Superintendent.*



## MERCER COUNTY.

EWING.

In reference to the condition of our schools, I am happy to say that they show much improvement. The average daily attendance is much larger than almost any previous year. The rooms with but one exception, are sufficiently large, with suitable furniture to make them comfortable. The people of this township have shown their zeal for the cause of education, by having for several years past placed in the hands of the trustees and employees of the several school districts, the highest amount allowed by law per scholar, in addition to the amount received from the state school fund, which has not only enabled them to secure the services of teachers of high moral and educational qualifications, but remunerate them satisfactorily, and retain them much longer than they could have done under other circumstances, and finally, a school doubtless is what its trustees and employers make it to be.

JAS. A. HENDRICKSON.

*Town Superintendent.*

EAST WINDSOR.

This township is composed of four whole districts, and four parts; taken from Middlesex, East Windsor, Washington and Lawrence Townships. We have excellent school-houses, and a corps of teachers among us not easily surpassed, with attainments requisite for all the demands of an ordinary education. An increased interest is manifested both by parents and children. Among several districts for superior excellence in scholarship. I regret much the manner in which I receive the public money; the teachers' money should be at his command as soon as his term is finished; but they have to wait a long time before they can receive it, as no money comes into the hands of the collector before the taxes are paid, which is the last of December, except what little we receive from the state appropriation, which is semi-yearly, and often the interest on the surplus revenue is not received at all. I think that the evil should be remedied. I think the state superintendent should furnish blanks at the expense of the state to be distributed to the township superintendents, and by them distributed to the teachers at the commencement of each term, which would enable the reports of superintendents to be made out more correctly, so as to furnish all the necessary information. As it now stands a few of the districts send reports, and the remainder has to be guessed at.

SAMUEL FISHER.

*Town Superintendent.*



## LAWRENCEVILLE.

The schools of the township of Lawrence are in a good condition. The average attendance during the year has been good. The teachers complain, however, that many of their scholars lose time by being absent on small pretexts. The absence of a scholar for one day in a week interferes with progress. If it amounts to two days in a week it is still worse. This is an evil. It is beyond the teachers control. Parents should see to it, when their children attend school, that they attend regularly, otherwise, it is impossible for them to make satisfactory progress.

Prof. Guyot's map of the United States, so admirably executed, has added very much to the interest in the study of geography. The geography of our country was never more a matter of interest than at the present time. This excellent map comes into our schools therefore most opportunely. No man has laid the country under greater obligations by his researches in the department of physical geography than Prof. Guyot. The study of geography, and especially that of our own country needed this stimulus, in our public schools. The answer to the circular has been forwarded.

S. M. HAMILL,  
*Town Superintendent.*

## PRINCETON.

An attack of sickness under which I am still suffering, must be my apology for the lateness and brevity of this report.

The schools are generally in a flourishing condition, though there has been a falling off in the numbers in attendance. The salaries of all the teachers have been slightly raised, and this has been accomplished in one district by employing only one instead of two teachers.

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

G. MUSGRAVE GIGER,  
*Town Superintendent.*

## TRENTON.

Not having seen any report of the schools of Trenton for several years past, I thought it might be of some interest to you, and to the friends of education throughout the state, to know what has been done, and is doing, in the schools of the state capital.

In the summer of 1861 the trustees of the public schools of the city of Trenton, convinced that the schools needed a more thorough supervision than they were able to exercise, resolved to appoint two principals, one in the northern, and the other in the southern section of the city, who, in addition to teaching the most advanced pupils, should supervise all the schools of their respective sections.

Although this plan did much to improve the condition of the schools, it was still, in some respects, objectionable.

The board of trustees soon became convinced that the schools would be more efficiently conducted under the supervision of one principal, who should devote his whole time to the direction and management thereof. To effect this, as well as several other desirable changes, the board presented to the legislature, during its sitting in 1863, a bill proposing some changes in the school law. This bill, on account of certain alleged objectionable features, was not suffered to pass. These features having been expunged from the bill, it was again presented to the legislature of 1864, but without success.

The board then determined to do what they could to improve the schools under the existing law, and after mature deliberation resolved to abandon the system of two principals and to appoint one. Accordingly, in the month of June, 1864, Joseph Roney was elected principal of all the public schools of the city of Trenton.

The board also adopted a set of rules and regulations for the government of the schools, two prominent features of which were the classification of the schools and the grading of salaries according to the grade of school.

The schools were divided, according to the course of studies pursued, into three departments, primary, intermediate, and grammar; the primary and grammar departments consisting of two grades each, and intermediate of one.

There are employed at present twenty-eight teachers, twenty-three of whom are females and five males.

In the primary department the number of pupils on roll is 902, with a daily average attendance of 749. In the intermediate department the number on roll is 352, with a daily average of 308; and in the grammar department the number on roll is 230, with a daily average of 291.

The total number on roll is 1,584, with a daily average attendance of 1,348.

There are belonging to the city six school edifices, containing in all twenty-five rooms. Two other buildings, containing three rooms, are temporarily occupied for school purposes. Preliminary steps are being taken for the erection of two additional school edifices. The schools are kept open 44 weeks each year. The amount of money raised by tax upon the citizens for school purposes for the present year is \$13,000.

The system, which has now been in operation for several months, of conducting the schools under one principal, has clearly demonstrated its superiority to either of the preceding ones.

The board of trustees have also recently established two evening schools, to be kept open seven months in the year.

The number of pupils in attendance is about 150.

JOSEPH RONEY,  
*Town Superintendent.*

## MONMOUTH.

## FREEHOLD.

I herewith send you a report of the public schools in this township, for the year ending December 15th, 1864.

School has been kept twelve months (allowance being made for vacations) in districts Nos. 1, 2, 3, 4, 7 and 11; nine months in No. 5, and six months in No. 6.

The whole number of children in the township between the ages of five and eighteen, as reported by the trustees of the several districts, is 1,184, an increase of three over last year. Of this number 131 are colored, an increase of 16 over last year. There are eight entire districts in this township, all of which are supplied with good, faithful teachers. This township also furnishes parts of four districts in adjoining townships. The State, county and township money, which will be received during the winter, will be sufficient to make all the districts, except one, free for the time they usually keep the schools open.

The amount of money paid into my hands since the 15th of December last by Wm. B. Sutphin, Esq., township collector, is:

\$25 00, township money, raised by tax, for school purposes;  
\$472.35, State money, and \$30.110 county surplus money, all of which has been appropriated to the several districts, as follows:

*District No. 1—Dutch Lane.*

Received.....	\$239 92
Paid out.....	323 15
<hr/>	
Balance overpaid.....	\$83 23
“ due last year.....	167 71
<hr/>	
Balance now due.....	\$84 48

*District No 2—Freehold Academy.*

Received.....	\$1,186 67
Paid out.....	1,175 07
<hr/>	
Balance.....	\$11 60
“ due last year.....	55
<hr/>	
Balance now due.....	\$12 15

*District No. 3—Murphey's*

Received.....	\$445 97
Paid out.....	433 87
<hr/>	
Balance.....	\$12 10
“ due last year.....	154 70
<hr/>	
Balance now due.....	\$166 80

*District No. 4—Loakerson's.*

Received.....	\$256 87
Paid out.....	291 75
<hr/>	
Balance overpaid.....	\$34 88
“ due last year.....	68
<hr/>	
Balance overpaid now.....	\$34 20

*District No. 5—Hulse's.*

Received.....	\$252 55
Paid out.....	265 44
<hr/>	
Balance overpaid.....	\$12 89
“ due last year.....	41 84
<hr/>	
Balance now due.....	\$28 95

*District No. 6—McInteer's.*

Received.....	\$170 04
Paid out.....	143 62
<hr/>	
Balance.....	\$26 62
“ due last year.....	102 28
<hr/>	
Balance now due.....	\$128 80

*District No. 7—West Freehold.*

Received.....	\$292 99
Paid out.....	273 50
<hr/>	
Balance.....	\$19 49
“ overpaid last year.....	34 99
<hr/>	
Balance overpaid now.....	\$15 50

*District No. 8—Stone House.*

Received.....	\$214 88
Paid out.....	188 17
<hr/>	
Balance.....	\$26 71
“ due last year.....	9 92
<hr/>	
Balance now due.....	\$36 63



*District No. 9—Session House.*

Received.....	\$58 17
Paid out.....	55 00
<hr/>	
Balance.....	\$3 17
“ due last year.....	1 55
<hr/>	
Balance now due.....	\$4 72

*District No. 10—DeBow's.*

Received.....	\$20 71
Paid out.....	11 70
<hr/>	
Balance.....	\$9 01
“ due last year.....	45 13
<hr/>	
Balance now due.....	\$54 16

*District No. 11—Aumack's.*

Received.....	\$128 12
Paid out.....	105 00
<hr/>	
Balance.....	\$23 12
“ due last year.....	2 92
<hr/>	
Balance now due.....	\$26 04

*District No. 12—Montrose.*

Received.....	\$6 02
Paid out.....	5 00
<hr/>	
Balance.....	\$1 02
“ due last year.....	58
<hr/>	
Balance now due.....	\$1 60
Fraction over—64 cents.	

J. W. BARTLESON,  
*Town Superintendent.*

HOLMDEL.

In making out my annual report, I have nothing new of special interest to communicate.

There is a growing demand for teachers well qualified for their work. No objections are made against raising by tax for public school purposes, the full amount allowed by law.

I am requested to state what I believe to be the wants of our public school system. We need more uniformity in our text books, and a school register adapted to our public school system. There is also another matter worthy of consideration. The high price of board places our excellent normal school out of the reach of many indigent young persons, who would like to qualify themselves for teaching. This disadvantage is not felt by those living near the institution. The state could remove the disadvantage, in part, by building a commodious boarding-house with dormitories, where the students could lodge free of expense, and mess together; and thus procure board at the lowest rate. Such accommodations would place all parts of the state more nearly on a level in regard to the advantages afforded by the normal school.

CHARLES E. WILSON,  
*Town Superintendent.*

#### HOWELL.

There have been no changes worthy of note in this township since my last report. In the eleven districts, there are 1033 children between the ages of 5 and 18 years—an increase of 25 over last year. Of this number, there are about 170 who have never been inside of a school house, while perhaps nearly one half of the rest have been quite irregular in their attendance. This fact of itself, is a sufficient reason why a more rapid progress is not manifest in the schools throughout the township. In a government like ours, where the power is vested in the people, through the elective franchise, intelligence among all classes, is of the first importance; and as regularity of attendance upon the schools, is indispensable to this condition, there should be some statutory provision making it obligatory upon parents to send their children to school whenever an opportunity was afforded. We should then soon witness a degree of advancement among the children that would not only be pleasing to us, but very advantageous to them.

Another impediment to rapid advancement in our schools, may be traced to the policy adopted in many instances by the trustees, of employing inexperienced teachers. This is often done in order that the schools may be kept in operation for a longer time—such teachers working cheaper, of course, than those who have devoted their time and talents to the business for years. This I look upon as a great mistake. A school properly managed and instructed for a single term, will make more progress, than one which is improperly conducted will in two, or even three terms.

Notwithstanding these things, the schools are gradually advancing—quite a number of them are doing well; while the remainder, owing to certain causes—an indifference of the parents in relation to the education of their children, being one of the principle ones—remain somewhat in the background.

The education of the rising generation should demand the earnest attention of every individual. General intelligence—intelligence

among the masses—has a refining and an elevating tendency in communities, states and nations, and its influences are witnessed in proportion to its generalness. A nation that is generally intelligent, entertains a higher toned moral sentiment, and occupies a position both socially and politically, far superior to one that is less favored in this respect. Therefore if we hope to insure a happy destiny to generations yet to come, and a perpetuation of our national independence, let us “put our shoulder to the wheel” and urge on the glorious policy of universal enlightenment.

JOS. B. GOODENOUGH,  
*Town Superintendent.*

## OCEAN.

Your circular was not received until the 16th. I have received reports from fourteen districts, but the circular answers for the whole.

In addition to the report I have but little to add. In our township we have 15 districts, and 16 school houses. The school houses (with a few exceptions) are in a dilapidated condition, although we have five good comfortable buildings.

These schools are supplied with good effective teachers, and the pupils who attend regularly, make rapid progress—irregular attendance is their motto. The teachers stand alone in their labors—neither trustees or parents enter the school to encourage the heart of the teacher or pupil.

The want of attention paid to the education of children is lamentable, compared to its vital importance, and at the same time all profess to be lovers of the cause of education. The fact is, all else is paramount to the culture of the minds of their offspring. If parents could be compelled to send their children to school, and send them regularly, what a blessing it would be to both parent and child. Great advantages would arise if county examiners were appointed and a teachers institute established in this county.

W. T. CALIES,  
*Town Superintendent.*

## MIDDLETOWN.

Enclosed please find an abstract of the reports from the schools of Middletown township, which I believe to be perfectly correct. All of our schools are supplied with registers, and I have taken great pains to have the teachers keep correct accounts of the attendance of their pupils. Two of the schools have been open but three terms during the last year, in consequence of not being able to procure suitable teachers. Each one of the others has been taught four terms.

We have an efficient body of teachers, all of whom have been duly examined and licensed. They are all, with one exception, persons of long experience in teaching, energetic and devoted to their calling;

we have had but three changes in the township during the year, ending with the first of December, which speaks well for the teachers and their patrons. Four out of seventeen teachers now engaged are from other states, the others are natives of New Jersey, which I think in a measure accounts for the greatly improved condition of our schools. Their interest being more closely identified with ours, it is but reasonable to suppose that schools under the instructions of such teachers will prosper to a greater degree, than if taught by that foreign traveling class of pedagogues which infested this part of our State in times past. I hope the time is not far distant, when we will be able to procure teachers of our own State in sufficient numbers to supply all of our schools. Parents do not give that aid and encouragement to teachers that they should, and to which they are justly entitled. Most of the schools are seldom, or never visited by trustees or parents, and school affairs are made subordinate to all the secular concerns of life. Our schools are beginning to suffer from the effects of the lamentable war, which is now bringing death and misery into so many households. Can not our legislature make more liberal appropriations than we now have? The amount appropriated by the State with the town tax (\$3. per child), is not enough to enable us to procure the services of first class teachers, for such will not work for the same wages that are paid common farm laborers. As for incorporating districts, and increasing the school fund in that way, it cannot be done in this township. It has been satisfactorily tried, and failed in every instance. How then can the means be raised, necessary to defray the increased expenses of schools, unless the State is more liberal in her appropriations.

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

#### MIDDLETOWN POINT.

I herewith forward my report for this township, which is as correct as is possible for me to make it.

I have held this office but two years, and have experienced much difficulty in getting the information necessary for a full and correct report from the different districts. This is owing in a great measure to the too frequent changes of teachers. One district has its fourth teacher for this year; another its third; two others the second. With so frequent changes more or less confusion of accounts follows.

You ask for a report of the wants of our public school system. The greatest want that I see is a proper appreciation of the value and importance of education on the part of the people, so that their hearts may be opened large enough to appropriate money enough to employ competent, first-class teachers, and to keep the schools open the year round, and in addition to this to choose competent school officers, such as will do their duty. Plenty of money and good officers is the great want of public school system here.

A. H. HARRIS,  
*Town Superintendent.*



## RARITAN.

Accompanying this are the statistics of our schools, to which I will add nothing, for fear of repeating the suggestions in my previous reports, one of which, fixing a time at or prior to which the collector should pay over to the local superintendent a determinate portion of the township tax for education, in order to prevent the delay of payment to teachers too usual towards the close of each year, I deemed of sufficient importance to urge upon legislative consideration at the last session, but without success, owing probably to the pressure of business then occupying the attention of that honorable body.

SAMUEL LOCKWOOD,  
*Town Superintendent.*

## SHREWSBURY.

It is undoubtedly true, what fine writers and orators have so often told us, that we live in an "age of progress." Progress in government, progress in civilization, progress in arts and sciences, progress in everything that elevates us in the scale of humanity and inclines us more to the attributes of an All-wise Creator. In the general progress of the age, however, I may stop to note an exception. There is no progress in the public schools of Shrewsbury township. For the past two years it is undiscernable that they have advanced one step forward. Nor is it the fault of the teachers. They are quite as efficient as could be expected on a salary of seventy-five to a hundred dollars a year. The difficulty rests with the people. The people will not take an interest in the matters of education, but sleep on, a twenty years' sleep, at the end whereof they hope to find that, like Irving's Dutch Burgomaster, prosperity has reigned in spite of them. Out of fourteen public schools in our township, five complain of the want of black-boards, three that they have no fuel, three that they are unprovided with good stoves, two of them want new school-houses, three of the want of larger school rooms, one that its furniture is unsuitable, and a multitude of other complaints that we need not enumerate. These suffice to indicate the degree of interest taken by our school trustees and patrons in the cause of education.

JOHN S. APPLGATE,  
*Town Superintendent.*

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OCEAN COUNTY.

## BRICK.

I regret to have to say that our financial matters are not what I should like them to be. We do not receive our money from the

county collector for some six months after it comes in his hands; this, I think, could be remedied by an act of the legislature, to pay the money to the superintendents and not to the township collectors; that would prevent its being used for town purposes, as I fear it too often is. As regards our schools, I am trying to get them all supplied with teachers, so that all may be opened this winter. The people are very anxious to have schools. The attendance is good. The teachers have as many scholars as they can manage with the accommodations they have. There is much room for improvement in our school houses, although of late their condition is somewhat improved.

M. H. FIELDER,  
*Town Superintendent.*

#### JACKSON.

I herewith transmit to you a brief report of the condition of the schools in the township of Jackson, county of Ocean. We have no change for the better to note. We have nine districts, five of which have schools at the present time, one male and four female teachers. Male teachers are very scarce, and demand such high salaries that the districts are not able, or will not employ them; for that reason four of the districts have no schools; at the present time the number of children in the township between the ages of five and eighteen years is 738; we receive from school fund \$226.12, from surplus revenue \$72.35, from township \$600.00; total \$898.47, which is only \$1.21 per child, which you can see is impossible to pay high salaries, and keep open schools more than one or two quarters in a year.

JOHN CONINE,  
*Town Superintendent.*

#### PLUMSTED.

You wish me to state the wants of our public schools, but they are so numerous that I will just state a few of the most important. In the first place we want more public money; in consequence of our school funds being so limited, we can not keep our schools open more than nine months in the year, and some not more than six. In the next place we want better school houses, the greater part of them are destitute of good comfortable seats, and some minus a black-board, at the best but a miserable apology. The books used in our schools are various, although, both parents and teachers are beginning to see the importance of having a uniformity of books, in that respect, our public schools are advancing a little. In regard to the teachers; we have some good ones, and some of the *other* sort. In some of our districts, an incompetent teacher stands as good a chance of getting a situation as a good one, and in fact a little better; for as we have a limited amount of school money, our trustees act upon the princi-

ple, "that it pays the best to hire the cheapest"; or as they term it, they must "cut the garment according to the cloth". So that the teacher who will work the cheapest, is the successful applicant.

CHARLES W. FOULKS,  
*Town Superintendent.*

## STAFFORD.

In transmitting my annual report I am happy to add that our schools continue in a flourishing condition. Most of our teachers are of those good "whole-souled" teachers who have the good of their pupils at heart. They have all license to teach a public school.

The community at large, notwithstanding the financial affairs, have vested heavily upon them; have taken a greater interest in the cause of education than for several years previous, and it is to be hoped the rising generation may be improved in morals, so as to exert an influence for the good of our country.

JOHN G. CRANE,  
*Town Superintendent.*

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PASSAIC COUNTY.

## POMPTON.

I am again obliged to present an imperfect report. In spite of my efforts to obtain full returns of the attendance from all our schools, I have failed in regard to one. Year before last I placed in the school houses of our township "Tracy's school record," and marked each as the property of its respective district, so that if a teacher left, the register of his school should remain; but, lo! one of our teachers, during the past year, left without rendering his report, and since his departure the register of that district can not be found, so my report is for six, instead of seven, districts.

You ask us to state what we believe to be the wants of our public school system. If by that you mean our public school system as it has been shaped by legislative enactment, I am not prepared to express its wants. Of course, I do not believe it to be perfect, yet I think that our public school system is a good one. What *we want*, within the sphere of my observation, as it seems to me, is, that our trustees and parents and public men feel and exhibit a livelier interest in the great work of educating our children. We want a better order of schools; we want a better class of teachers; we want to have the children more regular and constant in their attendance upon our schools. And all these wants would be met, if parents, and the peo-

ple of our township, generally, could only be aroused to feel the momentous importance and value of the education of our children. If they felt this aright they would readily furnish money to command first-class talent in our teachers, and would be content with nothing less. If *parents* felt this as they should, I would not be obliged to make the painful report, that out of 652 children, only 170, on an average, have been regular daily attendants upon our schools; that only 11 have attended the whole year; that 114 have attended less than three months, and that 250 have not been in our schools at all. For the credit of our township, I hesitated to call attention to such a statement as this; but, on looking over the last annual report of the state superintendent, the same state of things appears to exist very generally over the State. Now, what we want, as it appears to me, is, that the great subject of common school education be agitated in our towns and villages, in our townships and school districts, all over the State. The standard of feeling on this subject needs to be greatly elevated. The vast importance and value of the education of our children should be brought vividly and squarely before the minds of the people. How this is to be done, I will not undertake now to say.

JAS. E. BERNART,  
*Town Superintendent.*

PASSAIC.

It is impossible for me to give you an entire accurate statement, as I receive no reports from the teachers (although often reminded of the necessity). I have to fill the reports from the facts I gather when attending the schools quarterly. If the schools could all be free it would add much to the general attendance of scholars; the strong schools take the greater part of the funds, and the weak ones have to close part of the year or drag along with few scholars, which makes it burdensome for a few of the employers. There are no more districts in the township than necessary, and some have only from twenty to twenty-five children, while others have from sixty to ninety children. Care is taken to employ competent teachers in all the schools, and the schools are generally well conducted, the buildings are generally comfortable, and while a greater interest is felt in the schools than formerly, yet few of the inhabitants visit the schools, trustees not excepted.

CORNELIUS G. VAN RIPER,  
*Town Superintendent.*

WEST MILFORD.

Enclosed I return your second series of questions with answers annexed, which includes nearly all that is necessary for me to say in regard to public schools. The township has raised by tax the same amount of money for school purposes as last year. The people in



some districts show considerable interest in the cause of education, and I regret that I have to make any exceptions, yet the cause is generally on the advance, and there is a vast improvement when compared with former years.

HORACE LAROC,  
*Town Superintendent.*

## SUSSEX COUNTY.

## GREEN.

Your circular came to hand on the 3d instant, and I have complied with your request.

I have granted a license to two of the teachers in the township; those having licenses I have not thought it necessary to grant anew; the employers complain (and with some grounds) that they should be taxed for the payment of a teacher's license. Question 13 I confess I am unable to answer directly. Some teachers may (and I know of some instances) give entire satisfaction in one district and fail to give satisfaction in an adjoining district.

G. C. COOK.  
*Town Superintendent.*

## SANDYSTON.

The main and greatest want of schools in this township is suitable teachers. Good teachers are hard to get this winter; there are only three of the nine schools that have teachers at the present, but feel in hopes we will be able to get them all supplied.

O. COS.  
*Town Superintendent.*

## NEWTON.

The schools in this town are anomalous, inasmuch as we have no school houses belonging to the district. Within the limits of the borough we have eight schools, which, by order of the trustees, share equally, according to the number of their scholars, the public money. They are of various grades, from the most elementary school, to the best appointed high school. The teachers, twelve in number, are competent for their particular work, and faithful in its performance.

N. PETTIT,  
*Town Superintendent.*

## HAMPTON.

It is impossible for me to make a correct report from the fact that I can not get the teachers all to report to me. I have visited all the schools in the township, however, and my report will approximate the truth. This is my first year as superintendent, and this is a small county township. I find however,

1st. That the standard qualification of teachers is entirely too low. Not more than one half who have been teaching, are really qualified to teach at all.

2d. Public opinion in regard to education, schools and school houses is entirely too low. Public sentiment must, in some way, be elevated, before much improvement can be made in our schools.

3d. We have not one good school house in the township. It is a scandalous shame to send children to such hovels as you will find all over this county, called "School houses". And the "School houses" are generally built right in the road, without any play ground, or shade trees. I have lived and traveled in thirteen different states, and I have never found as poor school houses in any other place, as I find in northern New Jersey.

4th. I think, that instead of having the town superintendent examine the teachers, there ought to be a county board of three, to examine all teachers and grant certificates. I find that most of the examinations of superintendents amounts to just nothing at all. Many of the superintendents never visit their schools, and know (or care), but little about them when they do visit them. We need a higher grade of teachers, and we can not have them without more strictness in examinations. I think if you would examine the school laws of Massachusetts, Ohio or Iowa, you would find many things which would suggest to you improvements in the New Jersey school laws. I have held public meetings in each of the school houses in my township, and addressed the patrons on the subject of education, schools, school houses and teachers. I also drew up the following resolutions which were passed in every district.

*Resolved, 1st.* That we believe it to be the privilege as well as the duty of the town superintendent to assist the teachers in classifying the schools, and determining what books shall be used in the schools, and by the respective classes.

*Resolved, 2d.* That hereafter we will employ no teacher, certainly, until he has been examined by the town superintendent in the branches required by law, and received his certificate or recommendation.

*Resolved, 3d.* That we advise and desire the superintendent of schools to be more strict in his examinations, than superintendents have generally heretofore been, in order that we may have a better class of teachers and the standard of teachers be elevated.

*Resolved, 4th.* That teaching ought to be a profession, and that in employing teachers we will always give the preference to one who follows teaching as a business.

*Resolved, 5th.* That we greatly deprecate the course of those parents who neglect or refuse to send their children regularly to school,

since schools have been provided and supported at public expense, and that we do hereby earnestly entreat them to be more faithful in the discharge of this parental and christian duty.

*Resolved, 6th.* That we believe there ought to be a law of the state compelling parents and guardians, to send such of their children as are between six and sixteen years of age, to school at least six months each year, provided they can be possibly spared from necessary labor at home, for the actual support of themselves or family.

D. W. MOORE,  
*Town Superintendent.*

## SPARTA.

The prospect with regard to the cause of education in this township seems to be encouraging. We raised this year by taxation two dollars per scholar, instead of one as heretofore. Some of our school houses are not in as good repair as might be desired, and in some cases our teachers have not been as efficient as I could wish; upon the whole, however, I am happy to say that our schools give evidence of progress. The most difficulty to contend with is the too frequent changes of teachers; from this fact I have been unable to receive proper reports from any of the nine districts in this township. Teachers are sometimes employed by the trustees of the district without my knowledge, and will in some cases continue to teach one, two, or three months, get their pay, and the school is closed until some one else will open it, and go the same routine, without any returns made to me, consequently, I am unable to answer your series of questions No. 2 as satisfactorily as I would wish, had I the proper reports. The average time our schools have been kept open during the year is eight months. The number of scholars between the ages of five and eighteen years is six hundred and sixty-nine, at an assessment of two dollars per scholar, which you will see is thirteen hundred and thirty-eight dollars (\$1,338 00); we will receive from State and surplus revenue four hundred and three dollars and twenty cents (\$403 20), being seventeen hundred and forty-one dollars and twenty cents, (\$1,741 20), which will be divided among the several districts when received. Our quota of "Guyot's physical and descriptive maps of the United States," has been forwarded and mostly distributed, and I trust that the scholars, as well as the teachers, will appreciate their utility.

DANIEL STILWELL,  
*Town Superintendent.*

## VERNON.

In making my report, I can only speak of the schools since April, the time I came into office. Therefore, it cannot be relied on as an exact statement, as far as regards the attendance, for there are but few



districts in the township that have kept any record of the schools last winter, although the districts all have blank books, and have often been requested by the superintendent to do so. How to remove this difficulty, I hardly know what plan to suggest, as the trustees in every district are desirous to have the quarterly reports made out, but are unable to get it done by the teachers.

As regards our schools, I am happy to say they are in good condition—good teachers have been employed, and have given good satisfaction. Nearly all the districts will open their winter terms in a short time; seven have already commenced. We have had one new school house built this summer, which reflects credit on the district. The people are in favor of free schools, and the schools may be considered such, for the schools (or only a few, at least,) are continued long after the public funds are used. We raised from the town \$1,000; we received from the State \$449.95. There being not so much interest on the surplus fund as has been in former years, we have not so much money as before. Near one-half of the public fund has been used, and the balance will nearly all be by the first of April next.

MOSES C. DUNN,  
*Town Superintendent.*

#### WANTAGE.

Upon almost any other topic than that of public education, I could, with pride, report my township; as its devotion to the Union; its generous, self-denying patriotism; its well-tilled and fertile acres; its extensive and prosperous manufactories; the generous hospitality and moral worth of its inhabitants; but, upon the topic more especially confided to me, I can not speak as I would wish, nor as the importance of the subject demands. While the spirit of progress has made itself felt in the mechanical and agricultural interests, in the matter of public education there is a decided leaning to what, at the present day, is called conservatism. And, yet, I am happy to say, that during the past two years our schools have improved in many respects, and this is so because public attention is aroused. Teachers are elevating themselves and their profession; school houses and grounds are more cared for and teachers of standing and reputation sought for. The results as yet, in our schools, may not be very marked, but these signs indicate a "rising tide." Some schools from which I turned in disgust during my first visitation, I now point to with a little pride; and teachers who formerly kept the black-board in the wood-house, and thought what few maps they had very pretty window curtains, are zealously and effectively acquiring the use of these valuable auxiliaries. There are in my township twenty-two school houses, six very good, eight fair, and the remaining eight horrible, where the floors are broken through, and the children cluster in the corner during rain storms, and shiver as the wintry blasts whistle through. Our township being mainly an agricultural one, there is no lack of play grounds, and it is rare to see a school house lot surrounded with a fence, unless,



some careful farmer has fenced it out from his grain fields. With one exception, there has been no attempt at ornamentation, either within or without the school house, and this one deserves mention, from the fact that the liberal minded patrons, after holding the old house as a memento of their youthful days, so long as it could stand upon the posts given to it by the hardy old men of eighty years ago; and when it could no longer stand, the patrons put their hands deep in their pockets, and drew forth lavishly, and upon the old site, may now be seen a school house, that would be an ornament to any rural school district. Paint, being a taxed article, is scarce, while mats and scrapers are still more scarce; floors answer for spittoons, and they are well used by teachers and pupils; furniture rude and sadly cut up; there is a middling supply of black-boards and Webster's unabridged dictionary; stoves for burning wood are nearly universal, and ventilation is complete though unpatented, viz: through broken windows, dilapidated doors, roofs and knot holes. The studies pursued are reading, spelling, writing, grammar, geography and arithmetic, in one or two instances algebra is added. On the average, school is kept about seven months in each year; this is divided into a winter term of four and a summer term of three months. Pupils enter generally at five, and leave at sixteen years of age, some few attend a little longer. During the first three seasons they attend only the summer term, after that both terms; finally, as their services are required on the farm during the summer, they attend only the winter terms. Many young men and women go off to boarding school and are not counted in my report as attending school. In the villages the children attend school the year round, allowance being made for vacation, &c. Many of the districts are too small and feeble to accomplish much, and the schools will sooner or later close for the want of pupils to maintain them, distance preventing consolidation. What is most needed at present, is a deeper interest on the part of the patrons of our schools. When this comes there will come with it, first, a uniform system of text books established by the trustees, and maintained against all comers; second, some simple, cheap apparatus for illustrating elementary principles, including slates, one for each child in the school; 3d, and last, teachers, each with the true spirit, and so well versed in the branches to be taught, and with such right use of language that they can present truths clearly and forcibly to their pupils.

Text books. Text books are as various as vehicles. In arithmetic, we find Colburn's, Thomson's, Davies', and Robinson's series; in geography, Mitchell's, Morse's, Smith's and Colton and Fitch's series; in reading, Town's, Sander's, Parker and Watson's and Porter's; in grammar, Smith's generally, with here and there a Clark's, or Wells' series.

In my report you will see that there are in this township 1,311 persons between the ages of five and eighteen; of this number 1,238 have been pupils in the schools for some part of the year. The number of districts is 22; number of teachers employed for the past year, 36; males employed within the year 12; females 24; only two or

three make teaching a permanent employment. Wages of males average \$18 per month, and that of females about \$12.

Qualifications of teachers. In my examinations, I try to find out what the teacher knows; not how many questions he can answer from the book, but what he knows of the principles of the subjects and studies to be taught in the school, and during my visits, I have found much to condemn, and but little to commend, both as regards qualifications and governing qualities on the part of teachers; in fact I have in one or two instances turned from the school room in disgust, and I deem it, not improper here to give you an account of what I witnessed a short time since. Having had an inclination to take a little walk for diversion one morning, I wended my way slowly and musingly toward a neighboring school district, until a cry broke upon my ear that startled me. On looking in the direction from whence the cry proceeded, I discovered the noise in the shape of a young lad who in combat with a comrade had received a blow which felled him to the earth. On inquiring of the "would be conqueror," I found the trouble had originated through some trivial matter that had transpired at school the day previous. Helping the boy to regain his balance, and rid himself from the dirt and mud that seemed to encompass him, I proceeded with him to the school house. Upon entering the room my eyes first beheld a "Young American" engaged in the very agreeable recreation of leaping from the stove to a bench near by, from thence to the stove again, occasionally making a misstep and falling upon the floor; this breach of decorum was remonstrated against by the dignified personage who presided over the interests of the school, and after a short but spirited contest between the teacher and pupil, the "wicked little fellow" was in a measure silenced, he, however claiming the right to sit upon the stove hearth. The good lady endeavored to make an apology for the manner in which the young rogue had conducted himself, and I of course sympathized with her in her trouble, telling her that "Boys will be boys" &c. After quiet (if quiet I may term it), had been restored, I ventured to inform the good dame of the affair that I had witnessed a few minutes previous, concerning the two young pugilists, but I had no sooner commenced giving a description of what I knew concerning the affray, than the young combatants stoutly denied a great portion of my charges, and I not being very argumentatively inclined, succumbed to the "powers" that then reigned supreme in that seminary, viz: two boys not over ten years of age. The teacher put on her sweetest smile and said, "She was much ashamed of her pupils, as she had labored hard to teach them how to act before folks, but some folks never would *larn nothin*." I then told her to go on with her recitations, and not let my presence interfere with her programme of exercises. The first thing in order was geography. I listened very attentively until the question, "What large city on Long Island opposite New York" was asked; this seemed to much for the young idea; he named several towns without success, and finally the teacher said "B. N., dont you know what B. N. stands for, "Oh yes", said the boy, "Boston"; "Well" said the teacher, "any one *ort* to know where

Boston is". Now this teacher did not actually know whether Boston or Brooklyn was the city in question, and she confined herself to the text book during the whole recitation, and this very teacher was praised and lauded by two of the trustees as the best teacher they had known for a long time. I suppose they praised her from the fact that she was propagating mischief, and sowing the seeds of vice and immorality for the mere pittance of seven dollars per month, she boarding herself. I do not wish you to infer from what I have said that I think the qualifications of our teachers, or their interests in their work is much below the standard in other townships of this county; my feelings and views are very different from that; for we have a few *live* teachers that I would be very sorry to part with, for I love and respect them as earnest and hearty co-laborers in that cause which should be dear to us all—the moral and intellectual cultivation of the rising generation; but, many of our teachers are too young to govern and control a school properly, while others have proved themselves totally inefficient to impart to the young mind those principles and truths which are intended as a basis upon which they are to build their characters and reputations. What we need up here in Wantage is live, devoted, earnest, talented teachers, who understand their vocation practically and theoretically, those who have made a special preparation for the great work of teaching, and who can and will elevate the standard of education in our midst.

The amount of money received from the State, and from the interest of the surplus revenue is nine hundred and five dollars and eighty cents. The amount raised by tax is fifteen hundred dollars, making in all two thousand four hundred and five dollars and eighty cents, which has been divided among the districts according to the number of children between the ages of five and eighteen.

CHARLES MORROW,  
*Town Superintendent.*

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## SOMERSET COUNTY.

### BRIDGEWATER.

There is nothing new to report from this township unless it be the frequent changes of teachers, some of the schools having had three or more different ones during the year. Heretofore we have reported few changes, as some of our teachers had remained several years in the same school.

Our schools, with one exception, are kept open the entire year. In some districts the public money is sufficient to keep them free; in others a small charge is made for tuition, ranging from twenty-five cents to one dollar per quarter. Our school houses are generally good



and well adapted to school purposes, while we have one or two buildings that are a disgrace to the people of the districts where located. We hope these things will be remedied before another year rolls round. You will remember that our school law requires teachers to keep a registry of attendance, &c., while at the same time it makes no provision for registers. We hope you will call the attention of our legislature to this fact and urge upon it the necessity of providing uniform registers throughout the State, then teachers in removing from one school to another will have no difficulty in continuing the record.

O. C. CONE,  
*Town Superintendent.*

BERNARDS.

The schools in this township have been conducted during the year now closing with considerable efficiency and success. We have had a larger number than usual of young, inexperienced teachers; who, while they have done well for beginners, yet have not, of course, had the maturity of riper years. This difficulty is temporary and unavoidable in the course of nature.

The greatest difficulty on the whole subject of common school education is a want of interest in the subject by parents and the public in general. This is evinced by a willingness to employ teachers who have but imperfect qualifications for their work, and by the common inattention to the school in its actual operation; few take interest enough to visit the schools or in any way to encourage the teacher.

It is evinced also by the small attendance upon our schools. In no district of the township has there been, at any one time, an average attendance of more than one-third of the children between five and eighteen years of age; this, of course, is a very low average. It can be remedied only by an increased appreciation of the benefits of an education, and by a generous liberality on the part of the rich towards the poor.

JOHN C. RANKIN,  
*Town Superintendent.*

FRANKLIN.

A comparison of the accompanying statistics with those of the past year shows a gratifying increase of interest in the education of the children. Then the whole number of children who had attended school during the year was six hundred and sixty-five, only a trifle more than half of the census of the township. Now the attendance is eight hundred and eighty-three, or about two-thirds of the census. Then the average attendance was three hundred and ninety-eight, now it has been four hundred and thirty-six, a good advance upon the past; but one which still shows that the children who enter the



schools average only about half time per quarter, a fact which speaks most sadly of neglect in many quarters to equip and send the children to school.

Another fact which is prominent is the gradual change that has taken place in the sex of the teacher, and connected with it the advance, in a liberal direction, of their salaries. Formerly we found the majority of the teachers to be males at a salary of about \$300 per annum, now the large majority is female at a salary of \$85 per quarter, or more than \$300 per annum. We have only three male teachers whose average salary is \$425.

While our male teachers have been forward to hear the call of their country, and are earning honor for themselves and New Jersey in the public service, the ladies have been invited into the school room and are evincing a fine adaptation to the work of teaching, and it is but just to state, as the result of a close observation, that their schools deserve high encomium for thoroughness of instruction and successful discipline, and solid attainment. Indeed, some of the best governed schools, even in the winter terms, have been in a number of instances presided over by ladies.

You ask "what are the wants of our public school system?" I must answer only in general. Better provision for the comfort of children in school houses and furniture; more interest to secure a regular attendance at school; greater supervision by trustees elected from the patrons of the school, and by competent and faithful town superintendents, untrammelled by the fear of making some expense for the township, and rewarded for their services as such services deserve, and not upon the principle of those dark ages when fifty dollars was a fortune, and one dollar a day a liberal expenditure for any professional service.

Seriously, the lawful remuneration of town superintendents needs revision, and no great good can result to the schools from the office until men of the right stamp are selected for it, and with the expectation that their work shall be suitably rewarded.

J. ADDISON VAN DOREN,  
*Town Superintendent.*

#### MONTGOMERY.

I have the honor of transmitting to you my annual report of the condition of the schools within our township, ending Dec. 15.

From this report you will learn that we have seven whole school districts, and two districts forming unions with districts in adjacent counties. Reports have been received from all the districts, embracing 619 children, between five and sixteen years of age, showing a *decrease* in the township of nineteen children from the report of last year. The schools have been supplied with good teachers, of which four are males and eight females. The schools have been kept open during the past year, with occasional vacations. The money received from all sources, viz., state fund, surplus interest, and township tax,

amounted to \$1,320.67, and is expended exclusively for educational purposes.

The school houses in our township are commodious, neat and sightly structures, and highly creditable to the liberality and taste of the people.

The attendance has been as good as usual, and the interest taken in behalf of the condition of the schools on the part of the employers, about as usual, which amounts to very little.

In regard to the employing teachers who have not obtained licenses, I am constrained to say that our trustees are very indifferent, and the most of our teachers, I presume, are teaching without license. I suppose that no one will seriously insist that a teacher with a license is thereby better qualified to teach than one who has no license. Yet as our legislature seem to have thought it did, and made provision for granting licenses, and enacted that no school money should be paid to teachers unless they are licensed, the requirement of the law in this particular, should be complied with. I have invariably paid school drafts without inquiring whether the teachers had licenses or not. I consider it my duty to pay the orders, and not to refuse to do so because the teacher may not have had a license. I may be wrong, but I am satisfied that more mischief would ensue by refusing to pay than does by paying; besides, I think I have a right to *presume* that our teachers are all licensed, or the trustees would not give them orders for school money. The law does not say what evidence the superintendent shall require, before he pays money, that the teacher has a license. I have thought it would be a proper amendment to the law that the trustees should be required to certify in their school orders that the teacher has a license. This suggestion is predicated on the *assumption* that a license the better qualifies a teacher for his calling, which *assumption* is hardly tenable.

C. S. STRYKER,  
*Town Superintendent.*

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## SALEM COUNTY.

### LOWER PENN'S NECK.

In accordance with your request, and also in the discharge of my duty, I herewith transmit to you a brief report of the condition of public schools in my township. I think there is an increasing interest manifested in the cause of education here, which is evident from the fact that the people are more desirous to secure the services of competent teachers; to appropriate a sufficient amount of money at town-meetings, and to keep the school houses in better repair. But notwithstanding this, the paramount importance of developing the intellectual capacities of the young, does not yet occupy that position in

the minds of the people that it should. Female teachers are employed during the summer season and male teachers in the winter. I think if we could dispense with the frequent changes of teachers, and employ them for longer periods, it would materially conduce to the welfare of the schools. This, together with the irregular attendance of the children, is a great drawback to their advancement. My answers to your questions, as far as I was able to give them, embraces all the information relative to appropriations, salaries of teachers, &c., but the fact that I have held the office of superintendent only from March last, renders it impossible for me to respond to your circulars as fully as I desired. No. 1 I forwarded some time since, and No. 2 you will find enclosed with this report.

W. H. GILMORE,  
*Town Superintendent.*

## MANNINGTON.

I have visited the schools in our township, but it is very difficult for me to give a correct report, as the registers of the schools are so badly kept, although I have requested the teachers to have the registers kept according to law. I am sorry to say there is not that interest manifested for our schools as I think there should be. Many persons in our township send their children to the adjacent towns, instead of supporting their district schools, and this is one of the causes why our schools are not in a better condition, and another cause is, the majority of the people in the township are not willing to raise more than one hundred dollars for school purposes.

The amount of money that I have received the present year, viz.:	
From township tax...	\$100 00
“ State appropriation.....	352 00
“ Surplus revenue.....	227 39
	<hr/>
	\$679 39

JOSEPH R. HACKETT,  
*Town Superintendent.*

## PILES GROVE.

As respects the public school system, I will say, as regards this township, we would be benefitted by having more good and efficient teachers; also, that the trustees of the several school districts take a greater interest in visiting the schools than is usually done, and see that they are systematically managed. Last, if not least, for the patrons of schools to be more liberal in allowing the trustees to offer more compensation for good and efficient teachers than is usually done in this latitude.

JAMES WOOLMAN,  
*Town Superintendent.*

## SCHOOL REPORT.

## PITTSBORO.

I have nothing new or interesting to communicate to you as differing from my report of last year, but the cause of education appears to be slowly, yet steadily advancing among us.

N. G. SWING,  
*Town Superintendent.*

## UPPER ALLOWAYS CREEK.

The schools in our township have been kept open the past year about ten months.

Since the last annual report we have formed one new district, Quinton, and erected a very creditable school house therein. We have at present eleven whole districts and four parts of districts. Some of our schools are very well managed, and there appears to be considerable interest manifested by both trustees and parents in their advancement and prosperity; others, I am very sorry to say show a great neglect, even so much so that the school houses are much out of proper repair, badly arranged and very uncomfortable. It is to be hoped that this will be remedied the coming year. It is my purpose to try to have it remedied.

JOHN LAMBERT,  
*Town Superintendent.*

## UNION COUNTY.

## SPRINGFIELD.

I find it very difficult to obtain reports from the teachers. I have concluded to refuse to pay orders until I have received a report. As the reports I have received cover only a part of the time, compel me to answer the best I can, from personal observation. A further difficulty exists in the complex practice of our district trustees; one district may have free school for six months; another district will tax each scholar fifty cents, and have school nine months; another district will tax each scholar from one to two dollars, and have school twelve months. We seldom have school that is perfectly free. I believe the greatest want of our school system is a higher tax by the State. Let the State raise four or five dollars per child, instead of only forty-three cents. We have a class of individuals who do not wish to send their children to a public school, and, consequently, they establish private schools, and have not patriotism enough to induce them to vote money



for the benefit of the poor. If the State were to raise money, instead of leaving it to the townships, we would be relieved from this trouble. Let the State furnish money enough to give us free schools.

JOHN DEAN,  
*Town Superintendent.*

## UNION.

With regard to my written report I have but little to offer. Every thing connected with the schools in our township seems to have moved along much in the same manner as usual, while as a community, we have not made much progress in our interest in common school education, I think I may safely say that we have not retrograded.

District No. 1 reports 84 children ; school open six months ; I am informed by the trustees, without the aid of a register, that about forty-five have attended this school ; daily attendance about thirty ; this school having been vacated soon after my appointment, I have no personal knowledge of the competency of the teacher or progress of the scholars.

District No. 2,—this school has been kept open in this district all the year in charge of a worthy experienced female teacher.

District No. 3 reports 113 children, being the largest district in the township ; this school has been open all the year, in charge of an experienced male teacher. My predecessor called this the model school of the township.

District No. 4—this school has been open three quarters, under charge of a good, sound-minded, energetic and experienced female teacher, who has had charge of the school over three years, and is well conducted, and the children making rapid progress ; the comfort and neatness of this school house is worthy of particular notice.

District No. 5—no report, in fact I believe no such district exists, the same having been consolidated some time since with district No. 4.

District No. 6—no school has been open in this district, as I have been informed, for the last two years ; number of scholars reported is 38. Part of the children go to school in adjoining districts, and part have teachers in their own dwellings. The public money in this district is not drawn.

District No. 7—this school is still under the charge of an experienced and thorough male teacher, one who has devoted his time and attention to the business for over fifteen years, and appears successful ; the children under his care seem to take a lively interest in their studies, and work with harmony and satisfaction. Our school houses are all in good repair. The schools have not been quite free, yet they are made free by the voluntary acts of the parents and guardians of the children, the poor paying a small sum, or nothing, while the wealthier pay from one to three dollars per quarter, over and above the public moneys for tuition.

In conclusion, I would say, I hope the day is not far distant, when we shall have free schools, free press, and the people freed from conscription.

NOAH WOODRUFF,  
*Town Superintendent.*

#### RAHWAY.

I have to apologize for a late and imperfect report on our school matters. Owing to the fact of no proper register having been kept in our public schools, I am unable to give you a report of the attendance for the past year, but will endeavor to get things in better shape for next year. I have nothing further to add to my report at this time, except that it would be desirable for our school officers to have some definite instructions as to the right way of making returns in the cases of those schools *lying partly in two or more townships*. It appears to me that a proper understanding on this point would promote accuracy in the reports rendered to the state superintendent.

W. E. BLOODGOOD,  
*Town Superintendent.*

#### WESTFIELD.

The public schools in this township, five in number, are for the most part in a flourishing condition. Besides these there are two private ones of about thirty scholars taught by females. The teachers are all regularly licensed and competent.

Of the five school houses in the township, two have two rooms each, and ample play grounds, one is a mere shell, and all with one exception, are old buildings and need extensive repairs.

I have visited each school once, and sometimes twice in every quarter. Registers are furnished and kept by all the teachers. Public examinations are sometimes held and attended by trustees and patrons. But there is not that interest manifested in our schools by trustees that is desirable. Nothing operates more beneficially upon a school, on teachers and scholars than frequent visitations and examinations by parents, trustees and others.

The branches taught in our schools are, reading, writing, composition, geography, history, English grammar, rudiments of latin, arithmetic, geometry, algebra, rhetoric, philosophy and astronomy. There are globes in three of the schools, but for the most part all need a proper school apparatus.

In my opinion (formed from my experience for three years past), the free school system will ever remain incomplete, until free schools are established in every township of the State.

EDWIN DOWNER,  
*Town Superintendent.*

## ELIZABETH.

The undersigned has endeavored to answer the questions addressed to him by you, in the papers marked, "series I and II." Never were the public schools in this city in a more flourishing condition than they are at the present time. The number of children that attend these schools is large and each successive year increases. The deportment of the pupils is highly exemplary, while the instruction they receive is thorough and practical. Special attention, during the year, has been given to English grammar, declamation and composition, subjects which are too much neglected in many of our common schools.

The teachers are well educated; they love their work, and perform it with zeal and ability. The compensation which they receive, will compare favorably with that given to the same class of instructors in other parts of the state. This remuneration, in consequence of the greatly enhanced price of living will, without doubt, be increased, at the commencement of the next year.

The citizens of Elizabeth, take a deep interest in the prosperity of their public schools, and are resolved to have them rank among the best in the State. For this very reason, they pay cheerfully the large tax that is annually assessed for the support of common schools. These it is the duty of the city superintendent to visit and examine monthly, and to present a written report of the results of such visiting and examination to the board of school commissioners. This practice, on the part of the superintendent, has a most admirable effect on both teachers and pupils. Public examinations are held at the close of each term, at which time, the scholars are thoroughly reviewed on all the studies gone over during the session. About the Christmas holidays, for the entertainment of their parents and friends, the pupils in the grammar departments, have some literary exercises, consisting, principally of declamation, dialogues, and reading of compositions. On such occasions there is always an intelligent and crowded audience.

In conclusion, it may in truth be said, that the common schools in this city, stand in the very foremost rank with the best free schools in the state.

J. YOUNG,  
*City Superintendent.*

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WARREN COUNTY.

## OXFORD.

I herewith return series No. 11, with answers annexed. I report four male and four female teachers, not that this is a uniform thing.



We have more female teachers in the summer and more male teachers in the winter, making on an average about four of each. I have also reported an average salary, some get more; some get less.

We have seven hundred and seventy-one (771) children in this township between the ages of five and eighteen; of these one hundred and twenty (120) attend school outside the township, leaving six hundred and fifty-one (651) who attend within the township. As to the wants of our present school system, I do not feel myself competent to decide. Much has been done to augment the cause of education within our State, yet I believe the system still imperfect. Heretofore, we have received for the support of our schools a small yearly income from the surplus revenue. This has now been absorbed by the war, or rather the principal has been used up to pay bounties; we still have a certain amount of state fund, which is not the one-tenth part of what is needed to keep our schools in a flourishing condition. It is true we have a law giving the inhabitants of the townships the privilege to vote a specified sum for school purposes. But we frequently find the wealthy and influential among us opposing the raising of a township tax for the support of schools, especially at these times of high taxes; the consequence is we sometimes raise none, sometimes one dollar per scholar, sometimes two, seldom three dollars per scholar. Therefore, the system is not regular.

A farmer may feed his stock good in the winter of 1864 and they will be in good condition in the spring of 1865; but if he puts them on half allowance in the winter of 1865 they will be weak and feeble in the spring of 1866. Farmers know that to keep stock in good condition the feed must be good, regular and plentiful. But when we call upon them to furnish the means to provide proper food for the minds of the rising generation, they (many of them) do not seem to see the importance of it, and it is therefore difficult to get their contributions and influence.

I consider no school system perfect, that does not establish free schools in every township in the State, and place competent teachers in every school district, furnishing funds sufficient to keep each school open at least three quarters, or nine months in each year; thus affording each and every child (rich or poor), the opportunity to acquire a liberal education.

Parents, guardians and trustees in school districts might add much to the progress of education, by paying frequent visits to the schools, leaving a few words of encouragement with the pupils at each visit, but I am sorry to say that these visits are too few; in some districts a whole quarter passing off without the shadow of a trustee, a parent or a guardian entering the school room.

I hope that the school system of the state of New Jersey may continue to sweep away its present imperfections, as it has its former ones, and that it will continue its march toward perfection, until it shall be surpassed by none.

GEO. T. WILSON,  
*Town Superintendent.*



## FRANKLIN.

There are in this township ten districts, from four of which the children attend school in adjoining townships. The returns of those districts are not included in the accompanying report. The six remaining districts have maintained free schools about nine months the past year. The present mode of apportioning the public school money among the several districts is, in my opinion, open to very grave objections, and I am inclined to think that the improvement of some of our schools, and the interest of public education generally, would be greatly promoted by a change in this respect.

By the present mode of distribution, based as it is, not upon the necessity of the several school districts, but upon the number of children reported to the town superintendent, it necessarily results that those districts which need the least assistance receive the most, while those which have the greatest difficulty in supporting a school, as in the sparsely settled rural districts, actually receive the least assistance from the public funds. Whether this inequality could be entirely obviated except by making the schools of the township free, is perhaps doubtful. But it certainly is an evil which it seems to me ought to be remedied so far as practicable, by appropriate legislation.

JAMES VLIET,  
*Town Superintendent.*

## GREENWICH.

The greatest lack in our schools is the irregular attendance of the scholars; if something can be done to induce them to attend school regularly, the progress in the different studies will be much greater. This year we get no revenue interest (the principal being used for bounties), which reduces our school fund so much that hereafter we cannot keep the schools open during the year without paying some tuition. The question now is, how shall the fund be raised? Taxes are getting burdensome, and I fear the people will not consent to have the tax higher than three dollars per scholar. Would not the schools be better attended by levying a small tax on each scholar who attends school? I think they would, and something must be done, or we shall lose our best teachers—times are very tight with them now. I would recommend paying a part tuition with the free money as an experiment, and try it for one year, unless you or the legislature can devise some better plan.

I have received the Guyot maps, and delivered a copy to each school in the township. I am pleased with them, and trust they will be as useful as they are ornamental. We are trying to get up a teacher's institute in the township to be held monthly; I am in favor of something of that kind, and trust you will hear from us at the proper time.

JAMES HULSHIZER,  
*Town Superintendent.*

## LOPATCONG.

Some children belonging to this township, whose parents are Roman Catholics, attend a Roman Catholic school outside of the township, but for such attendance receive no benefit from me. There are three whole school districts in this township, and two parts of school districts.

In my opinion the teachers of our public schools do not receive sufficient compensation for their labor in these times of high prices. I have thought for several years back that the school laws of our State are defective. If they recommend us to raise money by taxation for the support of public schools, they ought also (to contain a clause that would) hold out an inducement for regular attendance on the part of the children, or a mild coercion to accomplish the same object.

JOHN B. WELDON,  
*Town Superintendent.*

## HACKETTSTOWN.

There is very little to communicate in regard to the schools of this borough. Our academies are much more comfortable and inviting than they were in former years, and are supplied with good teachers. One great trouble in our schools is the irregularity in the attendance of the pupils—a great injury to the children and perplexing to teachers, preventing the proper classifying of the pupils.

THEODORE CRANE.  
*Town Superintendent.*

## MANSFIELD.

In regard to reports I would state that I have received no reports from any district. There should be some forfeit on every teacher who neglects to make out a report quarterly. A form of such report should be placed in every school. There should be some remedy for this defect, in my opinion.

If it could be, there should be not more than one kind of reading book of the same grade, as it multiplies classes to the detriment of the school.

I have visited five of the schools two and three times each, finding them quite well attended. These schools are in the township. I have visited four of the others, each once. They are outside the lines, and in other townships. Three others outside the lines, at the farthest extremity of my boundaries, I have not been able, in consequence of pressing business, to visit in person; but I have been informed from time to time of their condition by their trustees. There are but few of our children, however, attending these schools. One school in the township is building a new house, and is now about ready to commence school. The interest manifested concerning education does no

seem in any degree abated, although the war has been making its demands, and some of our county money formerly appropriated to school purposes, has been used. Yet all are anxious to have the schools kept open.

Eight of our schools have been kept open about one year; three about three quarters of the year; one, about one quarter of the year.

D. M. CO UGLE

*Town Superintendent.*

#### PAHAQUARRY.

As superintendent, I feel it a duty to lay before you a brief sketch of the schools in this township. On visiting the schools, I am not a stranger to its difficulties, and must say I can sympathise with teachers who profess to me that neither the trustees or employers enter the school room to encourage the teacher or pupils. The want of attention paid to the tuition of youth is lamentable, compared with its vital importance; and, at the same time, all profess to be lovers of the cause of education. The fact is, parents and guardians pay far more attention to their various occupations, than to the culture of the minds of their children.

GEO. M. VAN CAMPEN,

*Town Superintendent.*

#### PHILLIPSBURG.

In connection with the report, "series No. 2," I would beg leave to state that, the requirements of the law have been faithfully obeyed. I have visited our schools oftener than the letter of the law required, though not so often as my inclination prompted me to do. I have also been met with uniform kindness and apparent satisfaction by the teachers, and every facility offered me to mark the progress made by the pupils, under the instruction now given; and I am happy to state that a visible improvement, in discipline, by the teachers, and, as a sequence, in mental acquirements by the scholars, has been made during the past year.

The range of studies embraced in the curriculum of our schools, is from the alphabet to book-keeping; the languages or higher mathematics are not taught. Singing, I am happy to say, has been introduced, and successfully employed, as a relaxation and enjoyment to the scholars, in one of our schools; and I would recommend its introduction into all schools, where practicable, as a soothing and refining principle. Our teachers, as a whole, are faithful, and up to the standard intellectually required. All are licensed. Some are singularly well adapted for the position they occupy, being truly *teachers*, a title, by the way, which comparatively few can lay an honest claim to. I do believe that *the great want* of our public school system, after all that has been or can be said about the matter, is *teachers*—living



epistles, known and read of all—men and women, whose life-work is to teach; who feel themselves called to labor in the world's educational nursery, and in continuing there, gather ripe and useful attainments by grand experience. Teaching is an *art*, at once noble and difficult. No one can acquire it but by time and patience, hence the loud call for life-long and whole-hearted devotion in the business; a vital enthusiasm permeating every effort, to crown these efforts with success.

Our schools, generally, are not filled by such teachers. Why? The profession of teaching is not held in the estimation of the people as *honorable*, as it should be. The very word *schoolmaster* is used by many sneeringly. The remuneration given grudgingly, little as it is; and given almost as an act of charity. Under such discouraging circumstances, is it to be wondered at that miserably paid though competent instructors will look for something else to do; or if compelled by force of circumstances to labor on like the mill horse, it will be a round of lifeless hopelessness and profitless toil.

The people must be educated to esteem the work of the teacher second in importance only to the work of the minister. The best method of doing so I submit to your judgment and consideration.

The evils of irregular attendance are visible every where in our schools, counteracting the well meant efforts of the teachers, and producing carelessness and indifference in the scholars, and it is an incubus which must be shaken off before any steady, permanent good will result from our public school instruction. Teachers can do much to prevent irregularity in some of the scholars, but in the great majority of such cases parents can do more; will they do it?

These animadversions do not apply directly, either to our schools or our people as a unit; very many in this community deplore the existence of these facts, are unable to eradicate the evils, but remedy them as best they can, for the benefit of the rising generation.

Our schools are free for ten months in the year; two months allowed for vacation; that is something to us; the salaries of our teachers are not commensurate with the times. That to them is a great deal, and ought to be remedied. If we are to have good schools, we must pay our teachers good wages, and we will secure what we want, good teachers, or it will be our own fault.

The per centage of regular attendance of the whole number of children, as answered in series No. 2, is perhaps too high; as given it would be the per centage of attendance only—for regular attendance—for the time the pupils came, it would not probably run over fifty per cent of the whole number attending public schools. But we would be unjust to ourselves, and it would not present a true picture of our town's educational facts, to let these figures pass without comment. We have spoken only of our public schools, and the figures are correct so far as they are concerned, but there is in our midst a large and flourishing catholic school, whose average attendance I am informed, is over one hundred during the year, and one or two private schools, having a limited number of scholars, which runs up the regular facilities for education of the children in our town to over ninety per cent



or the benefits of an education—more or less—given to nearly all the children reported between the legal ages.

This report embraces the year from December 1st, 1863, to December 1st, 1864. Some of the trustees have visited the schools, none as often as they ought.

The improvements to our schools during the year consists in the building of a cistern and pump in the 2d district, rendering it convenient for cleanliness, and in case of fire, useful. We have also added some outline maps and charts to other educational helps in district No. 1.

WM. R. WILSON,  
*Town Superintendent.*



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