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ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC SCHOOLS OF NEW JERSEY,

FOR THE YEAR 1855.

REPORT.

TO THE SENATE AND GENERAL ASSEMBLY
OF THE STATE OF NEW JERSEY:

As required by law, I have the honor to present to you my report, exhibiting the condition of the common schools of the state for the year ending December 15th, 1855.

A retrospective view of the educational movements during the year just closed, to which by the rapid flight of time our attention is again called, awakens in my mind, as I am confident it will in yours, emotions of great joy, that an institution so intimately connected with the future welfare and prosperity of the state exhibits such cheering evidences of ultimate success, and has been sustained with so much interest and liberality on the part of the people.

An abstract of the returns received at this office exhibits the following results as to the operations of the public schools for the year ending December 15th, 1855.

The whole number of cities and townships in the state is one hundred and ninety-three.

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

Those that have not reported are Mullica, in Atlantic county, Lodi, in Bergen, Medford, Springfield, Washington and Willingboro, in Burlington, Winslow, in Camden, Hopewell, in Cumberland, Bloomfield and Clinton, in Essex, Harrison and Hudson, in Hudson, Clinton, in East Amwell, Franklin,

those townships from which this year (or indeed for many years) no report has been received, and in which the source whence it was derived is not stated, though it is believed to be chiefly, if not entirely, from taxes.

The amount reported as received from the state, exceeds the state appropriation \$8,177 13. This excess is occasioned by blending with the state appropriation, in some of the township reports the interest of the surplus revenue appropriated by the counties for the support of schools, and from which it is evidently derived.

The items composing the amount of money raised and appropriated to school purposes for the year ending December 1855, will appear as follows :

Raised by tax for the support of schools,	\$258,158 30
“ “ building, repairing and furnishing school houses,	90,439 67
State appropriation,	80,000 00
From other sources, being chiefly the interest on the surplus revenue appropriated by the townships for the support of schools,	46,570 67
Making a total of	<u>\$475,168 64</u>

Being an increase in the amount of money raised and appropriated to school purposes over the preceding year of \$86,596 78, a greater increase than has been exhibited in any former year.

From the statistics herewith presented, as well as from extensive personal observation and other sources. I have derived much valuable information respecting our schools and the school system, which though incapable of being represented in figures, is no less satisfactory, as illustrating the rapid progress of common school education in New Jersey during the past year.

Since my last report was made to the Legislature, much has been done to reduce to practice the plans and suggestions for improving the schools.

The work of preparation has been performed. The improvements demanded by the progress of society have been adopted, and the incipient measures taken to effect the necessary changes.

After a careful survey of the whole field, it may with truth be said that there never has been a time in the history of the state when the public school was so highly prized as now. "Never was there a time when so many capable and faithful teachers were in the field. Never a time when the people appreciated so highly the importance and value of general education. Never a time when they were so well prepared for liberal and enlightened legislative action on the subject."

THE STATE NORMAL SCHOOL.

In connection with other evidences of increased interest in the cause of education, and the means of improving the schools in order to meet the just demands of the people, it is proper that I should allude to the action of the legislature at its last session.

At that session, an act was passed "establishing a State Normal School for the training and education of teachers," a board of trustees was appointed to manage the affairs of the institution, and the sum of ten thousand dollars annually, for five years, was appropriated to its support.

By that act, no provision was made for the purchase of a site for the institution, or the erection of the buildings necessary for the accommodation of the school, but, as if to test the value of such legislation by a direct appeal to the people in their estimate of its importance to promote the cause of common school education, left it for them to supply, by their own voluntary action, the means for which no provision had been made by the legislature.

After the organization of the board of trustees, the liberality

of the people was invoked to furnish a site for the institution, and the means for its erection.

This appeal met with a warm and generous response. The public mind seemed everywhere alive to the importance of the work, and evinced, by the generous offers of money, land, and other facilities, a strong and laudable desire to carry out the beneficent design of the legislature.

New Brunswick, Beverly, Orange, Trenton, and other places made the most liberal and munificent offers, and entered into the most lively, but honorable, competition to secure the location.

After careful deliberation, the trustees, with great unanimity, located the "Normal School" at Trenton, where, by the liberality of the citizens, a large and commodious building, after a plan carefully prepared by the trustees, has been erected.

The nascent germ so generously planted in our midst, it is fondly hoped will long continue to receive the fostering care of the legislature and the people, until rising in growth and grandeur it shall become not only the pride and ornament of the state but an efficient instrument in imparting increased efficiency to our system of common school instruction, and in increasing and diffusing the blessings of general education.

Schools for the training and education of teachers in the art of "instructing and governing the common schools," are now considered an indispensable feature of our common school system, and in the influence they exert in giving correct views on the subject of education, the impulse they give to improved methods of instruction, as well as in furnishing the best instructors, are justly regarded as the most important of all the agencies employed in promoting the cause of public education.

Wherever such schools have been established under favorable auspices, this has been the uniform result. The conclusion, therefore, is, that permanent institutions of this class, with competent instructors and appliances provided by the state, are demanded to meet the wants of a perfect system.

It is a remarkable fact that no state in our union, nor nation

of the old world, has perfected its system of public instruction without schools for "the training and education of teachers," established and sustained by public authority; and it is no less remarkable that with nearly three hundred such schools now in successful operation in this country and in Europe, there is not on record a single instance, where the experiment has been tried under liberal legislative patronage, of the abandonment of this agency in providing good teachers for the public schools.

Whether we look to Prussia, in the old world, in which the system has been tried for more than a century, or to Massachusetts, New York, Connecticut, Pennsylvania, Michigan, and other states in the United States in which it has been more recently adopted, the "Normal School" exhibits the same unvarying success.

With these evidences before us, the act of February ninth, eighteen hundred and fifty-five, establishing a "Normal School" in this state, must be regarded not only as a wise and liberal system of policy, in perfect harmony with the genius of our government and the character of our republican institutions, but as marking an important era of educational progress in New Jersey.

I rejoice in the establishment of the institution on such a liberal basis, and wish for it a boundless and continuous success.

For a more detailed account of the institution in its organization and progress, I refer you to the report of the board of trustees.

THE ACT TO REVISE THE SCHOOL LAWS OF THE STATE, TO
EXTEND AND CODIFY THE SAME.

This enactment is also a movement in the right direction, is generally approved by the people, and the interest everywhere manifested on the subject, indicates that public sentiment has undergone a radical change, on the subject of popular educa-

tion, and demands, in order to meet the wants of a progressive people, such additional legislation, as will secure the adoption of a more uniform and efficient system of common school education.

The commissioners appointed under this act have devoted themselves to the work assigned them, and will report at an early day, the result of their deliberations.

The report (I am informed by the secretary of the board), will be accompanied with a bill, which proposes to establish throughout the state, a uniform system of free schools, on a permanent and equitable basis.

The prominent features of the bill, are increased efficiency in its general supervision, increased qualifications on the part of teachers, and increased means of support for the schools,—the essential requisites of an efficient school law.

The law at present in force, has accomplished much for the cause of education, and was a great improvement on that which preceded it.

It has realized the expectations of its founders. But experience has shown, that in order to keep pace with the progressive spirit of the age, more is now required of the public schools, and it is believed the period has even now arrived, when another effective interposition of legislative authority, is demanded in favor of our own noble system of common schools.

No subject of so much importance as providing for the education of the children, will be presented to the consideration of the legislature, and the forms, the agents, and the means, by which this object is to be accomplished, are each and all of them important.

There are, as we have seen, one hundred and seventy-three thousand children, of legal age, residing in the state; of this number, it is estimated twenty thousand are receiving instruction in our colleges, academies, and private schools, leaving one hundred and fifty-three thousand, who, if educated at all are to be educated in our public schools.

In view of the important interests involved, the question arises, are the schools of the state the great instrumentality on which we depend for the diffusion of knowledge among all classes of society, calculated to fulfil the great object of their institution, in imparting to every child within the limits of the state, rich or poor, that generous and complete education which it is the great object of the system to impart.

No one is prepared to give an affirmative answer to this question. All admit that on our schools, more than on any thing else, depends the future welfare and prosperity of the state. All rejoice in the success they have already attained. All regard it as an object of primary importance to give to our school system, such form as will secure in its operation, the greatest success.

“We should be careful to retain in our school law, whatever experience has shown to be valuable, avoiding its defects, and adding to it, whatever is calculated to increase its efficiency.

We should carefully examine the effect of what has already been done, in order to determine what it is our duty to do. We should avoid all temporary expedients, and adopt such only, as are calculated to produce lasting benefit.”

Regarding the education of the whole people, as the grand design of our educational system, and that it is the undoubted right and bounden duty of the state, in accordance with a wise and liberal system of policy, (by which property, life, and the peace of society is secured,) to provide for this object. The property of the state should be taxed for the education of the children of the state.

Much has been done in New Jersey by her legislation, to promote the cause of education. A more liberal provision for the support of schools, increased efficiency in their supervision with the other means already adopted, will, it is believed, do much to give to the schools of the state, a higher standard of excellence than they have already attained.

Impressed with the importance of these considerations, and believing that the time has come to extend our educational resources, I recommend the subject to the careful consideration of the legislature.

TEACHERS' INSTITUTES.

Institutes have been held during the year in the counties of Cumberland, Essex, Gloucester, Hunterdon, Mercer, Monmouth, Morris, Ocean, Passaic, Salem, Somerset, Sussex, and Warren, with an aggregate attendance of five hundred and sixty-five teachers.

The general opinion as to the utility of teachers' institutes, in their operation on the profession, as well as the community generally, is confirmed by another year's experience.

As an instrumentality adapted to the improvement of teachers, who have neither the time nor the pecuniary ability to attend the normal school, it is of great value.

Visible improvement is observed in the teachers who have attended them, and there is no doubt, the instruction there received, has served to diffuse among them, a high degree of mental activity and professional feeling, and what is of equal importance, a spirit of improvement, as well as more enlarged and liberal views, as to the value and importance of general education, have, through this medium, been diffused among the people, that cannot fail to be productive of highly favorable results, in promoting the cause of education.

The wisdom of the legislation that established teachers' institutes in New Jersey, has been fully vindicated, and I earnestly hope, that as a part of our system of public instruction, they will continue to receive the continued favor and patronage of the legislature.

WEBSTER'S DICTIONARY.

The act "authorizing and directing the secretary of state and state superintendent of public schools, on the most favorable terms to purchase for the use of our common schools Webster's Unabridged Dictionary," has, as far as the demand for the work required been complied with.

Seven hundred copies of the Dictionary have been purchased on the terms named in the act, five hundred of which were received and distributed prior to the meeting of the Legislature. The two hundred last ordered are daily expected, and for which applications have already been received. More books than those already ordered will be required to meet the demands of the schools.

The liberality of the Legislature in furnishing it is highly approved, and there is no doubt it will benefit the schools.

SCHOOL FUND.

The amount of the school fund on the first day of January, eighteen hundred and fifty-six, was four hundred and thirteen thousand four hundred and fifty-four dollars and ninety-six cents, being an increase during the year of ten thousand two hundred and forty-nine dollars and eighty-nine cents.

Having considered some of the most important matters connected with our schools, and the means which, if judiciously combined, are calculated to unfold in their practical operation, the sublime idea of our educational system, which under the promise and blessing of God diffusing its light over the ordinary walks of life, will ever be the surest source of wealth, peace, prosperity and happiness of the whole people, this

report is submitted in the confident belief that the subject will receive at your hands that consideration its importance demands.

JOHN H. PHILLIPS,
State Superintendent.

OFFICE OF THE STATE SUPERINTENDENT OF COMMON SCHOOLS,
Pennington, January 15, 1856.

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SUPERINTENDENT'S REPORT.

ACCOMPANYING THE

STATEMENTS

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December 15th, 1855.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the age of five and eighteen years.	Number who have attended school twelve months, allowance being made for the usual vacations	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months and less.	Number who have attended over the age of eighteen years.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing, and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of teachers per year.		
																				Male.	Female.	
ATLANTIC, Pop. 8961.																						
Egg Harbor.....	10	8	1047	640	80	100	40	25	640	9	\$2 25	\$1,072 00	\$528 15	\$3,565 66	\$250 00	.....	\$3,415 80	11	11	\$400	.....
Gateway.....	6	5	686	50	80	100	40	25	295	6	2 00	343 00	343 00	.....	.....	.....	343 00	5	3	.....	.....
Hamilton.....	10	10	658	98	90	158	65	9	6420	64	.....	1,316 00	331 91	.....	.....	.....	1,647 91	9	8	375	\$220
Mullica*.....	5	5	241	.....	68	61	.....	.....	129	5	2 50	300 00	115 11	79 58	.....	.....	494 69	2	2	260	.....
Weymouth.....	5	5	298	.....	23	190	5	.....	218	5	2 50	596 00	156 00	.....	.....	.....	752 00	7	2	350	.....
BERGEN.																						
Population, 14,725.	36	33	2930	148	810	349	356	39	61702	61	\$2 25	\$3,284 00	\$1474 17	\$1,645 23	\$250 00	\$6,653 40	34	30	\$346	\$220
Franklin.....	11	11	663	20	167	202	198	.....	4	587	8	.....	455 77	.....	.....	.....	455 77	9	6	.....	.....
Hackensack.....	11	10	1160	218	156	125	149	2	4	650	11	1 00	3,206 00	537 14	2,257 04	160 00	6,150 18	11	9	480	\$250
Harrington.....	7	7	423	12	40	90	190	.....	15	332	9	846 00	136 80	155 88	740 00	.....	1,938 68	6	6	.....	.....
Hobokus.....	9	9	743	.....	100	175	231	.....	6	504	6	1 75	355 00	.....	.....	.....	355 00	9	7	240	232
Lodi*.....	3	3	333	62	20	45	30	.....	2	157	12	333 00	67 60	168 15	.....	.....	568 75	2	1	240	.....
New Barbadoes.....	7	7	828	195	104	63	129	2	15	433	75	1,456 00	638 28	.....	.....	.....	2,094 28	8	7	1	400
Saddle River.....	4	4	310	100	50	35	40	.....	3	225	10	307 00	142 20	.....	.....	.....	449 20	2	1	350	300
Union.....	2	2	213	30	60	20	15	.....	2	125	11	400 00	98 00	.....	.....	.....	498 00	2	2	350	.....
Washington.....	6	6	587	90	90	82	67	.....	16	329	9	1 92	271 80	303 02	200 00	.....	674 82	4	4	270	.....
* Taken from last Rep.	60	59	5160	727	787	835	1049	4	67	3402	10	\$1 57	\$6,548 00	\$2762 59	\$2,784 09	\$1,100 00	\$13,194 68	53	43	\$334	\$262

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the age of five and eighteen years.	Number who have attended twelve months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months and less.	Number who have attended over the age of eighteen years.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers	Salary of teachers per year.	
																			Male.	Female.
ESSEX, Pop. 73,950.																				
Bellville.....	6	4	1067	400	174	198	206	17	800	12	FREE.	\$3,201 00	\$534 20	.....	.....	.....	\$3,735 20	6	4	\$500 \$150
Bloomfield.....	6	5	1138	222	174	198	206	17	800	12	FREE.	2,500 00	576 30	.....	\$300 00	.....	2,376 30	12	4	500 178
Caldwell.....	8	8	787	130	115	183	60	1	489	10	\$2 00	1,000 00	400 00	.....	.....	1,400 00	8	2	340 210	
Clinton*.....	8	8	859	236	34	27	19	.....	416	10	.....	1,288 00	422 34	.....	250 00	1,900 34	9	5	360 200	
Elizabeth.....	1	1	1850	700	.....	.....	.....	35	700	12	FREE.	6,000 00	1,131 98	.....	8,000 00	15,131 98	17	4	437 145	
Livingston.....	5	5	400	139	.....	23	.....	.....	162	11	.....	500 00	198 42	.....	.....	863 78	4	3	288 250	
Newark.....	1	1	14,721	3500	900	1400	2181	300	8281	12	FREE.	23,500 00	6,184 14	.....	14,000 00	43,924 14	67	19	555 220	
New Providence.....	5	5	334	25	95	100	66	1	287	9	1 25	165 68	165 68	.....	.....	331 36	3	2	340 230	
Orange.....	10	10	1578	327	137	239	211	3	917	9	75	3,000 00	782 75	.....	250 00	4,047 76	15	11	365 227	
Plainfield.....	2	2	853	203	169	148	137	.....	17	657	12	FREE.	1,850 00	423 14	.....	2,273 14	8	3	333 200	
Rahway.....	10	10	1113	339	240	182	304	5	1070	7 1/2	FREE.	3,483 00	584 40	.....	1,645 00	5,612 40	16	7	349 160	
Springfield.....	7	7	612	69	96	90	128	.....	8	389	9	1 00	600 00	303 58	.....	905 58	2	2	345	
Union.....	8	7	433	36	68	135	173	.....	4	412	8	1 50	600 00	214 80	.....	838 62	6	3	400 120	
Westfield.....	8	7	454	60	70	139	63	.....	4	332	9	2 00	450 00	119 55	.....	707 55	4	3	400 120	
GLoucester.	83	80	26,899	6486	2098	2870	3548	310	273	16,312	10 1/2	\$1 42	\$48,137 68	\$12,041 35	\$2,187 18	\$32,800 00	\$85,166 21	177	77	\$397 \$195
Population, 14,655																				
Deptford.....	8	8	1138	14	70	130	393	6	613	8 1/2	1 25	646 00	515 70	367 60	16 00	.....	1,545 39	7	6	.....
Franklin.....	12	12	1165	63	95	213	453	25	849	6	2 50	1,500 00	716 92	.....	300 00	.....	2,516 92	12	10	350 200
Greenwich.....	5	5	631	.....	36	187	342	7	572	10	3 50	600 00	284 84	158 40	.....	.....	1,043 24	5	4	.....
Harrison.....	10	4	805	200	100	90	308	.....	498	8	2 00	575 88	575 88	415 28	.....	1,795 86	12	6	350 250	
Mantua.....	5	5	497	.....	100	150	180	20	650	8	2 16	500 00	207 20	117 01	.....	.....	824 21	10	7	288 240
Woolwich.....	13	11	1105	30	200	325	400	9	963	8 1/2	1 75	600 00	498 78	179 46	507 60	.....	1,785 74	11	.....	240
	53	45	5341	307	601	1095	2076	67	1112	4140	8	\$2 19	\$4,651 00	\$2,799 02	\$1,237 84	\$623 60	\$9,511 36	57	44	\$307 \$230

BURLINGTON.

Population, 43,203.	3	1206	274	137	121	175	71	707	11	FREE.	\$3,615 00	\$868 93	\$1,992 62	\$1,060 00	9	3	\$5,543 93	6	\$385	\$230
Bordentown.....	6	1822	531	300	374	412	40	531	11	.....	1,600 00	881 88	.....	.....	14	3	4,474 50	11	400	200
Burlington.....	14	1289	120	204	374	412	22	1124	10	\$2 00	800 00	1,093 82	.....	.....	7	10	1,893 82	11	.....	.....
Chester.....	3	467	380	380	380	380	3	383	9	FREE.	1,107 00	241 13	228 62	.....	3	4	1,636 75	4	.....	.....
Chesterfield.....	13	950	16	204	236	316	38	47	809	10 1/2	2 18	818 24	89	.....	5	3	819 13	4	319	173
Ivesham.....	8	747	61	96	250	294	2	703	12	FREE.	1,811 04	365 30	.....	.....	8	5	2,176 54	3	.....	.....
Mansfield.....	10	925	175	175	175	175	18	175	8	2 00	69 40	456 76	302 98	.....	7	4	829 34	3	.....	.....
Medford.....	10	746	210	180	198	43	12	143	8	2 00	400 00	364 52	137 43	.....	5	3	1,840 91	2	400	225
Little Egg Harbor.....	6	773	15	124	162	226	10	537	10	FREE.	1,200 00	379 32	261 59	.....	1	8	2,684 93	1	500	166
New Hanover.....	2	918	544	544	544	544	27	544	10	FREE.	2,000 00	474 36	210 57	.....	2	2	1,548 95	10	.....	.....
Northampton.....	8	831	10	22	138	346	7	523	9	2 25	300 00	247 18	139 39	.....	5	3	547 18	2	288	200
Pemberton.....	5	396	100	30	40	20	6	270	8	2 50	600 00	628 01	132 00	.....	2	4	1,360 01	4	360	320
Shamong.....	6	543	24	181	138	184	9	534	10	2 50	2,140 00	809 35	.....	.....	6	6	3,015 35	6	237	150
Springfield*.....	9	1073	120	183	290	280	17	890	8 1/2	2 25	3 40 00	298 92	.....	.....	7	7	598 92	7	.....	.....
Southampton.....	7	577	62	103	396	181	.....	677	4	2 25	3 40 00	237 24	112 76	.....	6	1	650 00	1	.....	.....
Washington*.....	7	480	62	103	88	152	.....	405	9	2 50	3 40 00	237 24	.....	.....	6	9	1,092 87	9	500	150
Westampton.....	4	613	50	60	90	216	8	423	9	2 16	4 30 00	492 87	200 00	.....	6	6	1,092 87	6	.....	.....
Willingsboro*.....	121	14,356	1,593	2448	2733	2864	140	9778	9 1/2	\$2 23	\$17,708 44	\$9,127 99	\$2,518 85	\$1,360 00	85	76	\$31,615 28	76	\$377	\$201

CAMDEN, Pop. 25,422

Camden.....	1	3557	541	411	580	694	190	2226	12	FREE.	9,750 00	2,170 00	.....	.....	21	3	11,920 00	18	625	300
Centre.....	5	355	200	200	200	200	200	200	9	.....	710 00	168 60	.....	.....	5	5	808 60	3	.....	.....
Delaware.....	9	933	35	75	205	320	15	650	7 1/2	.....	190 00	410 60	241 53	.....	4	4	842 13	4	.....	.....
Gloucester.....	10	841	50	200	200	200	20	670	.....	1 25	1,200 00	389 16	115 00	.....	10	5	1,704 16	5	350	200
Newton.....	7	944	515	276	515	276	42	791	6	2 37	1,888 00	421 78	239 36	.....	4	2	2,549 14	2	.....	.....
Union.....	2	746	200	160	40	2	4	462	11	.....	1,865 00	393 30	386 80	.....	4	3	1,704 16	3	.....	.....
Washington.....	11	792	75	150	300	225	30	780	6	2 50	1,100 00	350 80	.....	.....	10	2	1,452 80	2	500	200
Waterford.....	5	525	60	60	75	125	16	310	7	2 25	400 00	392 10	.....	.....	5	3	760 19	3	275	200
Winslow*.....	7	568	30	54	55	60	1	200	9	2 25	902 22	334 22	.....	.....	7	6	1,286 44	2	225	225
Windsor*.....	57	9,261	981	1310	1970	1950	68	292	6 1/2	\$2 12	\$18,005 22	\$4,930 66	\$982 69	.....	81	44	\$23,018 56	37	\$379	\$224

SOMERSET.

Population, 19,688.	10	593	100	120	150	180	.....	5	550	9	2 00	562 54	.....	.....	6	4	1,062 54	2	400	240
Bedminster.....	8	747	90	100	150	60	10	410	8	2 00	500 00	634 35	450 00	.....	12	7	1,084 35	5	400	287
Bernards.....	9	1,404	208	165	293	242	4	912	10	2 00	3,000 00	679 41	1,500 00	.....	15	8	6,047 99	7	425	300
Bridgewater.....	4	356	62	79	103	104	3	351	11	68	600 00	177 34	6 00	.....	5	4	953 15	4	350	150
Branchburg.....	12	1,048	146	325	160	150	5	786	10 1/2	2 75	2,500 00	504 00	465 00	.....	14	7	4,194 00	7	375	275
Franklin.....	15	1,184	176	195	229	276	17	893	11	.....	2,368 00	563 75	512 82	.....	15	3	3,444 10	7	330	280
Hillsborough.....	8	590	.....	37	110	173	.....	320	9	2 00	600 00	289 67	272 03	.....	15	2	1,161 70	2	.....	.....
Montgomery.....	5	686	125	65	91	126	.....	407	9	.....	700 00	335 75	169 12	.....	8	5	1,204 87	3	360	160
Warren.....	71	6,608	907	1086	1286	1311	36	4629	9 1/2	\$1 90	\$10,768 00	\$3,746 81	\$2,316 96	\$2,421 00	82	30	\$19,252 77	82	\$377	\$242

Taken from last Rep.

COUNTIES AND TOWNSHIPS.

HUNTERDON

Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township, between the age of five and eighteen years.	Number months allowance being made for the usual vacation.	Number months, but less than twelve.	Number months, but less than twelve.	Number who have attended three months and less.	Number who have attended over the age of eighteen years.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing, and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of teachers per year.			
																			Male.	Female.		
16	16	1210	684	126	75	1	8	4	692	10	\$2 00	\$1,138 00	\$667 10	\$396 45	\$19 00	\$808 88	\$1,063 55	20	10	.....	.....
6	4	561	103	155	120	1	1	2	544	10	\$2 00	\$1,138 00	271 75	227 57	\$19 00	\$808 88	1,656 32	6	5	\$350	\$200	
8	8	58	481	200	128	19	6	6	481	10	2 00	500 00	376 72	187 28	.....	.....	876 72	.....	.....	.....	.....
9	9	79	201	128	225	19	6	6	572	8	2 00	500 00	376 72	187 28	.....	.....	876 72	.....	.....	.....	.....
9	9	441	201	128	225	19	6	6	572	8	2 00	500 00	376 72	187 28	.....	.....	876 72	.....	.....	.....	.....
5	5	433	38	58	115	9	9	9	220	6	2 00	870 00	276 50	221 16	225 54	.....	412 82	.....	.....	.....	.....
9	9	581	200	150	100	30	23	1	503	9	2 00	1,000 00	255 12	407 68	600 00	.....	1,371 50	9	3	240	200
11	11	814	325	70	.....	.....	.....	.....	393	10	2 00	870 00	276 50	221 16	225 54	.....	412 82	.....	.....	.....	.....
11	11	894	68	172	102	78	.....	.....	620	9	2 00	1,000 00	255 12	407 68	600 00	.....	1,371 50	9	3	240	200
11	11	899	250	150	200	200	.....	.....	620	9	2 00	1,000 00	255 12	407 68	600 00	.....	1,371 50	9	3	240	200
0	10	836	520	420	12	2 00	894 00	425 56	325 00	1,644 56	13	8	5	500	160
8	8	456	47	120	160	520	9	2 00	1,708 00	423 28	365 51	1,644 56	13	8	5	500	160
4	4	341	8	20	77	206	10	13	321	10	3 00	369 00	167 24	240 00	1,048 20	15	13	2	332
118	116	9393	1244	3288	925	1089	70	65	6616	91	\$1 95	\$7,376 68	\$4,342 97	\$1,741 81	\$844 00	\$808 88	\$15,114 34	107	68	39	\$341	\$212

MIDDLESEX

Population, 29,635.

12	9	985	650	.....	.....	.....	.....	.....	8	650	9	2 00	1,000 00	469 28	395 56	.....	1,804 84	9	7	275	200	
12	11	3576	598	728	617	869	2	75	3814	9	2 00	10,725 00	1,679 34	684 00	750 00	.....	13,154 34	30	4	26	512	168
1	1	655	129	85	23	.....	.....	.....	9	237	10	300 00	353 16	684 00	.....	.....	1,937 16	2	1	1	700	200
12	12	916	210	110	75	88	.....	.....	26	483	10	2,000 00	421 85	241 76	.....	.....	2,663 61	13	3	4	400	240
8	8	969	73	199	238	290	9	7	809	10	2 00	1,000 00	508 90	508 90	.....	.....	1,508 00	9	5	4	400	200
17	17	1123	800	100	50	50	.....	.....	1000	10	2 25	1,500 00	641 74	.....	.....	.....	2,141 74	19	15	4	300	200
17	12	1695	387	73	184	176	.....	.....	820	8	62	3,380 00	590 00	.....	.....	.....	3,980 00	20	13	7	350	200
79	70	9918	2068	1989	1249	1496	20	125	6822	91	\$1 77	\$19,915 00	\$4,663 37	\$1,321 32	\$760 00	.....	\$26,649 69	102	54	48	\$420	\$210

* Taken from last Rep.

CUMBERLAND.
Population, 17,189.

4	4	857	430	55	30	\$388 18	\$296 39	\$2,000 00	\$1 50	\$2,104 85	\$2,929 91	\$2,684 57	9	4	5	\$500 \$220
1	1	346	26	70	10	156 76	51 17	1,200 00	FREB.			1,407 93	4	1	3	500 180
5	5	340	140	200	5	400 00	345	400 00	6			698 84	1	1	1	320 160
9	9	868	131	195	4	1,200 00	734	1,200 00	3		\$1,900 00	4,331 88	10	9	1	350 200
5	5	725	50	100	40	500 00	62	500 00	2			1,616 01	20	9	11	300 150
4	3	404	20	61	65	400 00	314	408 45	3			855 86	9	7	2	280 260
9	2	477	100	350	10	1,500 00	460	1,500 00	2		273 91	994 94	16	8	8	360 200
8	8	821	39	225	12	2,400 00	168	2,400 00	8		756 00	2,789 94	10	7	3	325 187
5	5	1027	225	125	12	500 00	675	500 00	8			3,114 93	10	3	3	250 120
6	6	307	35	70	4	263 34	251	263 34	2			763 34	6	3	3	
56	48	6,172	936	905	17	\$3,125 03	188	\$11,098 45	7 1/2	\$2,104 85	\$2,929 91	\$19,258 24	95	52	43	\$354 \$185

MERCER.

Population, 27,992.

12	10	918	631	631	631	2,000 00	475 78	2,000 00	2 50	300 00	500 00	3,275 78	13	10	3	350 225
5	5	423	172	172	4	846 00	96	846 00	2			1,700 00	5	3	2	475 200
10	10	1034	400	200	80	2,910 00	900	2,910 00	11		500 00	3,914 00	10	7	8	350 200
13	13	1,094	75	90	20	1,094 00	705	1,094 00	2			2,066 08	13	8	5	300 200
5	5	583	166	30	49	200 00	20	200 00	11			1,389 00	5	5	1	364
1	1	240	40	24	8	1,200 00	94	1,200 00	8			333 38	1	1	1	300 200
7	6	761	160	220	75	4,500 00	455	4,500 00	2			1,865 61	6	5	1	250 200
1	1	3335	2047	2047	75	300 00	2047	300 00	12		60 00	6,213 45	18	3	2	
4	3	517	180	30	80	267 00	325	267 00	2			957 00	4	2	2	
58	54	8905	3405	1150	581	\$4,836 10	138	\$13,924 00	2	\$1,834 20	\$1,060 00	\$21,654 30	75	44	31	\$343 \$205

SUSSEX.

Population, 22,989.

7	7	446	31	26	6	650 00	313	650 00	6			940 32	7	3	4	300 150
11	11	623	101	205	8	934 50	545	934 50	7 1/2		85	1,424 56	9	8	1	280 200
5	5	327	42	85	5	282 81	9	282 81	2			837 48	10	8	2	288 240
10	10	590	150	350	10	600 00	500	600 00	9 1/2		600 00	1,620 18	12	9	3	
4	4	384	55	25	10	200 00	4	200 00	2			314 24	2	1	1	250 175
8	8	286	16	45	75	2,988 00	62	2,988 00	2			455 74	14	7	7	
10	10	1042	175	331	250	868 40	10	868 40	8			4,470 75	23	14	9	350 250
10	10	485	70	95	160	500 00	7 1/2	500 00	1			404 40	17	9	8	175 125
9	9	706	75	100	200	542 47	6	542 47	2		400 00	1,442 47	11	5	6	
10	10	567	40	72	200	1,000 00	8	1,000 00	2			654 40	7	6	1	300 160
16	16	854	157	300	256	142 36	6	142 36	2			1,656 71	24	19	5	
5	5	285	410	250	180	355 09	9	355 09	2		750 09	204 26	6	6	6	
21	21	1381	410	250	180	1,500 00	2	1,500 00	2			3,726 61	27	15	12	250 200
7976	126	1267	1859	1090	1254	\$8,656 00	7 1/2	\$5,129 59	2	\$2,055 78	\$1,750 85	\$18,192 22	169	110	59	\$275 \$185

Taken from last Rep.

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township, between the age of five and eighteen years.	Number who have attended twelve months, allowance being made for the usual vacation.	Number who have attended nine months, but less than nine.	Number who have attended six months and less.	Number who have attended three months and less.	Number who have attended over the age of eighteen years.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing, and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of teachers per year.		
																				Male.	Female.	
CAPE MAY, Pop. 9,433.																						
Cape Island	1	1	195	50	44	40	16	2	5	150	12	FREE.	\$500 00	\$71 00	\$481 25	\$300 00	.....	\$1,082 25	2	1	\$600 \$250
Dennis	6	6	564	.....	218	320	2	2	2	540	5 1/2	FREE.	1,000 00	249 99	133 24	\$300 00	.....	1,683 23	5	5	360
Lower	5	4	415	.....	255	100	.....	.....	15	350	6 1/2	2 00	622 00	189 00	50 00	.....	.....	861 00	5	4	360
Middle	7	7	727	.....	80	320	256	20	15	675	6	2 50	1,451 00	322 10	874 68	.....	.....	2,650 78	8	7	425 120
Upper	7	7	470	.....	217	138	80	28	1	463	8 1/2	.....	1,410 00	208 28	60 00	.....	.....	1,678 28	4	4	400 320
WARREN, Pop. 22,558.																						
Blairstown*	8	8	505	164	265	200	.....	15	4	444	9	2 00	.....	225 69	133 06	.....	.....	309 35	7	5	150
Belvidere*	2	2	322	20	55	145	80	5	10	305	10	FREE.	450 00	146 80	228 81	.....	.....	895 61	4	2	400 \$225
Franklin	6	6	538	150	70	100	50	10	.....	380	10 1/2	2 50	1,075 00	240 76	210 16	.....	.....	1,526 92	6	6	300 200
Frelightingusen	11	11	476	.....	400	.....	.....	.....	400	9	.....	.....	224 94	121 15	240 75	.....	.....	346 09	20	15	300 300
Greenwich	12	12	870	.....	450	.....	.....	30	2	480	10	.....	2,175 00	383 24	.....	.....	.....	2,558 24	12	9	360 320
Hacketstown†	3	3	284	50	70	120	.....	240	6	240	6	2 00	.....	124 80	64 48	.....	.....	189 28	2	2	150
Hardwick	8	8	388	125	215	50	.....	217	8	80	8	2 00	700 00	181 90	122 90	.....	.....	1,004 80	5	4	206 144
Harmony	8	8	614	300	125	50	.....	50	5	525	10	.....	.....	289 01	.....	.....	.....	289 01	8	6	300
Hope	10	9	616	50	105	142	112	3	3	412	6	2 00	616 00	301 04	347 92	\$185 00	.....	1,449 96	14	13	280 195
Independence	10	10	513	.....	200	175	100	20	495	8	.....	2 00	200 00	224 94	105 80	.....	.....	530 74	8	8	.....
Knowlton	6	6	525	.....	300	.....	.....	.....	300	.....	.....	.....	1,020 00	240 78	136 85	.....	.....	1,397 63	5	4	360 192
Mansfield	7	7	694	100	30	49	194	10	333	8	.....	.....	694 00	304 92	232 74	.....	.....	1,231 66	5	4	360
Oxford	4	4	190	.....	20	.....	.....	.....	180	3	.....	.....	50 00	109 74	.....	.....	.....	159 74	.....	.....	.....
Pahoaquary	5	5	765	157	186	250	84	3	2	680	10	3 00	2,289 00	530 61	.....	1,154 09	.....	3,973 70	9	4	414 238
Phillipsburg	4	4	543	187	43	50	.....	.....	280	7 1/2	.....	2 00	1,086 00	275 00	126 41	.....	.....	1,487 41	4	3	.....
Washington*	104	103	7846	941	2460	1224	950	146	26	5721	8 1/2	\$2 05	\$10,580 94	\$3,710 38	\$1,779 74	\$1,339 09	.....	\$17,410 15	109	81	\$308 \$227

* Taken from last Rep. † No Report received.

MONMOUTH.

Population, 30,313.	4	4	464	17	50	130	106	4	15	307	11	FREE.	1,000 00	\$203 19	\$197 42	\$100 00	1,300 61	3	2	1	\$400 \$260
Atlantic.....	8	7	877	150	175	200	125	...	8	650	10	\$2 50	1,000 00	721 10	28 58	...	1,749 68	6	6	1	360 200
Freehold.....	11	7	864	39	67	134	251	...	8	550	8	2 50	1,455 00	378 34	138 24	...	1,971 68	13	8	5	320 180
Howell.....	7	7	644	223	100	...	...	...	29	20	335	11	800 00	283 33	201 56	...	1,281 89	7	3	4	350 250
Manslapan.....	13	13	1097	375	150	200	100	...	28	665	11	FREE.	2,897 03	472 94	463 03	...	3,833 00	10	5	8	320 240
Middleton.....	9	2	601	30	150	600	210	...	5	16	505	8	1 50	800 00	406 33	...	1,805 33	9	8	1	400 300
Marlboro.....	7	7	517	80	55	40	35	...	5	215	6	3 00	600 00	280 00	600 00	...	1,087 33	6	6	...	400 300
Ocean.....	12	12	1494	392	420	130	104	...	17	1046	10	2 50	2,988 00	654 25	249 12	125 00	4,016 37	13	10	3	350 230
Riverton.....	16	16	1995	...	1001	...	...	...	6	81007	11	2 50	2,900 00	1,855 31	...	700 00	3,755 46	11	9	5	350 250
Shrewsbury*.....	8	7	1088	374	...	345	...	...	5	72	724	10	FREE.	491 46	306 32	...	3,755 46	11	7	4	375 290
Upper Freehold.....	7	7	806	73	113	141	493	...	43	32	863	10	3 50	391 04	376 50	...	2,767 54	10	7	3	350 250
Wall.....	9	9	801	...	105	118	300	...	6	529	6	3 50	1,000 00	350 32	108 36	1,300 00	2,758 68	10	8	2	400 280

MORRIS.

Population, 30,158.	111	102	11,248	1753	2356	1498	1754	116	225	7476	91	\$2 47	\$18,197 71	\$6,437 61	\$2,926 46	\$2,225 00	\$29,780 78	113	79	34	\$301 \$248
Chatham.....	8	8	782	300	75	80	200	...	7	655	9	2 75	1,504 00	374 67	306 16	...	2,184 83	10	8	2	250 200
Chester.....	7	7	463	...	240	...	...	...	...	240	0	FREE.	700 00	221 83	487 14	...	1,408 97	9	5	4	...
Hanover.....	12	8	1123	78	152	412	160	...	12	10	814	9	2 00	269 00	454 76	...	1,869 76	13	11	2	200 150
Jefferson.....	6	6	469	...	267	25	...	...	94	...	380	6	2 00	891 42	106 68	...	1,212 74	10	6	4	...
Mendham.....	6	6	522	50	75	125	...	...	375	9	...	...	400 00	250 10	237 71	...	887 81	8	3	5	350 240
Morris.....	13	13	1947	262	110	143	181	...	9	31	705	10	...	2,000 00	807 87	...	3,547 16	20	10	3	325 235
Pequanock.....	16	16	1487	159	272	314	308	...	2	8	1055	9	...	2,080 00	971 74	1,432 82	5,186 60	14	11	3	425 220
Randolph.....	9	9	893	315	164	164	103	...	5	2	751	11	FREE.	427 86	275 37	53 50	2,943 73	15	10	5	400 200
Rockaway.....	10	9	1237	53	71	220	346	...	12	...	...	...	2,190 00	592 98	143 95	600 00	2,573 63	14	12	2	...
Roxbury.....	10	10	860	150	...	270	...	...	15	...	435	8	1 00	1 00	420 66	...	421 66	11	6	5	250 200
Washington.....	9	9	883	77	49	102	115	...	9	16	352	10	2 75	759 85	525 00	...	2,484 35	14	11	3	350 200

SALEM, Pop. 19,688.

Population, 19,688.	106	101	10,286	1444	1935	2095	1538	158	74	6470	8	\$2 12	\$3,329 42	\$4,992 11	\$4,316 38	\$2,086 32	\$24,724 23	138	93	45	\$331 \$204
Elsinborough.....	2	2	225	50	85	55	70	...	2	12	212	10	...	104 00	67 00	...	321 00	3	2	1	300 260
L Alloways Creek.....	6	5	490	...	263	...	...	...	17	16	380	6	2 25	229 26	172 39	...	801 65	10	9	3	...
L Penn's Neck.....	5	5	500	100	183	150	...	...	21	436	8	87	700 00	232 52	169 25	100 00	1,201 77	11	7	2	360 230
Mannington.....	6	6	720	5	44	140	364	...	8	100	56	5	500 00	647 28	44 66	...	1,191 84	17	10	7	300 200
Pilesgrove.....	9	9	974	25	160	275	293	...	77	763	10	2 25	...	465 70	811 90	...	807 60	11	10	1	...
Pittsgrove.....	2	1	426	...	40	130	140	...	3	10	5	2 00	425 00	203 74	160 70	...	789 44	8	7	1	...
Salem*.....	7	7	886	221	198	174	151	...	40	745	10	FREE	1,800 00	723 96	...	1,673 47	12	2	5	500 209	
U. Alloways Creek.....	12	12	968	180	249	283	206	...	7	22	925	10	2 25	442 29	318 18	...	1,609 00	7	5	4	400 300
U. Penn's Neck.....	10	6	936	50	260	250	400	...	20	10	920	7	2 83	700 00	350 00	100 00	1,609 00	7	3	4	300 200
Upper Pittsgrove.....	8	2	740	60	...	160	320	...	3	560	5	2 50	600 00	500 47	222 65	750 00	2,073 12	15	10	5	250 240

* Taken from last Rep.

COUNTIES AND TOWNSHIPS.

Whole number of districts in the township.	Number from which reports have been received.	Number of children residing in the township between the age of five and eighteen years.	Number who have attended twelve months, allowance being made for the usual vacation.	Number who have attended nine months, but less than twelve.	Number who have attended six months, but less than nine.	Number who have attended three months and less.	Number who have attended over the age of eighteen years.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers	Salary of teachers per year.			
																			Male.	Female.		
HUDSON.																						
Population, 21,821.																						
7	7	1427	281	416	307	108	35	1112	11	FREE.	\$3,300 00	\$492 26			\$2,350 00	\$1,094 88	\$6,142 26	11	6	5	\$425 \$150	
3	3	359	38	48	40		3	126	12	\$1 50	2,500 00	883 88					1,094 88					
1	1	1281	426				426			FREE.							3,383 88					
1	1	5437	808	404	521	1314	30	3047	11	FREE.	9,000 00	951 47			22,000 00		31,951 47	29	3	26		
1	1	1141	250	192	110	275	827	12	FREE.	2,500 00	639 28				1,100 90		4,239 28	6	5	1	500 180	
6	6	1141	250	192	110	275	827	12	FREE.	2,500 00	639 28				1,100 90		4,239 28	6	5	1	500 180	
19	18	9645	1765	1050	986	1737	68	5538	14 1/2	\$1 50	\$17,300 00	\$2,960 89			\$25,450 00	\$1,094 88	46,811 77	46	14	32	462 165	
OCEAN.																						
Population, 10,032.																						
12	6	643	35	150	163		8	346	6 1/2	2 00	300 00	368 74			200 00		668 74	8	6	2		
6	5	1016	40	75	85		27	428	6	1 75	500 00	420 66		\$495 52			1,616 18	11	6	5		
7	5	600	25	71	199		4	299	4		300 00	296 28		164 30			700 58	6	5	1	320 240	
5	4	570	55	180	100		18	388	10 1/2	2 00	500 00	233 58					733 58	4	3	1	280 200	
6	6	489	110	60	240		240	410	9 1/2	2 00	400 00	307 19		43 66			1,650 85	6	4	2		
6	4	748	55	50	130	175		410	7	1 25	600 00	406 00					1,006 00	6	5	1	325 250	
42	30	4066	240	286	606	952	57	22141	7 1/2	\$1 80	\$2,600 00	\$2,032 45		\$703 48			6,435 93	41	29	12	308 230	
PASSAIC.																						
Population, 22,575.																						
6	6	938	400				2	402	10		800 00	402 32					2,083 20	7	5	2	360 250	
4	4	230	40	31	34		3	105	9	2 00	100 00	439 44					639 40	3	1	2	240 180	
1	1	5471	1608	292	573	28	80	2501	12	FREE.	10,500 00	2,351 44			20,800 00		33,651 44	35	2	33		
7	7	644	40	80	91	30	2	343	7	2 00	500 00	276 84					776 84	5	4	1		
4	4	375	21	50	110	50	3	231	9	2 00	500 00	162 00					862 00	3	2	1	250 200	
11	11	930	188	108	95	80		471	8 1/2	2 37	600 00	386 86					986 86	11	10	1		
33	33	8588	2257	570	327	767	32	88395	9 1/2	\$2 09	\$13,000 00	\$4,018 86		\$880 88			\$38,899 74	64	24	40	\$283 \$210	

* Taken from last Rep.
† No Report received.

SUMMARY of the preceding Abstracts, exhibiting the results in the several Counties of the State, for the year ending December 15th, 1855.

COUNTIES.	Population	Number of townships in each county.		Whole number of districts in the township.		Number that have made reports.		Number of children residing in the townships between the age of five and eighteen years.		Number who have attended twelve months, allowance being made for the usual vacations.		Number that have attended nine months, but less than twelve.		Number that have attended six months, but less than nine.		Number that have attended school three months and less.		Number over the age of eighteen years who have attended.		Number of colored children taught.		Whole number of children that have attended school.		Average number of months the schools have been kept open.		Terms of tuition.		Amount of money raised by tax for the support of schools.		Amount received from the state.		Amount received from other sources specified in the returns.		Amount raised in addition for building, repairing, and furnishing school-houses.		Amount received from sources not specified.		Total amount of money appropriated for school purposes.		Number of teachers.		Salary of teachers, per year.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
Atlantic	5	4	36	33	2,930	148	810	349	356	39	6	1,702	61	\$2 25	\$3,284 00	\$1,474 17	\$1,645 23	\$250 00	\$6,653 40	34	30	4	\$346	\$220																			
Bergen	9	8	60	59	5,160	727	787	1,049	1,049	4	67	3,402	10	1 57	6,548 00	2,762 59	2,784 09	1,100 00	13,194 68	53	43	10	334	262																			
Burlington	17	13	121	117	14,556	1,593	2,448	2,733	2,864	146	311	9,778	91	2 23	17,708 44	9,127 99	3,518 85	1,260 00	31,615 28	161	85	76	377	201																			
Camden	9	8	57	51	9,261	981	1,310	1,970	1,950	68	292	6,279	8	2 12	18,005 22	4,930 65	982 69	300 00	23,918 56	81	44	37	979	324																			
Cape May	5	6	26	23	2,371	50	341	966	771	50	38	2,178	7	2 25	4,986 00	1,040 37	1,609 17	300 00	7,935 54	25	21	4	429	230																			
Cumberland	10	9	56	48	6,172	936	905	1,604	1,383	17	188	4,845	7	2 25	11,098 45	3,125 03	2,104 85	2,929 91	19,258 24	95	52	43	354	185																			
Essex	14	12	83	80	26,199	6,486	2,098	2,870	3,548	310	273	15,313	104	1 42	48,137 68	12,040 35	2,187 18	22,800 00	85,166 21	177	77	100	397	195																			
Gloucester	6	6	53	45	5,341	307	601	1,095	2,076	67	112	4,146	8	2 18	4,651 00	2,799 02	1,237 84	823 50	9,511 36	57	44	13	307	230																			
Hudson	6	4	19	18	9,645	1,765	1,050	1,737	1,899	68	68	5,538	11	1 50	17,300 00	2,968 89	25,450 00	\$1,094 88	46,811 77	46	14	32	462	165																			
Hunterdon	14	9	118	116	9,393	3,288	925	1,089	70	95	7,376	68	1 93	7,376 68	4,342 97	1,741 81	844 00	808 88	15,114 34	107	68	39	341	212																			
Mercer	9	58	54	54	9,905	3,408	1,150	581	358	107	138	5,601	10	2 04	13,924 00	4,836 10	1,834 20	1,060 00	21,654 30	75	44	31	348	205																			
Middlesex	7	6	79	70	9,918	2,068	1,989	1,249	1,496	20	125	6,822	9	1 77	19,915 00	4,663 37	1,321 32	750 00	26,649 69	102	64	48	420	210																			
Monmouth	12	11	102	111	11,248	1,753	2,356	1,498	1,754	115	225	7,476	9	2 47	18,197 71	6,437 61	2,926 46	2,225 00	29,786 78	113	79	84	361	248																			
Morris	11	11	106	101	10,266	1,444	1,235	2,093	1,535	158	74	6,470	7	2 12	13,329 42	4,992 11	4,316 38	2,086 32	24,724 23	138	93	45	381	204																			
Ocean	6	6	42	30	4,066	240	286	606	952	57	22	2,141	8	1 80	2,600 00	2,032 45	703 48	1,100 00	6,435 93	41	29	12	308	230																			
Passaic	6	6	33	33	8,588	2,257	570	327	767	32	38	3,953	9	2 09	13,000 00	4,078 86	1,846 63	21,000 00	38,899 74	64	24	40	283	210																			
Salem	10	8	70	55	6,765	1,026	1,036	2,016	2,104	74	301	5,811	7	1 98	6,188 00	3,993 82	1,846 63	950 00	12,983 45	101	67	34	357	228																			
Somerset	8	7	70	60	6,608	907	1,086	1,286	1,311	39	117	4,629	9	1 90	10,768 00	3,746 81	2,316 96	2,421 00	19,252 77	82	52	30	377	242																			
Sussex	13	12	126	125	7,976	1,267	1,859	1,990	1,254	183	55	6,503	7	2 00	8,656 00	5,129 59	2,655 78	1,750 85	18,192 22	169	110	69	275	185																			
Warren	16	12	104	103	7,846	941	2,460	1,224	950	146	26	5,721	8	2 05	10,580 94	3,770 38	1,779 74	1,339 09	17,410 15	109	81	28	308	227																			
	193	167	1,429	1,383	17,304	29,110	27,655	27,206	29,307	1646	2591	114,923	83	\$2 00	\$256,624 54	\$88,177 13	\$38,393 54	\$90,439 67	\$1,903 76	475,168	64	1,830	111	719	\$655,3216																		

APPENDIX.

APPENDIX.

REPORTS OF TOWN SUPERINTENDENTS.

ATLANTIC COUNTY.

GALLOWAY TOWNSHIP.

I am not aware that the condition of schools in Galloway has essentially altered since last year. But not having seen any report of last year, and not having had any books, papers or memoranda, placed in my hands, (this being the first year of my superintendency,) I am unable to make such a report as true state and condition of affairs would perhaps justify.

I cannot say that the school law is working well in our township. There seems to be objections to raising school money by taxation, chiefly because designing teachers manage to get employment, and thereby entitle themselves to the public moneys, and many parents send their children a sufficient number of days to entitle them to the dividend, and no longer.

I would suggest, that the law be so altered or modified, as to require a township to raise double the amount of money appropriated by the state, and to require parents, guardians, &c. to send a child at least three months in a year, to be entitled to the school dividend.

D. S. BLACKMAN,

Superintendent.

HAMILTON.

Together with the statistical table of the condition of our schools, I will briefly add: Our schools are in about the same condition, as was reported last year.

There seems, however, to be an increasing interest felt in the cause of popular education.

At the last spring election, two dollars per scholar, was ordered to be raised (by tax) for the support of schools, which amounts (as per table) to one thousand three hundred and sixteen dollars. All the districts, with one exception, (that being destitute of a school house), have had free schools from three to nine months of the year. We have good competent teachers, all legally licensed. Their ability and government vary, but in a majority of cases, the order observed is highly commendable.

Terms of tuition from two to six dollars per quarter. Examiners have been appointed by the county. There is some difficulty, however, in carrying out the provisions of the school law, to the letter, in reference to licensing teachers; as some districts do not pay a salary, such as a teacher, fully competent for a license according to law would demand, therefore, we are under the necessity of granting special licenses for certain localities.

I regret to say, there is too much neglect on the part of trustees to visit the schools, believing it to be a great encouragement and stimulus to teachers and scholars, to have the trustees, and as far as practicable, parents also, to visit their schools frequently. And it is hoped, that greater interest will soon be manifested in these respects.

C. E. P. MAYHEW.

Superintendent.

BERGEN COUNTY.

FRANKLIN TOWNSHIP.

The books mostly used in the schools are the following :

Reading and spelling—Picket, Cobb, Webster, Sanders' Series and Testament.

Arithmetic—Willet, Daboll, Smith and Davies.

Dictionary—Walker, Daboll.

Geography—Mitchell, Paley, Olney and Morse.

Grammar—Kirkham and Smith.

History—Parley, Willard and Hale.

Seven of the school houses are wood, four stone, and of this number but four have play-grounds attached to them. They are mostly in good condition, some of them being nearly new.

The teachers employed in the township are mostly competent, with few exceptions. Where cases of incompetency have been discovered, they have arisen from the fact that the public money is exhausted upon licensed teachers during part of the year, and the balance of the time is occupied by unlicensed teachers; because they can be obtained at a cheaper rate. From this arises frequent changes of teachers, which is believed to meliorate greatly against the interest of the schools. A remedy for this evil is desirable, and should be applied as speedily as possible, if it is desired to elevate the system of teaching into an honorable, local business. Teachers among us, in many instances, enter the district on horseback, with horse saddled and bridled, ready to move on from district to district almost at the expiration of every quarter.

With respect to the present method of licensing teachers, I have a remark or two to make in this connection. If the duty were left to the superintendent and trustees of each township to examine and license, much difficulty might be prevented in the management of schools. The teachers are subjected to a vast amount of drudgery in this respect, being obliged often to travel fifteen or twenty miles, three or four times over, in

order to obtain the requisite examination and certificate of licensure. Much expense is also created to them in this way often, inasmuch as they are obliged to hire the means of conveying them back and forth. And sometimes teachers are induced to leave a district destitute, rather than encounter this difficulty and expense in the outset. Is this as it might be when the superintendent could do equal justice to the examination? Besides, if the change were made, it would be an inducement to every township to select their very best man for superintendant. But I will not pursue this point further, since it is hardly possible to institute a code of laws which would not exhibit some defects in the execution.

In order to a well regulated system of teaching, the teachers of our common schools should be well educated. This will no doubt be the result ultimately, from the establishment of Normal schools in the different states. They should be fostered and encouraged, therefore, if for no other reason than this.

One point more I wish to touch upon, and I have done for the present. The manner in which the public money is obtained, does not answer the demands of the schools. The superintendent is unable to possess himself of the public money through the township collector, until late in the fall, though a part of it at least ought to be forthcoming at a much earlier date. And then it sometimes happens that portions of it becomes in a short time worthless paper in his hands. This might be remedied by so amending the law as to allow the town superintendent to draw the money immediately through the county clerk, and receipt him for the same. But I do not wish to dictate.

BARNABAS V. COLLINS,
Superintendent.

HACKENSACK.

The large balance (one thousand eight hundred and fifty-

nine dollars and two cents) at the commencement of the school year, the 2d of April last, needs to be explained.

The school year properly begins on the day of the annual election of trustees, at which time the superintendent writes up his account for the year, brings down the balances due the several school districts, and furnishes to the clerk of the township an abstract of the same. There always will be a larger balance on hand than at any other period of the year. The sums obtained from the state are comparatively small, and are usually received in July and November; and the larger amount derived from the township, is received during the winter. The trustees desiring to equalize the payments to the teachers in all the four quarters, and seeing that but a very limited amount of money will be received before autumn, husband their resources in the spring. All which will satisfactorily account for the large balance in April last.

The first suggestion of the state superintendent relative to filling up the returns has been complied with. Three parts of districts, containing in the aggregate seventy-two children, have been excluded from this report, and only one union district included. In one district, containing sixty-seven children, no school has been taught for more than a year past; and in another containing seventy-three, a *private* school has been, and still is maintained, which abstracts about one half of the pupils from the *public* school in the district. The number that has attended school the present year exceeds that of the last.

It is to be regretted that the children in most of the school districts have attended school so irregularly. It is the principal cause of complaint of the teachers.

The number of children residing in a district furnishes no true index to the number that attend school, or the number of days of attendance; and, therefore, establishes no just basis of the apportionment of school monies. The following tables, embracing the statistics of four districts, will illustrate the remark. They have not been selected to exhibit the extremes

of number and attendance of pupils, but because from them reliable returns were received :

Number of children between 5 and 18 years of age.	Amount of money credited to each for 1 year.	Number that attended twelve months.	Number that attended 9 mos.	Number that attended 6 mos.	Number that attended 3 mos. and less.	Total number that have attended.	Total number that have not attended.	Number of days of attendance.
86	\$232	40	12	5	5	60	26	12,660
140	378	10	32	17	35	94	46	12,300
82	222	22	23	14	6	65	17	11,460
37	100	16	9	5	7	37	..	6,480

It appears, then, that of the aggregate of the moneys apportioned to these four districts, viz. : \$932.

60	} pupils, } with }	12,660	} days of attendance, } received }	232	instead of 274	} an apportionment to correspond with attendance.
94				378	268	
82				222	249	
37				100	141	

In each of the three first named districts, about five hundred dollars are annually paid to the teachers. The deficiency is assessed upon the pupils attending school, so that in the first \$268 must be raised, \$122 in the second, and \$278 in the third, which is \$4,46 per annum for each scholar in the first, \$3,40 in the third, and only \$1,30 in the second.

Were apportionments regulated by the actual attendance of the scholars in days \$3,77 for each attending scholar would be needed in the first named district, \$2,47 in the second, and \$3,06 in the third.

Noticing these facts, there certainly is a discrepancy unfavorable to the present basis of apportionment, but it is not so material as to justify the introduction of a new and untried mode that might beget an unprofitable rivalry among the districts.

The opinion is steadily gaining favor, that the township should raise money sufficient to maintain free schools, and to apportion it to districts, irrespective of resident children of legal age, but so as to pay the salaries of the teachers as they now are or hereafter may be adjusted.

The amount of money required to maintain free schools in this township for one year, is estimated at \$5,400. The sum received from the state the present year was \$537 14. The interest of the surplus revenue of the general government uniformly appropriated by the township to the schools, \$398 02. The amount ordered to be raised by township tax, \$2206. The aggregate raised by local tax in three districts to make their schools free, \$1000, making together \$4,141 84, which deducted from \$5,400 would leave but \$1,258 81 additional township tax, to maintain free schools the entire year in all the districts in the township.

No doubt is entertained that the people of the township would cheerfully have voted the required amount, if the law had established the basis of apportionment last suggested, viz: irrespective of resident children of legal age.

The schools in this township are generally supplied with teachers well qualified to discharge their duties, and earnest in their endeavors to elevate the character and standing of their respective schools. They all possess certificates of scholarship, and good moral character, obtained from the county board of examiners. The several schools, as regards discipline, order and progress, are in a better condition than might be anticipated with a previous knowledge of the disadvantages under which they labor from irregularity of attendance of the pupils. The school houses are all in good repair, comfortable, well arranged interiorly, and amply supplied with suitable text books and stationery.

JOHN VAN BRUNT,
Town Superintendent.

HARRINGTON.

There is considerable interest manifested in this township, so far as the raising of money is concerned by taxation. At our town meeting last April, we raised two dollars per head

on the number of children in the town, between the ages of five and eighteen, being four hundred and twenty-three, making \$846, of the surplus revenue was also voted for school, which you will perceive, stands in the column specifying the amount from other sources, which is \$155 88; this, together with the state fund, which is \$196 80 and the amount raised by tax makes the sum of \$1198.68; the amount raised by tax in district No. 1, for building a new school house, is \$740, which makes the whole amount raised in the town, \$1,938 68.

The character of the school is much the same as it was a year ago. They have been kept open the best part of the year. There appears to be an interest manifested for the furnishing of new school houses. There have been two new schools built in this town, one costing twelve hundred dollars, and I hope it will set an example to other districts, for it is much needed. The schools are supplied with books, such as McGuffey's readers, Mitchell's geography, Smith's grammar, Davies' algebra, &c. We have competent teachers, licensed from the county.

JOHN J. NARRYLE.

Superintendent.

NEW BARBADOES.

In connection with the statistical report of common schools in this township, I would observe, I have noticed numerous defects in, and inconveniencies attendant upon, the operations of the present school system. Many of these, apparently trivial, prove serious in their effects, and can be remedied only by ough and permanent *free* school system.

I therefore, through you, beseech our legislature to grant it.

G. C. TERHUNE,

Superintendent.

WASHINGTON.

In the report herewith transmitted, I have endeavored to comply with your suggestions.

The surplus interest has been applied to the support of schools, which you will perceive, stands in the column specifying the amount received from other sources, which is \$203 02. We have not raised any money by tax, for the support of free schools. Being somewhat behind some of our sister townships in this respect, and I am sorry to add, that many of our most influential men (throughout the township), have not devoted as much of their time and talents to this cause, as it so richly merits. The inhabitants of district No. 3 (Lower Pascack) have had free school for one term of three months, during the year. Although we have six schools in the township we have but four teachers at present; the cause of this is, that the inhabitants of one of the districts are engaged in erecting a school house; the other is vacant and in want of a teacher. The schools of Washington are, as a general thing, in good condition, having good competent teachers, with county license. The schools are well supplied with books, such as Sanders' series in spelling and reading, McGuffey's Series of Readers, Ray's and Adams' Arithmetic, Smith's and Pinneo's Grammar, Smith's and Mitchell's Geography, &c. &c.

JOHN BORTICK,

Superintendent.

BURLINGTON COUNTY.

BORDENTOWN TOWNSHIP.

I am not aware that any county examiners have been appointed.

As to the teachers employed in this township, they have all been examined and licensed according to the requisitions of the law; and as a body they have been faithful and laborious in the discharge of their duties, and our schools have been more flourishing during the present than the preceding year. But the number of teachers needs to be increased; the labor is too onerous. With the present arrangement of our school system generally, too many children are assigned to every individual teacher; where so much is required, it is utterly impossible the work should be well performed.

Besides, with the present compensation, no one ought to be disappointed if teachers of a high order of intellect and acquirement are not secured. The grade of talent and qualification that would fit for teaching are much better rewarded in other pursuits. Even the salaries of superficial clerks and of inferior overseers exceed the compensation ordinarily given to the teachers of our children. While this is so, we need not look for high attainment. A second-rate mechanic may build a shop or barn, not a temple nor a pyramid. A judicious classification is essential to general improvement. To give the same lessons to different grades of intellect and acquirement, is just as wise as to prescribe to every appetite the same amount of food in kind and quality. And yet this must be done, and is done, where scholars are so numerous and teachers are so few.

I believe that books ought to be selected with care, seldom changed, and no deficiency. Let them have clearness and simplicity; elementary books ought never to be abstruse. Such books have been obstacles to the improvement of thousands—and it is a question whether the wisdom of legislation might not here interpose with great benefit.

As to government, ordinarily, the more unwieldy as it is overgrown numerically. Many may be found who are qualified to command a company, but not an army.

And in a moral point of view, can it be wise to congregate such a promiscuous throng of both sexes, from five to eighteen

years of age, while seeking a preparative to qualify them for all the appropriate circumstances of their future being? Would it not be far better to divide and subdivide, multiply the number of our intellectual light-houses, if morals for our children be a paramount consideration?

A. SCOVEL,

Town Superintendent.

CHESTER.

I herewith transmit to you the report of the state and condition of the schools in the township. In entering upon the duties of my office, I found the districts all supplied with teachers, with whom it has been a pleasure to co-operate in their instruction and supervision of the schools. Some of the teachers have been at their posts for a considerable time, which I deem a matter of no small importance to the attainment of the most desirable results. Although the schools are in a prosperous state, there is not that progress which one would be led to expect from the character and qualifications of the teachers and the good order and attention of the scholars. The material in every school is unquestionably good, yet from year to year there is no perceptible rise above the common standard of education. A limit seems to have been set to every branch pursued, beyond which none can go. The cause, however, is obvious. It is the irregularity in the attendance of the scholars. The teachers, with but one exception, complain of the parents, who retain their children at home very frequently on the slightest pretenses. Hence we should take courage from the past and renew our efforts in the future for their elevation, trusting that ere many years the common schools of New Jersey will compare favorably with those of any of our sister states. We have no county examiners in this county. The teachers have all been licensed. No free schools in the township.

W. R. SHARP,

Town Superintendent.

EVESHAM.

Enclosed is the report of the schools of the township of Evesham, Burlington county. I have been town superintendent only since the last spring election, and have not yet had the oversight of the schools for a year. I have found great difficulty in gaining all the information desired for my report. Though I have personally requested it from all the teachers or trustees, yet, for want of obligation on their part to render it, and for want of permanency among the teachers, but few have responded. [I have sought, however, to make my report as correct as possible from the data I have gained. I know not how the above difficulty will be remedied unless blanks should be furnished the teachers and *they be obligated* to fill them up at given periods, and present them to the town superintendent. I doubt whether correct educational statistics are obtained until some such plan is adopted. At present, with no blank forms, and no obligation resting upon the teachers, they will not take the trouble to furnish the desired information.]

Of the thirteen school districts in the township, four are denominational schools, under the Society of Friends. Some of these have private funds, the interest of which is used for school purposes—mostly to educate the poor.

The districts of the township, in consequence of these denominational schools, are not well defined, their boundaries being not geographical but social. This, in some cases, has operated against the efficient arrangement of the districts.

There is but one free school in the township, and that a colored school, and open but from three to six months of the year.

[The school money apportioned to the district is divided among the children attending school. The amount to which each child is entitled is deducted from their bill. If a child does not attend school long enough to consume his or her portion, then the balance of this is divided among those who attend longer.]

The teachers have no regular salary, but receive so much per day or per quarter for the pupil's actual attendance.

In stating the "terms of tuition," I have given the average of the amount thus paid in the different districts, and in estimating the "salary of teachers per annum," I have multiplied that average into the average attendance of pupils.

In some districts, therefore, the actual terms of tuition and salary of teachers will fall below, and in others rise above those given in the report.

The chosen freeholders have failed to appoint county examiners. This operates against our school interests. The district trustees are in the habit of employing teachers having no license, and without consulting the town superintendent. In visiting the schools the superintendent finds such teachers thus employed. Here, then, is a difficulty. To sit in judgment upon the qualifications of a person to do what they are already engaged in doing, and who are approved by their direct employers, seems little less than a *farce*.

Very often, too, these teachers are sons or daughters, nephews or nieces of one or more of the trustees. Thus the difficulty is increased. I know that these things do not excuse the superintendent from doing his duty, and while I have endeavored to do my duty in examining teachers, I have felt greatly embarrassed by these circumstances. If county examiners were appointed, they would be free from these local difficulties, and secure to us a more thorough and impartial examination of teachers.

I know not but our teachers will bear a favorable comparison with those of adjoining townships. But, with most of them, teaching is *merely incidental*. They teach, because they have nothing better to do, or nothing that will pay them better for the time being; not because they love teaching, or design to make it a profession.

I feel very sensibly that there is a great want of *efficiency* in our schools in this township.

The following are some of the more general causes for this want of efficiency :

First. A want of *permanency* and *experience* in the teachers. This, perhaps, is owing to the poor compensation given, which makes teaching merely an incidental business.

Second. A want of *classification of the pupils*. This difficulty grows out of the want of punctual attendance of the children and the want of uniformity of text books.

Third. And greatest, a want of more interest among the patrons of the schools.

JOHN R. MURPHY,

Town Superintendent.

MANSFIELD.

Enclosed you will find the statistical report of our township. Our schools are in about the same condition as reported last year. There has been no county examiners appointed in our county, a duty which myself and the trustees attend to. We have some very good teachers employed, and all the schools are well attended.

The schools are all free ; the people are very liberal in raising funds, in addition to the state fund, to support free schools ; but the prevailing opinion is that the state should furnish a fund sufficient for free schools, and a stated salary paid to the teacher.

The school houses, with one or two exceptions, are in good condition, being comfortable and neat houses, with large and pleasant play-grounds attached, and in a central position in the district.

I believe I have laid before you the desired information, in as brief and accurate a manner as possible. The schools have been generally well conducted ; the scholars mostly well improved ; the teachers appear to be discharging their duty, and although the improvement in education is slow, yet I am glad

to say that it does increase. There appears to be a more general concern in parents and guardians to have those under their care properly educated.

ALFRED CARTY,
Town Superintendent.

NORTHAMPTON.

The accompanying report contains as full and complete returns of the public schools in the township of Northampton as I am able to make from the reports received by me from the different districts.

Our schools in Mount Holly (District No. 1) are rapidly improving and increasing in efficiency and public estimation. In addition to the ordinary branches of instruction, singing has been introduced at the close of the schools, which appears to be very gratifying to the children, and acts as a stimulus to other exercises.

Our academy, built some years ago by the Rev. Mr. Mann, has been, during our vacation, (July and August) thoroughly repaired, and a small house on the ground, heretofore used as a dwelling, has been fitted up for the accommodation of children in the primary department, in which something over one hundred are now instructed.

The sum of \$500 of the purchase money of our school property has been paid during the past year; also the sum of \$438.76 for repairs—besides the interest on the balance of the debt. The school under the patronage of the Society of Friends, which receives a proportion of the public funds, is taught by a female, and has forty scholars, with an average attendance of thirty—terms from two to four dollars per quarter.

P. S. BUNTING,
Town Superintendent.

PEMBERTON.

I herewith transmit the report of the state and condition of the schools in the township of Pemberton. I have endeavored to fill up the blank report with as much accuracy as possible, under existing circumstances. I have found much difficulty in filling up the blank in the columns of three, six, nine, and twelve months, on account of the frequent change of teachers in the several districts, and not keeping any school register, or if kept at all, cannot be found when called for. Now I think the difficulty so often complained of, can be overcome in a great measure, if not entirely, by simply purchasing a suitable book, and have it placed in every school in the township, and kept there as a school register, by the teachers employed, accessible at any time by the trustees and superintendent. In reference to the teachers, most of them are well qualified, and give general satisfaction. As regards the salary, there is but one district that pays by the quarter, at an average of three dollars, the teachers taking the schools at their own risk, deducting their portion of the school fund from the amount of their bill. Five of the districts pay a stipulated salary, at an average of fifty-six dollars per term, or quarter. Nos. 6 and 8, schools kept free. We have no county examiners. The teachers have been examined and licensed, as required, and the schools have generally been visited as the law directs. The books in general use here, are Town's Speller and Reader, New Testament, United States History, Smith's Grammar, Mitchel's Geography, Greenleaf's, Emerson's, and Pike's Arithmetic. As respects the condition of the school houses, &c., I suppose you have all the information necessary, by my predecessor. As brevity should be observed, I will close.

STACY W. BUDD,

Superintendent.

SOUTHAMPTON.

In making out my report, I find nothing of material interest to add, further than to answer such queries as are contained in the printed circular.

All teachers that have taught in this township, have been examined, according to law ; in some instances by the trustees and myself, in others, by myself alone, there having been no examiners appointed by the county, a fact which I very much regret. Only four districts in the township have had their schools entirely free, the others making up the deficiencies by voluntary taxation.

ALEXANDER ELWELL.

Superintendent

CAMDEN COUNTY.

CAMDEN.

The report of the condition of the schools of the city of Camden has been prepared with as much accuracy as possible.

A large number of our children who are entitled to the benefit of our public schools, have not been entered. Very many of these are children between the age of five and seven years, who have been attending private schools, as many of our inhabitants (very judiciously, I think,) prefer sending their children to such schools until they can read.

By law, we are authorized in this district to assess two mills on the dollar on real estate and taxable personal property, together with one dollar poll tax for school purposes on every male inhabitant twenty-one years of age. I have thus given the amount assessed as near as I could obtain it. Under the "total amount appropriated for school purposes," I have only

given the amount received from taxation from December 1, 1854, to December 1, 1855, together with the appropriations.

We have been steadily increasing the salaries of our teachers, so that they will average more than one-fifth higher now than at this time last year.

The legislature, two years ago, authorized us to borrow city bonds to the amount of \$8,000, payable annually, in such sums as to liquidate the whole in ten years. This was for the erection of school houses. Since that time we have sold the whole amount of said bonds and appropriated the proceeds to the erection or purchase of two houses, which, together with their furniture, have cost over \$16,000, being on the most approved plan for such buildings, and filled with the best of modern school furniture. These two buildings accommodate about eight hundred scholars, which, in consideration of the fact that eighteen months ago we did not own a single house, offers a subject of earnest congratulation to ourselves and the inhabitants of our city.

On the whole, I can say that our school system was never in a condition at all to compare with what it is at present.

SYLVESTER BIRDSELL,
Secretary of Board of Education.

CENTRE.

There have been no examiners for the county appointed. The schools in the township have been kept free for the last year.

I have not been able to fill up the report in full, on account of not being able to obtain the information from the teachers. This is my first term in office, (not being one year yet) and a new township.

I have visited all of the schools, and requested the teachers to furnish me with the number of children who have attended school, but have not received any information.

The district trustees appear much pleased with the information respecting a present of a dictionary. All of the districts want one.

Most of the children in the township are small, and all appear to be in the primary branches of education. It is an agricultural district, and many of them do not attend school in the summer season at all.

ZEBEDEE NICHOLSON,
Town Superintendent.

GLOUCESTER.

According to the requirements of the law, I respectfully send the following report for the year eighteen hundred and fifty-five, for the township of Gloucester. There are ten districts in the township. All have school houses. As far as I am able to judge, all are in good condition. We have no county examiners—therefore the examination of teachers falls on the trustees and myself. According to the returns of the district trustees there is in said township 841 scholars; and from different sources we received \$1,739.16 to defray the expense of education; we only received \$389.16 from the state. Allow me to say I think the state should appropriate more money for the purpose of education. Be it remembered that the state of New Jersey is one of the old thirteen, and I think she is the most remiss of any other one in the cause of education.

Schools in the district are kept open as follows:—No. 1, eight months; No. 2, ten months; No. 3, four months; No. 4, eleven months; No. 5, ten months; No. 6, five months; No. 7, four months; No. 8, nine months; No. 9, seven months; No. 10, five months.

I believe every scholar has been to school some portion of the time.

We pay our male teacher one dollar and twenty-five cents per day, and female teachers about fifty dollars per quarter of

sixty-six days. The township raises by tax one dollar and fifty cents per scholar, and we receive from the interest on the surplus revenue one hundred and fifteen dollars. If the state would only furnish as much as the township, the cause of education would flourish in old Gloucester township.

JOSHUA SICKLER,

Town Superintendent.

UNION.

Since the last annual report to the state superintendent, and during the administration of my predecessor, our township has been divided, leaving this, (which still retains the name of Union,) but small in territory, yet containing many more children than the other.

There are two districts in this township, one of which has but one school, (by a male teacher) and kept open about nine months; while the other has three schools (by one male and two female teachers) open the whole year, allowing the usual vacations.

Our schools are all free, and are provided at present with excellent teachers, and are supplied with the best of books, at the expense of each district. I consider that the character and condition of the schools in this township are encouraging; yet we have not suitable houses in every respect, which defect, I think, will soon be obviated by uniting the two districts and building a house large enough and suitable to accommodate the whole.

This arrangement, I think, the trustees and also a majority of the inhabitants of each district will accede to.

When our schools are thus situated, and provided with good directors, teachers, etc., their condition will be much improved.

W. H. EMERY,

Town Superintendent.

WATERFORD.

In transmitting my annual report, I shall comply with your request, that is—to be brief. I think the schools under my jurisdiction are in as good condition as at any period since I have known them. We have diminished the number of districts since my last report, having now only five. Thinking it most advisable to have them so, I do not think of anything to record, particularly, to the legislature.

SAMUEL S. WILLS.

CAPE MAY COUNTY.

CAPE ISLAND.

Enclosed, I send the statistics of the public schools of the city of Cape Island, as near as I am able to ascertain them, which, I believe, are very near correct.

I have nothing of importance to report further than the statistics show.

Our schools are doing well under the tuition of the same teachers that we had employed last year. They have, so far, I believe, given general satisfaction. There are, of course, some few exceptions, but these exceptions only prove the general rule; for, should I find a teacher who, for two years in succession, gave entire satisfaction, I should be most likely to conclude that there was something wrong.

Our schools during the past year, have been kept entirely free.

The chosen freeholders of the county, have, this year, appointed examiners, who, I believe, are making pretty thorough work in their examinations, which, undoubtedly, will result in

great good to the common school cause ; and we trust, our freeholders will never again be guilty of such neglect as they were last year.

I have no recommendations in regard to the school laws, other than those proposed last year ; some at least of which, I consider highly important.

The money under the head of " other sources," in my accompanying statistics, was received as follows :

From interest of surplus revenue, - - -	\$81 00
On hand from last year, - - - - -	410 25

J. S. LEACH,
Superintendent.

DENNIS.

In conformity with the act requiring the town superintendents to forward an annual statistical report of the public schools, under their superintendence. I hereby transmit the report for Dennis township, embracing, I believe, all the statistics required by said act. The report is confined exclusively to the operation of the system for the government of schools. It may, however, be remarked here, that, in some of the districts, good private schools are maintained, after the expenditure of the free appropriation. A commendable spirit is evidently manifesting itself in our township, for the better improving of the present defective system ; this is evinced, by raising annually, an increased amount of money for the support of schools, building new school houses, and enlarging and improving others, paying special attention to their location, plan of construction, arrangement and furniture, to the selection of books, and by the exercise of a more rigid scrutiny into the moral character and qualifications of teachers. By a strict adherence to these important considerations, a manifest improvement must be the result. One more district has been incorporated during the year, for the purpose of building a

new house, which, I believe, is furnished and ready for occupancy ; so that one-half of the districts in the township are now incorporated. Some important additions and alterations have been made also, to the school house in district No. 4. The board of freeholders, having declined making the appointment of county examiners last year, resolved the present year to appoint a board of competent men, who have, thus far, discharged their duty with commendable scrutiny, in the examination and licensing of teachers. There are several very competent resident teachers in the districts, but who prefer other occupations during the summer and autumnal months. We are, consequently, dependent chiefly upon other places for instructors. There are three very competent teachers now employed in the township, from the state of New York. In view of the anticipated report upon the subject of free schools by our school commissioners, to the legislature, I forbear making any suggestions relative to any alteration of our present system. It is *devoutly* to be wished, that a report embracing a radical change, and suggesting improvements, will be made, and which will be received and acted upon by an enlightened legislature, in a spirit of liberality, thus contributing greatly to placing our beloved state in her proper position among her sister states, in the scale of public education. This is a desideratum which none have labored more assiduously to bring about, and which none, I am confident, would more rejoice to see than yourself.

The act, making an appropriation for supplying the several districts in the State, with "Webster's Unabridged Dictionary," is well received, and properly appreciated, and it will be applied for by all the districts in the township.

JOSHUA SWAIN,

Superintendent

LOWER.

With the statistical report of our schools, I will briefly remark, that our schools are in about the same condition that I reported last year. There seems to be an increasing interest felt in the cause of education. At our town meeting last March, it was voted to raise over two hundred dollars more than was raised the previous year, which evidently shows that the spirit of education is progressing; but how to get all interested in this great work is a question. I have visited the schools in the township, consulted with the teachers in regard to their mode of teaching, gave counsel to the children, such as I deemed suitable, and find that such visits are marked with interest. But, sir, I would remark, that our schools are not supplied with school books as they should be, and such a deficiency hinders the progress of education. I think, sir, it ought to be made the duty of the trustees of each district, to see that each school is well furnished with suitable books. I would add, sir, that there is not that interest manifested, that should be; by parents and trustees; they should feel it a privilege as well as a duty, to visit the schools under their charge, to converse with the teacher and understand his mode of teaching and controlling the children committed to his care; but alas! instead of this, no one scarcely enters the school room, to encourage the child or consult with teacher, in regard to the interest of the school. I think that there is nothing more worthy the attention of parents and trustees, than the cause of education. It should, therefore, be our highest aim, to make them what they should be. There has not been much alteration with regard to teachers; some of the same are teaching. All of them are in possession of license but two, and they expect to meet the board of examiners, when a public examination will be held. The "board of chosen freeholders," at their meeting last May, appointed two suitable persons, well qualified in every particular, to act as county examiners, and they have discharged their duty. I think those

public examinations, are attended with great benefit, both to applicants and to spectators.

JOSEPH E. HUGHES,
Superintendent.

—MIDDLE.

In transmitting to you my report, I am happy to say, that our schools, seven in number, are in as good and effective condition, as at any period within my knowledge of them. Some of our school houses are being repaired and improved, by re-seating them according to improved modern plans, and others, I think, soon will be improved. One of the principal difficulties that existed in most of our schools, that of having too many kinds of books, has been removed, and suitable books, recommended by the late superintendent and trustees of the several districts, have been generally introduced throughout the township, giving to teachers the opportunity of properly classing, and introducing system into their schools. The branches mostly taught are spelling, reading, writing, arithmetic, geography, grammar and algebra. The principal difficulties in the way of harmonious action in our schools, are irregular attendance, parental interference in regard to discipline, and too frequent change of teachers. The money appropriated to school purposes keeps our schools open about six months in the year; consequently, the scholars lose much of what they acquired during that time, by the following long interval. The best schools in our township are those where the public money is associated with the private, thereby continuing the schools eight nine, or ten months during the year, giving their children a decided advantage over schools kept but six months. Our teachers (mostly from the north) are young men liberally educated, who have been examined by the county examiners, and are laboring in their respective schools with energy and success. Confident that our schools

are improving, and that some difficulties have been surmounted,
I subscribe myself,

JOHN W. SWAIN,
Superintendent.

UPPER.

With this I send as correct an account of the schools in this township, as I am able to give you.

The board of freeholders, of this county have re-appointed the board of county examiners, at their annual meeting in May last. The board of examiners has had three meetings since that time, and will hold a fourth on the 22d instant.

The teachers in the township are, or will all be examined at the next meeting of the board.

The only topic of interest to which the friends of free schools now turn their attention, is the state normal school for teachers.

Most think that if the money appropriated by the state to the normal school, was sent to the several counties for the establishment of a school in each county, that much greater good would be accomplished, and that good would be more generally felt throughout the state.

We hope that our legislature, the present winter, will give some attention to the matter.

JOHN JONES,
Superintendent.

CUMBERLAND COUNTY.

BRIDGETON TOWNSHIP.

I have but little to add to my last year's remarks. Our

public schools are increasing in their attendance and studies. One of the scholars has gone to the State Normal School, and more will go the next year, if there is room for them. We had Dr. Hoagland to spend a week here with us in October, for the purpose of holding a teachers' institute, which was well attended, and I am satisfied it had its desired effect; and we should like to have it continued from year to year. His lectures in the evening were well attended; the court room was filled to overflowing, giving decided evidence of its popularity with the people.

LEWIS McBRIDE,
Town Superintendent.

DOWNE.

There are no county examiners for the county of Cumberland. There has always been a majority in the board of freeholders against such an appointment. The reasons alleged by those opposed to the measure are chiefly the following:

First. It would oblige the examiners to raise a standard of qualification to which all applicants must come to, in order to obtain license or be rejected; and as the schools in our larger towns would require qualifications of the first order, it would make teachers very scarce for small districts in country places who cannot raise the same amount of funds to command the first order of instructors, and would in all probability remain vacant.

Second. Again, that such a measure would increase the expense of the county without corresponding benefit. Hence this duty is committed to the superintendent and trustees, but chiefly to the former, in the townships.

The trustees have different methods of managing their appropriation of the funds.

Some districts keep the schools free by expending their money as far as it goes, and have generally enough for two

quarters in the year. Others appropriate so much public money on the child for each quarter—so they may insure a school for nine months in the year, well knowing that some public funds is the best warrant for securing good teachers.

Some of the districts are incorporated, and raise what additional funds they deem proper for their own purposes.

The teachers in our township, this fall and winter, are young men of good acquirements in all the English branches. They have generally received their education in high schools in different parts of the country, and are all licensed according to law.

WM. BACON,
Town Superintendent.

FAIRFIELD.

In presenting this, my first annual report, I regret to say that it is, in some respects, unavoidably imperfect. The early date at which the law requires the report to be made prevents the superintendent from collecting as complete and accurate statistics as he would be able to furnish at a later period. This is the first year of my official connection with the schools of Fairfield; yet I have been more or less acquainted with their operation for a number of years. To report the educational interests of the township as remaining in *statu quo*, would not be speaking in very flattering terms of the energy and zeal of our inhabitants; neither would it be doing them justice, for such is not the case. We have made rapid strides and marked advancement from the old routine and stereotyped system of teaching once employed; the old land-marks have nearly disappeared in the distance. Still there is felt a want of spirit and hearty co-operation among the people. While much has been done, there yet remains much to do.

An increased interest will be seen to pervade the majority, from the fact that we raise this year three hundred dollars

more for school purposes than heretofore. This is a pretty good indication that the *germ* of "universal knowledge" is still alive, and only awaits the genial influence of popular favor to grow and wax mighty.

This township is divided into five school districts, in each of which there is one or more good and substantial houses. There has been a manifest desire of late years to erect buildings of modern style and finish, and those lately erected are well adapted for school purposes.

In three of the districts schools are kept open four quarters in a year, and are well attended by the scholars of the respective districts. The two remaining districts being small, and but sparsely settled, keep but two sessions during the year, the expenses of which are nearly or quite defrayed by the school fund.

The teachers employed, I regret to say, are too many of them young and inexperienced; they resort to teaching only as a temporary expedient, intending to abandon it as soon as a more lucrative situation shall offer. They are, alas! often lamentably deficient in much that goes to constitute a good teacher. They have no real affection for the profession in which they are engaged, and in the systematic management and government of a school they are perfect novices: they are likewise, many of them, often deficient in the simplest elements of subjects. I am happy to say this is not the case with all. Our principal schools are under the instruction of qualified and competent teachers, who possess both the theory and practice of their profession—the science and the art of teaching. Those who engage with a strong arm and willing mind, and who labor not so much for the "loaves and fishes" as to improve and cultivate the minds of their pupils. It is of this latter class that more are wanted, and less of the former.

The profession of teaching has not received that consideration and support from communities to which it is entitled. It has been regarded more as a business engagement, pursued for

pecuniary advantage, than as a profession which should at all times command our respect and esteem.

I long to see the day when the business of teaching shall be exalted to that of a profession, and shall be so regarded, and allowed to rank along with the other learned professions; for "He who educates men, and gives them character, fills a profession the most difficult, and the most responsible." De Witt Clinton said, "The situation of a teacher in its influence on the character and destinies of the rising, and all future generations, has neither been fully understood, nor duly estimated." Although a change has come "o'er the spirit of our dreams" since the days of De Witt, still his remark is applicable to the present time.

If, then, the responsibilities of this profession are so great, and widely diffused, how guarded should we be in our selection, for in their hands are the growing minds and hopes of our republic.

The teachers employed in this township have all been licensed by the superintendent. In this particular, I certainly think the law slightly defective. The power to grant license should be vested in a board of examiners, appointed by the board of freeholders of the county. They already possess the power to appoint such board, but not being *required* by law so to do, they neglect to perform that duty. Many unqualified persons who now find their way into the ranks of the profession, would not obtrude themselves upon so formidable a body as a board of examiners.

Under the existing arrangement, incompetent persons are too often admitted to teach, and such will still continue to be the case, while the present system is observed. To refuse to license such would create local excitements of an unpleasant character, often difficult to subdue.

Were the superintendent relieved of this duty, and it placed upon those who would have no sectional feeling to contend with, it would materially advance the cause of education; it

would raise the standard of qualifications of those applying, and be productive of much good.

I am looking forward, at no very distant day, when a thorough revolution shall take place in our common school system—when the whole state shall become *systematized*, and shall work harmoniously together.

I am looking in part for this change to be accomplished through the teachings and influence of our State Normal School and Teachers' Institutes. We have had organized during the past season a teachers' institute in this county, the meetings of which most of our teachers attended, and I doubt not but with advantage and profit.

The thanks of the people of New Jersey are due our last legislature for their liberality in appropriating for the use of the schools, a copy of "Webster's Unabridged Dictionary." It is to be hoped that every school will avail themselves of this munificent gift, and that "Webster" may find his way into every school house in the state.

It is to be hoped that the liberality of the last legislature will not be without its example upon succeeding ones, and that they will not only strive to equal their predecessors in the extent of their munificence, but that each and every succeeding one may eclipse the others, in their desire to disseminate knowledge and spread broad-cast the rich fruits of a liberal education.

EPHRAIM BATEMAN,
Town Superintendent.

MILLVILLE.

I herewith transmit my annual report of the schools in Millville township. The whole number of children between the ages of five and eighteen years, is ten hundred and twenty-seven. There are in the township five entire districts and two parts of districts. The first, second, third, and fourth districts

are incorporated—the fourth by a special enactment of the legislature, the others by the provisions of the supplemental school laws. The fourth district is the chief one of the township, having eight hundred and three children entitled to its privileges. Of this number, the average attendance is about four hundred. There is appropriated for the schools in this district about \$2500 annually. We have a very commodious three-story school house in this district, in which school is kept the whole year, employing seven teachers, and I think they are all fully competent to fill their several positions.

In District No. 3 there has been a pretty good school kept open for about six months of the year. But the other smaller districts have been very much neglected, two of them having had no school for the past year. This is owing to a want of funds and teachers. The amount raised by tax for the smaller districts will not pay a competent teacher; and the inhabitants seem unwilling to pay anything further for the support of their schools, consequently they either have no schools at all or an incompetent teacher.

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

D. WILSON MOORE,
Town Superintendent.

ESSEX COUNTY.

BELLVILLE TOWNSHIP.

With regard to the condition of our schools, I am happy to report that it is encouraging and progressing—a very laudable interest is manifest in all having the charge of the schools—on

the part of the trustees—to have comfortable rooms prepared and well fitted up, to provide competent teachers, and by personal observation and care to do all they can to encourage and help along the good intent of our state government, in the promotion of public instruction, and on the part of all our teachers to labor faithfully in the important work in which they are engaged. In all the districts, with one exception, schools have been kept regularly open, with the usual vacations during the year.

But while we bear testimony to the care and punctuality of those having the oversight and immediate care of the schools, it is to be regretted that on the part of parents a want of due care and interest has been observed, especially in the exacting that punctual attendance of their children, which is always so gratifying and encouraging to their teachers. A very general remissness in this respect has prevailed, and consequently in all the schools I hear the complaint that too many of the pupils are very irregular in their attendance. Is it the case that parents finding their children provided for in free schools think they have nothing to do but to leave them entirely to the care of their teachers? If so, as I fear it is in many instances, it certainly argues a great misapprehension of parental obligation, which must tend to the very great injury of the good cause, and in many cases, as far as the children are concerned, be worse than time and money thrown away. We hope this objection, if it be an objection to our free school system, may be done away with, when parents are awakened to feel their own responsibility in the momentous matter of their childrens' education.

SAMUEL L. WARD,
Superintendent.

CALDWELL.

The interest in the cause of education in this township is

increasing. The teachers are licensed in accordance with the law. I am not informed of the appointment of any county examiners.

One district has maintained a free school about three quarters of the year; in the other districts the public money has been expended equally throughout the year.

A teachers' institute has been held in this county. The teachers of the township did not as generally attend, as I desired. One reason probably was a want of being duly notified.

The districts are generally disposed to avail themselves of the law of incorporation. Nearly all our recent improvements in building and repairs have been made under this law.

M. S. CANFIELD,
Town Superintendent.

ELIZABETH.

A great and rational change is in progress here relative to our public schools. Our town commenced its organization as a city, May 1st, of the present year. A distinct and independent branch of this organization is a board of school commissioners, whose duty it is "to take charge of and erect school houses and establish public schools of different grades, adapted to the age and progress of the pupils, select and employ teachers, provide books and school house furniture, and adopt rules and regulations for the admission of the pupils, the visitation and inspection of the schools, and the studies to be pursued therein," &c., &c. They cannot, however, incur expense beyond the amount appropriated by the state and the city council. In entering upon their duties, they found the entire city destitute of any convenient comfortable and places for the public schools. Those which were used could not accommodate one half the children of the city, although every white child in the city and state has a right to a seat in the public

schools. Neither had it been possible to organize or conduct the schools upon any uniform and efficient system or plan. Almost all of them were primary schools.

The commissioners, after becoming familiar with this state of things, asked themselves two questions, which were these: First, what system of education shall we adopt? Second, what will it cost? The results of their deliberations were as follows: For their plan of education they proposed to take a child, and commencing with the alphabet, carry him through all the branches of rudimentary instruction taught in the best schools and academies, so that when he turns away from the doors of the public schools he shall be amply qualified to commence a career of success in the counting house, the college, or in any industrial pursuit of society. The rudimentary education they proposed to make of the most substantial and thorough character, and to conduct it under the guidance of able teachers, in such a manner as to develope and expand the capacities of the pupils, and to discipline and train them to such a healthy exercise as to insure their subsequent improvement, as it were by the force of habit. Preparatory to accomplishing this end, the schools of the wards are divided into three grades, all under the charge of one principal or male teacher, and the necessary female assistants. The first or primary grade comprises the younger children, who are learning to read, and the elements of arithmetic, geography, &c. The next or intermediate grade carries them forward in these and kindred branches too advanced for primary pupils. And the third or higher grade, under the direct charge of the principal, will complete them in all those branches usually taught in higher schools and academies. At some future day, when the wealth and progress of the city may warrant it, they propose to select from the schools of each ward the choice scholars, and comprise them in a still further advanced school.

Their second question was, what will be the cost of this system? They took the position that the public schools must

be of the first order, or a large proportion of the children would be educated in private schools, and a great many would receive almost no education. They would not tolerate the idea that there should be no schools at all; and the question as to cost was therefore between public schools of the very best character, and private schools, such as had been in existence here for a great many years.

They found in the first ward (Elizabethport) six hundred and seventy-five children between five and eighteen years of age, of whom about three hundred were registered as attending the public schools. They assumed that if the public schools were of the first class, and kept in a suitable building, at least four hundred would be regular attendants. If educated at all, it must be either at public or private schools. The terms of the lowest grade, or primary class, of private schools is two and half dollars per quarter, or ten dollars per year. The instruction of these four hundred children in primary private schools would cost the parents \$4,000, exclusive of incidental expenses, which would make the amount \$5,000. But this is an imperfect estimate. Only a portion of the four hundred children would be suitable for primary schools. The remainder demand schools more advanced, and adapted to their age and progress. But the terms of tuition at such private schools are double and treble those of the primary. The estimate was as follows: Two hundred children at two and a half dollars per quarter, or ten dollars per year, is \$2,000. One hundred children at five dollars per quarter, or twenty dollars per year, is \$2,000. And one hundred at seven and a half dollars per quarter, or thirty dollars per year, is \$3,000. Total for four hundred children in private schools in the first ward, \$7,000, to which add for incidental expenses \$1,000, making the entire cost \$8,000.

In the second and third wards (Elizabethtown), they found about twelve hundred children between the ages of five and eighteen, of whom they assumed that seven hundred and fifty would be in the first class public schools in a suitable building.

Their estimate of the cost of educating these in private schools was as follows: Four hundred in primary private schools, at two and a half dollars per quarter, or ten dollars per year, is \$4,000; two hundred in higher private schools at five dollars per quarter, or twenty dollars per year, is \$4,000; one hundred and fifty in private schools, at seven and a half dollars per quarter, or thirty dollars per year, is \$4,500. Add for incidental expenses \$2,000, and the total for seven hundred and fifty children in private schools for one year was found to be \$14,500.

Upon inquiry in other cities where the system of education was more extensive and costly than that proposed in our city, it was found that the average annual cost of each scholar, including everything as calculated from the experience of years, was about seven dollars. In Newark it is six and a half dollars, excepting the high school. The commissioners, therefore, found the education of the four hundred children of the first ward, in the best public schools, would cost yearly \$2,800, and the seven hundred and fifty children of the second and third wards \$5,250. Total for all, \$8,500.

A brief recapitulation will show the results to which they arrived for the whole city, as between the two systems of public and private schools:

Four hundred children in private schools in first ward,	\$7,000
Seven hundred and fifty children in private schools in second and third wards,	12,500
Incidental expenses,	3,000
	<hr/>
	\$22,580

Four hundred children in public schools in first ward,	\$2,800
Seven hundred and fifty children in public schools in second and third wards,	5,250
Incidental expenses, nothing.	
	<hr/>
	\$8,050

Total for eleven hundred and fifty children in private schools,	\$22,580
Total for eleven hundred and fifty children in public schools,	8,050
	<hr/>
Difference,	\$14,450

Or the yearly saving to the citizens by the education of eleven hundred and fifty children in public schools of the first class, over the expenses for the same in private schools, was found to be \$14,450.

Permit me to relate in this connection a recent incident. It is told by the Mayor of the city where it occurred. A wealthy individual in the city, of a miserly disposition, was in the habit of always complaining greatly at the amount of his tax bills. One day he was called upon by the collector with a special tax bill for the erection of new school houses. His portion of the tax was seventy dollars, which he paid with the utmost readiness; so much so, indeed, that his son, who was present, could not refrain from expressing surprise at his apparent satisfaction with the tax. "My son," replied the father, "I have gone into a calculation in this matter, and find that the education of my grand children, the expense of which comes out of my pocket, would cost in private schools seven or eight hundred dollars per annum, while under the public system it only costs me an occasional seventy dollars."

The views of the commissioners were approved with great unanimity by their fellow citizens, and they immediately began to carry them out. A brick school house, forty by seventy-five feet, with two wings, each eleven by twenty-two feet for stairways, three stories high, each fourteen or fifteen feet, has been erected this fall in the first ward. It will accommodate upwards of six hundred children. It will be finished this winter, and opened for the schools of the ward early in the spring. At its dedication we hope you will encourage us by your presence. As early as possible a still larger building is

to be erected for the schools of the second and third wards. The cost of the building already erected is \$8,200.

Meantime, we have graded our schools as far as practicable, and are beginning to introduce the books to be used hereafter, which we make, as far as possible, works of an analytical character. Our teachers have impressed upon them the elevated position which the schools are expected to take, and are required to feel that they are fellow-laborers with the commissioners in this most important and responsible undertaking, and they are anxious to fit themselves to perform their parts with high credit. Monthly meetings of the teachers with the superintendent or commissioners are held, at which all take a part in presenting or discussing any improvements that can be suggested, and in encouraging a lively feeling of interest in the schools.

It is gratifying to state that in all these measures we have received the warm and hearty encouragement of our fellow citizens, who are fully sensible of their importance, and ready to do their utmost to secure a triumphant success.

W. J. TENNEY,
Superintendent.

LIVINGSTON.

I send my first annual report of public schools for Livingston township for eighteen hundred and fifty-five. The whole number of children of legal age residing in the township, according to the trustee's report, is four hundred; the whole number of districts is five, and two fractional districts joined out of townships, from all of which reports have been received.

The amount of money raised by tax for the support of public schools is \$500; amount to be received from the state, \$198.42; balance on hand from last year, \$165.36; making the sum total for 1855, \$863.78.

I have as yet received only the half of the state appropria-

tion, \$99.21; and the balance from last quarter, \$165.36—making a total of \$264.57.

The township money is not yet paid in. The remaining half from the state has not come to hand.

There are three male teachers at a salary of \$288; and one female teacher at a salary of \$250.

One district, No. 5, has no school.

Three teachers have been licensed and one rejected, and one left without being examined.

District No. 1. School open four quarters; average number per quarter, thirty-five; number in district, eighty; appropriation, \$139.68.

District No. 2. School open four quarters; average number per quarter, twenty-four; number in district, sixty-six; appropriation, \$115.14.

District No. 3. School open four quarters; average number per quarter, twenty-five; number in district, ninety; appropriation \$157.14.

District No. 4. School open four quarters; average number per quarter forty-five; number in district, ninety-nine; appropriation, \$172.86.

District No. 5. School open two quarters; average number per quarter, twenty-three; number in district, thirty-nine; appropriation, \$68.10.

From the above statement, you will observe the inequality of distributing the public money under the present system. Now, in order to have free schools in numbers one, two, three, and four, the township would be required to raise about three dollars per child, independent of the state money, while number five would require about six dollars and fifty cents per child; this causes trouble in raising the necessary amount.

This same difficulty is not local.

As to licensing teachers by the town superintendent and trustees, in my view, it falls far short of fulfilling the intention of the law. We should have a legally appointed board of teachers for each county, to meet twice in each year, to ex-

amine and license teachers, and also to keep a list of teachers making application for situations, in order that the several districts might know where to send for a teacher, without being obliged to take such as are traveling around.

Our district schools will, of necessity, have to be held as primary schools, and then have high schools conveniently located, so that the scholars, after having passed through the primary schools, may be admitted into them and pass through all the higher branches of an English education.

Our schools in this township may be said to be improving. There is a better feeling prevailing towards public schools. There is a more general feeling for free schools than is generally admitted, from the fact that it is with difficulty the schools can be kept open longer than the public money lasts.

Our school houses are only in tolerable condition. There are no shade trees around any them.

We want a more particular law for building and keeping the school houses in good and convenient repair.

The state of New Jersey is able, and I think willing, that her children should be educated, and I hope the wise men of our state will frame and pass a good free school law this winter.

H. V. B. JACOBUS,
Town Superintendent.

ORANGE.

The statistics of this year are nearer the truth, I think, than any I have before sent; yet I must confess, they are partly conjectural, although great pains has been taken to secure accurate reports from the several districts.

The reports from some of the districts have been very imperfect, gathered up from the trustees, in the stead of teachers, some of the schools being now vacant, and their records inaccessible.

“Terms of tuition”—that is, moneys paid per quarter by

pupils, over and above what is raised by the township and appropriated by the state vary from fifty cents to one dollar, and in some of the schools the extra payment is considered about equivalent to the expense of books and incidentals. I have put this item, seventy-five cents, as an average. Under the head "amount received from other sources," I have placed fifteen dollars, which is the interest on a small school fund owned by one of the districts. There was at the time of my last report, an unexpended balance in my hands of not far from five hundred dollars, and at this present date nearly eight hundred dollars. The central district raises by special tax two hundred and fifty dollars, which is placed under the head, "amount raised in addition for building, repairing, &c." In other districts, the reported expenses for repairs and furnishing school houses vary from five to sixty dollars. The sums set down as salaries of teachers, are averaged, the highest salary being five hundred dollars, and the lowest perhaps two hundred and fifty, that is, for males, and two hundred and forty to one hundred and eighty for females.

Most of the schools under my superintendence are conducted by competent teachers, and some of them are entitled to a much higher commendation than this language imports. There is evidently a progressive spirit among us, which is doubtless an augury of greater excellence soon to be attained by the schools of our state. The avidity manifested by our schools to receive the state gift of "Webster's Unabridged Dictionary," may be regarded as evidence of a desire to secure every available advantage on the part of the people, while the gift itself is another proof of the well-timed fostering care of our state over one of its most important interests.

ALBERT PIERSON,
Superintendent.

RAHWAY.

It is with great pleasure that I am able to state, from personal examination, the increased usefulness of the schools in this township under my care, and the growing attention that is paid to them by the inhabitants. All the schools have now neat, commodious school houses, which are kept in good repair, and which will compare favorably with any in the state. The branches taught are of a higher grade than the year previous, and the result of the public examinations that I have introduced quarterly, show that the pupils are rapidly advancing in their studies. By advancing the salaries of our teachers, we have been enabled to secure the services of those better competent to fill the important trusts committed to their care. But still the remuneration is too small, and until it can be increased, or some other mode adopted, we shall have to make the best of it. One of our teachers receives one thousand dollars, yet the others must necessarily be small. Some of our teachers I have taken from the Franklin district school, where they were pupils, and I am very happy to state that they give general satisfaction, showing that we can obtain near at hand what is most desirable, good teachers.

As a general thing, I must say that those applying for situations are not as well prepared for the post as they should be, and of necessity, those taught must suffer; yet under the circumstances, we are obliged to overlook some important requisites in these applicants for schools, and console ourselves with the thought that it is the best that we can do.

But still we hope for better things. There is one thing that constantly gives cause of embarrassment, and that is with the condition of those districts formed from two townships, or rather two districts using the same house, sometimes union districts. Our township raises three dollars per child, whilst some of the other township but a small pittance. The consequence is that one is in funds and wants school—the other has no interest in having school longer than the public money

lasts. And I can assure you, sir, that it is often thus that the cause of education suffers. Its remedy rests with the legislature.

JOHN H. JANEWAY,
Town Superintendent.

UNION.

It will be seen by the statistical report herewith transmitted, that the number of children who have attended school for 12 months is very small. This is owing to the fact, that but one school has been kept in operation for the whole year. In this school we have an excellent teacher employed, on salary by the year. I wish I could say this of all our schools. Too many of our teachers are mere birds of passage; to say nothing of those who, for want of qualifications, are unable to sustain themselves long in any place. Even competent teachers seem not to be aware of the injury they do themselves and the cause of education by the frequency of change to which they are given. This evil may be remedied in part by increasing their compensation; but this can be accomplished by none so well as the teacher himself.

But one of our schools has been kept free, and that for a short time only. Better satisfaction is given by a distribution of the public funds in due proportion through each quarter, exacting small tuition bills from those who are able to pay, to meet the deficiency of the teacher's salary. The poor are required to pay nothing for the education of their children.

We have no county examiners; consequently the duty of examining teachers devolves upon the superintendent and trustees. In all cases this duty is attended to; although I regret to say, the teacher is sometimes set to work before the superintendent receives the information. In this case the examination is necessarily less thorough and satisfactory than could be desired. There is a great necessity for county or state examiners, with-

out whose certificate of competency no teacher should be engaged. I concur heartily in the recommendation of the state superintendent to the last legislature on this subject.

Under the head of "amount received from other sources," I have given the balance of public funds in my hands.

ROBERT STREET,
Town Superintendent.

GLOUCESTER COUNTY.

FRANKLIN TOWNSHIP.

In compliance with our school law, I submit to you the following report. There has been no special change in the condition of the schools in Franklin township from last year. The schools generally are kept free.

The spirit of improvement in building and repairing houses is continued. One new district has been formed and money raised to build a house thereon. In district No. 4, they have enlarged their school house and give it a thorough repair. Examiners have been appointed; teachers generally licensed. In the statistical report you will perceive the number that were in attendance during the different periods of months is different and less than last year. There was an error last year, caused by the neglect of teachers not keeping a correct register of the schools; consequently the number was over rated. Amount of money raised by tax in the township, one thousand dollars; in district No 1, five hundred dollars. Amount received from state, seven hundred and sixteen dollars and ninety-two cents; which amount has and is to be appropriated for tuition. In district No. 12, three hundred dollars has been raised by tax, to be appropriated in building a school house in

said district. In visiting some of the schools in the township, I find a great deficiency in books ; teachers enter the complaint that the parents are unwilling to procure or provide books at their own expense, and the teachers are unwilling to procure them with the public money ; consequently their money is expended and children but very little profited. Im am well satisfied that where the parents are not interested in the education of their children, that the public money is wasted.

S. G. PORCH,
Superintendent.

GREENWICH.

In addition to the formal statistical report, I add briefly :

1. The teachers have been regularly examined and licensed according to law.
2. The price of tuition, from three cents per day to five dollars per quarter, according to the different branches taught.
3. Examiners have been appointed for the county.
4. There has been no schools maintained free during the past year in this township. The public funds have been distributed by the trustees in due proportion through each quarter, leaving the employers to settle the balance.

This plan has been found by experience, to work better than to have a free school one part of the year, and to depend wholly on the employers for support during the remainder of the year.

Having but recently been called to perform the duties of town superintendent, I cannot, therefore, give you as correct a report of the progress of the schools as I desire.

I have visited all the schools in the towhship, and it affords me great satisfaction to be able to state that there are unmistakable evidences of improvements in the mode of teaching, and the method of government and discipline adopted in said schools generally.

The school houses are kept in good order generally, and conducted by competent teachers, who are indefatigable in their exertions, faithful in the discharge of their duties, manifesting an anxious desire to discharge their arduous duties with industry and faithfulness; appearing, as indeed they should, to be animated by the consciousness of doing good—that best of all consolations, that noblest of all motives.

The branches taught are orthography, reading, writing, English grammar, composition, geography, modern history, arithmetic, algebra, mensuration, surveying, navigation, astronomy, natural philosophy, chemistry, physiology, &c.

JOHN STETS,

Town Superintendent.

HARRISON.

The accompanying tabular statement of the schools in Harrison township is not so correct as I had hoped to have the pleasure of transmitting, owing to the neglect of several teachers to keep a record of the necessary "data." Notwithstanding, I think I have been able, by reference to my school diary and other sources, to supply the deficiency very nearly. In view of the difficulty mentioned, which, I presume, occurs to a considerable extent throughout the state, allow me conformably with your wish, to suggest the importance of incorporating in our school law a provision requiring the state superintendent to furnish every town superintendent with a blank register for each school in his township, to be filled up by the teachers with such information in regard to school matters as is necessary to a general report. These registers should always be open for public inspection, and at the end of each quarter or term be delivered to the town superintendent; and in order to insure the performance of this duty on the part of the teachers, I would in all cases of default have the town superintendent withhold the payment of their orders. Such a

provision would greatly facilitate the acquirement of correct school data.

You will no doubt be glad to learn that the character of our schools in Harrison township is improving. During the past year, the inhabitants of the different districts generally have evinced an increased interest for the promotion of education in their midst. Many who formerly deprecated a liberal diffusion of knowledge, have at length been made to see their error and are now prominent among those who are laboring to encourage it.

Formerly the question was general with us in regard to a teacher; would he serve for a low price? could he threaten and whip his pupils into subjection? Now the inquiry seems to be, what are his qualifications, and can he successfully impart what he understands? and furthermore, is he sober, moral and intelligent? The result of this test, I am happy to say, is an exclusion of many a worthless applicant from the responsible office of teacher.

There is yet, however, room for reform in many particulars. A more enlarged liberality on the part of patrons to the instructors of their children is required, inasmuch as other departments of business around offer better inducements to persons of education. In some instances there is a great need of better arranged and more comfortable edifices for instruction than are now afforded. In several districts not embracing a village population, the schools are closed one-fourth of the year. This is wrong, and will not, I hope, be permitted hereafter.

Last spring, at our town meeting, we raised eight hundred and five dollars for education, being just one dollar for each scholar. Our quota of the state school fund was five hundred and seventy-five dollars and fifty-eight cents—of last year's revenue there remained unexpended four hundred and fifteen dollars and twenty-eight cents; so that altogether we have had one thousand seven hundred and ninety-five dollars and eighty-six cents, or nearly two dollars and twenty-five cents

per scholar. I see no good reason why the sum per scholar as voted last spring, should not be so far increased as to make our schools entirely free. And here allow me to inquire if the cause of education in our state does not demand the appropriation of a larger state fund? Why not thus appropriate all the revenue derived from the public works and leave the current expenses of the state to be met by taxation? Another inquiry I would make: would it be other than just and equitable to impose upon every individual a small poll tax, by way of increasing the means of enlightening the masses? By the present system of taxation, those who pay only a poll tax for township and county purposes, such as the trial and punishment of crime, and the relief of pauperism, pay no school tax, and yet very often receive the most benefit from the school fund.

It must be gratifying to all true friends of common school education in New Jersey, to know that a normal school has been instituted in their midst, to send forth to the rising generation a supply of teachers whose qualifications and modes of instruction will be fully up to the farthest advance of the times. For my own part, I am exceedingly glad, and I hope to see the time when the normal school army shall take possession of the fifteen hundred school houses in our state.

At the present time, at least one-fifth of our teachers are totally incompetent to discharge the responsible duties they assume. Not only are they woefully deficient in scholastic knowledge, but equally unacquainted with approved modes of imparting it: furthermore, they know but little of the matter of discipline and government, and in some cases have not even a good moral character to recommend them! How often it occurs that the office of teacher is assumed through an idea that it will be an easier pursuit than working in the shop of the mechanic or following the plough. Not long since an applicant called on me to undergo an examination. Accordingly I examined him, but found him extremely ignorant of every branch taught in our schools. To the surprise I expressed that he

should think of teaching others when he stood in so much need of being taught himself, he said he thought he could "*put in his time through the winter to better advantage than making baskets!*" In view of the facts attending the examination, I took occasion to recommend him to continue at his old vocation and leave the education of children for better hands.

When will our parents and guardians learn the proper value of the pretensions of such applicants, who, to "*put in their time,*" will serve cheaply, though to the great detriment of those under their charge.

Among the ranks of our teachers may be found some who have got there merely because of sympathy on account of certain physical disabilities to attend to other employments. In this way it often happens that the veriest ignoramus comes to be the master—I will not say instructor—of our children, whose time is too valuable to be thus wasted. He cannot do ought else, say his friends, so let him go into the school house—it is vacant. Better, *far better*, for both children and parents, that the school house remain closed, and twice the amount of the unfortunate master's salary given him gratuitously!

In our county (Gloucester)-examiners have been appointed, but their examinations, judging from circumstances, have not been as rigid as necessary, and especially of late, when so many good teachers are forsaking their old calling for other departments of business that pay better.

If my report is not already too long, a few words in relation to "teachers' institutes." These institutes I hold to be, if properly conducted, very important auxiliaries not only to those who are preparing for, but also for those who have already assumed the responsibilities of instructor. One of them was appointed in Gloucester county last fall. Due notice was given of the appointment by newspapers and handbills, but through a mistaken idea of the purposes in view, the attendance of teachers was small. Notwithstanding, much good was done, and the way prepared for more successful efforts hereafter. Dr. Hoagland conducted the exercises of the occasion,

and the ability with which he filled his position secured the hearty concurrence of all present. It must be a source of regret to all interested in this new movement, that the services of so zealous a friend of education could not longer be retained. I hope that his successor may be selected with as much reference to talent and energy.

WILLIAM H. SNOWDEN,
Town Superintendent.

WOOLWICH.

The schools in this township, are not in as prosperous a condition as could be wished, owing entirely to the small compensation paid to teachers: nearly all of whom have been examined and licensed.

Five hundred dollars have been raised by tax, for repairing school houses, exclusive of Swedesboro' No. 3, in which six hundred dollars was assessed, only part of which has been collected and none received by the superintendent. County examiners have been appointed.

A new district has been formed of part of Bridgeport and called Cooper's school district.

J. C. KIRBY,
Superintendent

HUDSON COUNTY.

HOBOKEN CITY.

The city of Hoboken contains a population of about six thousand five hundred inhabitants.

The census taken by the school trustees in April last, shewed there were—boys 656, girls 625, total 1281, between the ages of five and eighteen years resident therein.

There is no school house belonging to the city. The Hoboken Land and Improvement Company erected a building in 1854 for common schools. It comprises a primary department for boys and girls, a girl's grammar school, and a grammar school for boys. The company have this year built an addition thereto in the rear of the former building which is just completed, and is open for the reception of pupils of each denomination. They furnished the schools with all requisite furniture at their own expense, and without making any charge for rent; nor is it probable that they will make any, so long as it may be required for common school purposes.

There are at present in the primary department of boys and girls.	156
In the girls grammar school,	130
In the boys grammar school on register, 246, attendance (152).	152
<hr/>	
Total of actual attendance,	426

The disproportionate attendance in the boys department arises in part from truancy, which is more prevalent with boys, and their services being more frequently required by their parents. In the girls grammar school and also in the primary department, the number on register does not greatly exceed the regular attendance. The school room can at present accommodate about 150 more pupils, and every effort is being made to induce parents to send their children to school.

The school house is located in Garden street above Third, in a central location of the city. The school rooms are well ventilated and in winter well warmed by stoves. The school commences at 9 o'clock A. M., with an intermission of one hour at noon for the scholars to return home to dinner, re-opens at one o'clock, and closes at half-past 3 o'clock P. M. No charge is permitted to be made for tuition, books, &c.

I have received from the collector of taxes, being the Hoboken apportionment of the state fund to October, 1855, the sum of four hundred and forty-one dollars and ninety-four cents. The appropriation for the present year voted by the citizens at the annual election, is twenty-five hundred dollars, and also by city ordinance under the charter, a poll tax of one dollar upon each free white male inhabitant of twenty-one years of age and upwards. As this latter tax is yet in course of collection, I cannot state with any degree of accuracy what sum may be collected, but there will be, without any doubt, sufficient appropriations to meet the requirement of school purposes for the present year.

My average visitation at the schools has been at least once a fortnight, and that of the trustees as often as their other avocations would, I presume, permit. As far as my observation extended, the teachers performed their duties, faithfully, and the scholars progressing favorably.

List of Books used in the Boys' Grammar School—Sanders' Spelling Book, Swan's Spelling Book, Sanders' Reader, No. 3 and 4, Mandeville's Course of Reading, Webster's Dictionary, Parker's History, Brown's English Grammar, Morse's Geography, Mitchell's Geography, Thompson's Arithmetic and Tables, Andrews' and Stoddard's Latin Grammar.

List of Books used in the Girls' Grammar School—Swan's Spelling Books, Sanders' Reader, Nos. 2, 3 and 4, Parker's History, Brown's English Grammar, Cornell's Geography, Thompson's Arithmetic, McLaurens' System of Writing.

Primary Department—Primary School Primer, Sanders' Reader, 1 and 2, Alphabet, &c.

Prior to the midsummer vacation, a public examination of the children was held by the superintendent and trustees, to which the mayor and common council were invited, (the size of the schools not affording space for the same being extended to the citizens generally) who expressed themselves gratified with the present condition of the schools; and I have every reason to believe that the common schools of Hoboken are at-

taining popularity with our citizens generally, and I think the time is not distant when they will compare favorably with any schools in the state, making due allowance for our limited population, and the means appropriated for school purposes.

EDMUND CHARLES,
Superintendent.

JERSEY CITY.

The last year has been one of no ordinary interest to the public schools of Jersey City. During that time the board of education have erected and furnished one first class school house in the fourth ward, at a cost of twenty-two thousand dollars. This building is complete in every respect; nothing has been omitted which might tend to promote the health or convenience of teachers or pupils. The building erected in the second ward in eighteen hundred and forty-seven has been thoroughly renovated and furnished in the same manner; and from the increased interest manifested by our citizens since the completion of these improvements, it is evident that they fully approve of the liberal expenditure of money for school purposes.

In addition to the foregoing, we have one primary school, and one for colored children, thus furnishing accommodations for about two thousand pupils.

While these are not sufficient for the wants of our growing city, we have reason to congratulate ourselves upon what we have accomplished, and hope soon to make more ample provisions by erecting another building in the third ward, a site for which has been secured.

The board of education have taken incipient steps to open an evening school for the benefit of those whose occupation prevents their attendance upon day schools, and also a normal school, to be held on Saturdays, for junior teachers. This plan, if carried into execution, it is thought will greatly pro-

mote the interest of our schools by rendering our teachers more efficient, and introducing a uniform system of instruction in the several schools. The branches taught are spelling, reading, writing, grammar, arithmetic, geography, astronomy, history, composition, elocution, algebra, book-keeping, music, and drawing, thus placing within the reach of all the children in the city an opportunity of obtaining a thorough English education without the least expense to themselves.

The punctual attendance, uniform good order, and rapid advancement made by the pupils under instruction, shows how well these privileges are appreciated by parents and children, and that the teachers are worthy the high position they occupy.

With efficient and devoted teachers, commodious and convenient buildings, and a community awake to the subject of public education, we hope that the public schools of Jersey City will soon, if they do not at present, take the first rank among these useful institutions.

The present condition of our schools, in point of numbers, is as follows :

No. 1. Male Department—G. H. Linsley, principal, assisted by four teachers, 208 pupils ; female department—Miss Wisty, principal, assisted by four teachers, 261 ; primary department, Miss Roy, principal, assisted by four teachers, 520. No. 2. Male Department—C. A. Yarrington, principal, assisted by four teachers, 248 ; female, Miss Wilson, principal, assisted by four teachers, 259 ; primary, Miss Chandler, principal, assisted by four teachers, 418. No. 3. Primary, Miss Dudley, principal, assisted by one teacher, 124 ; colored, Miss Lively 30. Total, 33 teachers and 2068 pupils.

A. S. JEWELL,
Superintendent.

HUNTERDON COUNTY.

ALEXANDRIA TOWNSHIP.

I find in nearly all the districts of this township, that the parents and guardians of children do not sufficiently appreciate the value of education, and do not seem to make any effort to keep up the schools. In some districts only two quarters are taught in the year; in a few others, none or only one quarter, and I believe, with their present views and feelings, if the whole school bill was all paid, it would not be much better. The dividend this year has been $87\frac{3}{4}$ cents per scholar, last year it was \$2.36. This has been assigned as a reason why no tax has been raised this year. I find in two of the districts all the public money has been expended, for two years, in erecting school houses, and one, at least, expects to appropriate the school fund, for years to come, to pay a debt contracted in erecting a school house, and yet in this same district they keep up a good school all the year.

JOSEPH J. SLEEPER,
Town Superintendent.

BETHLEHEM.

The schools of Bethlehem township during the past nine months have been kept in a prosperous and flourishing condition. The teachers have been intelligent, industrious, and moral. They have endeavored, to impress upon the minds of their pupils the importance of virtue and truth, as well as of intellectual attainments. In some districts the public fund has been divided, and a certain portion of it has been appropriated to each quarter. In others, the schools have been kept entirely free a portion of the time, and the remainder by subscription. But none of them have been kept free during the

whole year. A division of the public money into four equal shares appears to be the best way of appropriating it, unless there is enough to keep the schools entirely free at least ten months in a year. That there are many defects in the present school law, no one will pretend to deny ; but as an able and efficient committee has already been appointed to revise and amend it, suggestions from me may perhaps be considered presumption. Besides, the question has been so frequently discussed that the people are well acquainted with its deficiencies and only await the action of the legislature for a full and complete law. So far as I am able to judge, the voters of this township, or a great majority of them, are in favor of a general state law in regard to raising money, instead of the present one leaving it to each township.

Whatever sum the legislature may see fit to appropriate for school purposes should be general. The people of one township should be taxed as much as the people of another—whether it should be one, two, or three dollars per scholar, I will not undertake to say, but let it be a state, and not a township tax. Let the legislature fix the sum, and if the people are not satisfied with it, they can easily change it. In order to ascertain at all times the true state of things in regard to our schools, the law should be more stringent and more precise. It is but little use to enact a law without a penalty. The duty of every individual should be distinctly defined, and he should then be required to perform it. Every teacher should be required to keep a record and make a report to the town superintendent, which report should be made under oath. The trustees' report of the number of scholars I think should also be made under oath. We need some law in regard to building and repairing school houses and furnishing fuel. Every district ought to have a clerk, whose duty it should be to keep a record of all that transpires. A collector would also be proper. Things have changed very much in regard to our schools, during the past few years ; teachers are better, and as

a consequence, more respected. The schools are better patronized, and the children are receiving a better education.

Teachers' associations, teachers' institutes, school celebrations, exhibitions, etc., are becoming frequent and common. All these things indicate that the people of this section of country are fully enlisted in the cause, and that that old oft repeated and slanderous story that New Jersey is behind the age, must cease to be told, and the substitute must be, New Jersey is already equal, and bids fair soon to excel any and all of her sister states in the cause of education.

MARCUS D. WELLS,
Town Superintendent.

DELAWARE.

The subjoined report exhibits as nearly as I am capable of furnishing, the condition, average attendance, etc., of the schools in Delaware township, Hunterdon county, New Jersey, during the present year.

I have, in accordance with your suggestions, when not in possession of complete returns from the districts, filled up the table with the best estimate I was able to make. I presume it will not vary much from the truth.

The difficulties in the way of obtaining accurate returns from the districts at the time required by law, and the expense attending the same, I will make the basis of some suggestions respecting our present school law.

In the first place, I will submit whether the superintendent should not be elective at the fall election. As the law now is, the superintendent is under the necessity of either going back for information four months next preceding his election, or else estimating for four months ahead, as the report is required about the commencement of the winter term.

I would further suggest that a portion of the present duties of the superintendent be transferred to the trustees of the re-

spective school districts, and that legal provision be made for compensating them for their services. I know of no reason why, while all the other school officers are paid, the district trustees should be required to serve for nothing.

The duties of first importance, most intimately connected with the well-being of the school, devolve upon them, and if these duties are in whole or in part neglected, no supervision of the superintendents can render the schools prosperous, as neither the teachers nor trustees are responsible to them.

As under the existing law the important duty of selecting and employing teachers is entrusted to the district trustees, I would respectfully submit to the state superintendent whether the office should not be rendered worthy the attention of competent men, and the duty of visiting the schools be transferred from the superintendent to them. The circumstance of their being the employers, and the consequent responsibility to them, gives them a qualification that no superintendent can possess, and that must necessarily render their supervision salutary. And in connection with this provision, I would recommend that the trustees be required to procure from the teachers, at the end of each term, a report embracing such information as the yearly township returns require, and furnish the same to the town superintendent previously to their receiving the township funds. In this way complete and reliable returns might be obtained at comparatively trifling expense.

The teachers are mostly employed by the month, and sometimes leave the state at the expiration of one term. As a correct statement of the average attendance, etc., cannot be made till the expiration of a term, no reliable report is ever likely to be made till every teacher is required to furnish a report of his own school.

Under the present law the superintendent is required to traverse the entire township to put up election notices in the several districts, a task which could just as well be performed by the trustees of the respective districts at home, and the

township would thus be relieved of an unnecessary burden and expense.

The propriety of some revision of existing laws will be obvious, when we take into consideration that notwithstanding the annual expenditure of from eight hundred to one thousand dollars, it remains doubtful whether the schools are in as prosperous a condition as when left to themselves. The instances are not unfrequent where a higher price is paid for tuition in addition to the funds than what was paid when the schools relied upon their own resources.

The tendency of the existing system of legislation throughout has been to impose burdens upon the schools and throw obstacles in their way, for which it furnishes them no adequate remuneration.

EPHRAIM RITTENHOUSE,
Town Superintendent.

LAMBERTVILLE.

The town of Lambertville, as reported last year, has but one school district and but one public school, which, as well as all the private schools, has been in session ten months during the year. The whole number of pupils on the roll of the public school during the year, is three hundred and ninety-five; the average number for the several quarters is three hundred and twenty-five, while the average attendance is but two hundred and seventy. These numbers disclose an irregularity in attendance, as embarrassing and mischievous, as it is discreditable. It is, however, in part explained by the fact that many of the younger and poorly clad pupils are withdrawn from the schools, during the cold and inclement portion of the year; while many older ones attend only during that time.

There are employed in this school, one male and five female teachers; two of the latter, however, receiving instruction a

part of the time, and devoting about two-thirds of the school hours to teaching. The salaries of the teachers per year are, for male, five hundred dollars, and for female—except assistant pupils—one hundred and sixty dollars, and for those, one hundred dollars each. Instruction is free during the year.

Besides the public school there are three private schools: one for girls, with three female teachers (partly a boarding school), in which music, French, and mathematics are taught, with an average attendance of twenty pupils, at a mean rate for tuition of thirty-two dollars per year; one for boys and girls, in which the English branches and mathematics are taught, by two female teachers, with an average number of scholars on the roll, of thirty, and average attendance of twenty-three; the mean rate of tuition being ten dollars per year; and a boarding school consisting of eight boys, whose principal studies are the classics and mathematics.

The average attendance then, upon all the schools in the town, is three hundred and twenty-one. The whole number of children attending school more or less during the year, (many of them but a small portion of the time), exclusive of those from abroad, is about four hundred and twenty-eight. The number of children in the town between five and eighteen and eighteen years of age, is five hundred and thirty-five.

There has been received during the year from the state, two hundred and fifty-five dollars and twelve cents; and raised by tax, for school purposes, one thousand dollars, and on account of building and improvements, six hundred dollars. The whole sum paid for instruction in the town, by the inhabitants of the town, during the year, is probably about twenty-one hundred dollars; or inclusive of appropriation for building purposes, twenty-seven hundred dollars.

The interests of public school instruction in this place, as compared with former years, have greatly improved. The actual progress of the school in the various branches of study, and what is more important, in the *habit* of study—in the process of mental training, is quite perceptible, and in view of

the various obstacles still in the way—quite satisfactory. And the public mind is evidently more and more impressed with the importance of extending to the public school its continuance and support.

L. H. PARSONS.

Town Superintendent

RARITAN.

There have been no examiners appointed in this county ; neither has there been any schools kept free in this township during the past year. The schools have all been visited and the teachers duly examined and regularly licensed. There has been an increased interest in the cause of education, manifest by a larger number of scholars than usual, attending school, the erection of large and comfortable school houses in most of the districts, and in the employing of none but good teachers. The teachers this year, collectively, have been much more competent than any preceding year, and I am satisfied from some extended observation, it only needs a proper system of free schools to be established in New Jersey, to place her district schools in the foremost rank with any of her sister states.

GEORGE P. REX,

Town Superintendent.

READINGTON.

In making out my statistical report according to directions, I find considerable difficulty, not because you ask for too much information, but because of the trouble to obtain correct data. Where partial registers are kept in school, they are frequently lost by change of teachers, so that in making the annual report, the superintendent must rely on verbal statements of

teachers, or on his own personal knowledge of the different schools.

Although our present school law needs some important alterations, yet it is very evident that the people are taking more interest in public schools than formerly. The patrons of our schools have made up their minds that good teachers are cheaper than poor ones; and a teacher who comes among us without proper qualifications and a certain degree of "aptness to teach," soon finds that his services are not required here. Several of our teachers have availed themselves of the benefits to be derived from teachers' institutes, and I would here remark that the largest number of those who absent themselves from these institutes are those who need instruction most. I had the pleasure of being present at two institutes during the past summer, and was highly gratified with the proceedings. These institutes are not so well attended as they should be by those for whose especial benefit they were authorized by the legislature. One says "I cannot lose the time," and therefore he suffers himself to lose the instruction. But this negligence to improve themselves is likely to effect a cure, as such teachers, when they offer, are soon allowed to "pass on." An error with regard to the examination of teachers has become too common. Teachers are employed, and at or near the end of the quarter, the superintendent is requested to come and *license* them, so that they can draw the public money—would it not be advisable to have the examination before they commence teaching. A majority of our people are willing to tax themselves at town meetings for the support of our schools, so long as the law so exists, but would undoubtedly prefer that the schools be made free, or nearly so, by the state, so as to avoid the noise and confusion which frequently occur at our town meetings, where one class of persons are frequently censured by others "for voting money out of others' purses, which vote does not lighten their own." Why not use the revenues of the state for schools, and if necessary, raise a tax to support government?

The excellent remarks of Governor Price, the state superintendent, and others, chief men of our state, at our school celebration in "Decker's Woods," last August, has not lessened the ardor of parents, teachers, or pupils in the good cause; on the contrary, we are slowly, but steadily, pressing onward. The cause of education is advancing, and with the fostering care of our legislators, carefully combining wisdom and prudence, we hope ere long to look upon New Jersey schools as being on a par with the most favored state; when no child, however poor his parents may be, must needs grow up in ignorance.

Still, much needs to be done to make our schools what they should be. We must have more good teachers, male and female—those who are willing to qualify themselves for the station of respectable teachers.

Many parents are still negligent of the means of improving our schools. They are willing to pay their money, but neglect to see that it is properly applied to their children's benefit. They scarcely ever visit the school to encourage pupils and teacher, whereas an occasional visit to the school room would encourage them very much, and excite them to renewed diligence.

I would further state that no county examiners have ever been appointed in this county, although our freeholders have frequently been urged to appoint them, on account of economy, as well as for the benefit of the schools.

JOSEPH THOMPSON,
Superintendent.

UNION.

There are no county examiners in this county. It will be perceived that we raise no money at town meeting. A very great difficulty exists in doing so. Union township joins five other townships, namely: Bethlehem, Lebanon, Clinton

Franklin and Alexandria; each one of them generally raise different sums of money, (or no money as the case may be); hence there is a constant difficulty with schools formed of parts of two or more townships. A great deal of bad feeling is engendered by voting to raise money at town meetings for the support of schools. The man of property does not like to stand by and see parents voting to make him school their children. They consider it a species of force, and submit to it only as a matter of necessity. I think we ought to have laws that would work equally throughout the state. That all the townships should be placed on an equal footing—either to raise a certain amount or nothing; or what I would consider better, to appropriate the already accumulated resources of the state, which is justly the property of all the citizens of the state, to educational purposes. The less the question is agitated at our town meetings the better. We may boast of the money we raise, and the taxes which we voluntarily take on ourselves for the purposes of education, when the truth is, it is so much money taken from the property holders without their consent, by the votes (and many times with the taunts) of the parents of the children, at town meeting.

JOHN BLANE,
Town Superintendent.

WEST AMWELL.

There has been no material change in the condition of the public schools in this township since my last annual report. In two of the districts the schools have been kept open during the whole year, except short vacations, and in the other two districts they have been kept open nine months each.

The schools have not been kept entirely free in any of the districts during any of the quarters. The method generally adopted, being to divide the public funds about equally among

the several quarters, in order to give all classes of scholars an opportunity of enjoying their benefits.

No examiners have been appointed for this county. The teachers have all been licensed by the town superintendent in connection with the district trustees.

I have no recommendations to make for any alteration in our present school law, except to suggest the propriety of altering the time for holding the annual meetings to elect district trustees. Under the present law the meetings are required to be held on the first Monday in April, which sometimes happens on or about the first day of that month, at which time, persons who change their places of residence for the year, are about removing, requiring the assistance of their neighbors, and it sometimes happens that a large portion of the inhabitants of a district are thus engaged on the day for holding district meetings, and hence little attention is paid to them. This circumstance was sadly felt in some of our districts, at the time of holding the last annual meetings; and it is at the earnest request of some of the inhabitants who thus felt the disadvantage of holding the district meetings on the day now prescribed by law, as well as from my own observations and reflections, that I am led to suggest the propriety of changing the time for holding said meetings. I feel hardly prepared to suggest any particular day for holding them, but it has been suggested to me that the first Saturday after the first Monday in April, would be appropriate, and I know of no objections which may be urged against the meetings on that day.

RICHARD H. WILSON,

Superintendent.

MERCER COUNTY.

EAST WINDSOR TOWNSHIP.

Our schools in this township, I must say, are not what they should be; as a general thing there is a lack of interest manifested in the schools by trustees in not visiting the schools—some of them not seeing the inside of the school-houses more than once a year—and likewise on the part of parents and guardians the same fault is to be found. But there is evidently an improvement in the schools within the last three months, and if the improvement continues as it has done, we will have no fault to find. But one of the greatest faults in our present system is our not having sufficient money to make all our schools free.

JOHN BUTCHER,
Superintendent.

HAMILTON.

Much indeed might be said upon the economy of our public schools, if what improvements were named could be rendered efficient. On the whole, this year, I think some progress has been realised. In all our ten districts, I have instituted a public examination, and at the same time an exhibition of speaking and singing, thus creating some special interest and attraction to parents, trustees and children. I have the satisfaction to behold the general delight expressed by all attending such performances. In some districts we have had two and three, the houses crowded to overflowing, while the afternoon was appropriated to school exercises, such as grammar, geography, physiology, orthography, arithmetic, &c., and a general review of studies. In the evening the rhetorical and musical

exercises, and all exhibiting the greatest gratification. In mild weather our schools resort to the grove or hill close by, and have a pic-nic, or tea-party, sit down to a table supplied with knickknacks by the parents, and then the school exercises proceed on the grass beneath the forest trees. Sometimes two hundred visitors have attended from far and near, all delighted. I personally visit all our schools from six to eight times per year, each one, sometimes spending all day in a school to witness the *modus operandi* of the teacher. I then take the school into my own hands, instruct, teach music, give useful hints to teacher and scholar, encourage, reprove, advise, specify faults, suggest helps, give praise, &c., introduce valuable school books, dispensing with old ones. I have supplied all our district schools with the public school singing book, published by Leary, Philad. There are regular teachers' meetings every two weeks, and tolerably well attended; the usual exercises interesting. One thing is evident, if I were to suggest one improvement, our state should have in every county an agent whose sole business it should be to visit the schools, hold public meetings, deliver discourses, procure the aid of others, create and encourage teachers' associations, spend a few days in each school, making such remarks or hints as would be useful. Indeed, in nameless ways elevate, enlarge, purify, perfect the standard of public school education. Such a man, well qualified and paid a respectable salary would be eminently useful in our state.

SAMUEL T. DUFFELL,
Superintendent.

HOPEWELL.

The following report is respectfully submitted by the undersigned:—whole number of districts thirteen; number from which reports have been made thirteen; number of children residing in the township between the ages of five and eighteen year

one thousand and ninety-four; number who have attended school twelve months, allowances being made for the usual vacations, four hundred; number who have attended nine months, but less than twelve, seventy-five; number who have attended six months, but less than nine, ninety; number who have attended three months, or less, one hundred; number over eighteen years who have attended, twenty; number of colored children taught, twenty; whole number taught, seven hundred and five; average number of months the schools have been kept open, nine; terms of tuition two dollars and twenty-five cents per quarter; total amount apportioned for school purposes, two thousand and six dollars and eight cents; number of teachers, thirteen; male, eight; female, five; average amount of salary three hundred dollars for male teachers, and two hundred dollars for female teachers.

The schools in this township are progressing slowly. I have visited all of the schools, examined the teachers, and find them as reported last year, reasonably well qualified for their respective stations. (I am satisfied that the schools in this township would be very materially aided by a larger appropriation of the school fund from the state. The amount received is too small to make the schools free; consequently in some of the smaller districts, they have school only a part of the year; whereas, if they had more public money, they could keep their schools in operation the whole year, which would be decidedly advantageous to the pupils, the parents and the teacher. It is a lamentable fact, that out of one thousand and ninety four children, per report of trustees, only the small number—seven hundred and five—have been taught during the past year. And why is it? Is it because the parents do not wish their children to attend school? Is it because they are so benighted, live in such dark ages, that they would rather have them grow up in ignorance, become paupers, fit subjects for our state prison? than to see them comfortably situated in a good school-house, properly cared for, by an intelligent, and an ever faithful teacher? Or is it because they are too

indigent to clothe them, prepare them in every way for school, and last but not least, pay such an enormous bill for tuition at the expiration of every quarter? This, in my humble opinion, is the reason why so small a number of the children of this township are found occupying places in our district schools.— I am confident the people are not able to pay such rate bills, as they have to pay in a great many of our schools, and am satisfied that our common school system must undergo some material changes, before the schools in this state will become what educational men would wish to have them.]

I am, however, pleased to say that the schools in this township are in a better, and more prosperous condition, than they were last year. The children have made greater progress.— The reason assigned is, we have better teachers. The teachers get more pay for their labor than they did last year, which is most assuredly an encouragement for them to do all in their power to advance the cause of education. A little more aid from the state, a greater exhibition of energy on the part of trustees of school districts, a general waking up of parents who have children to send to school, and a few more eloquent speeches, hurled through the educational trumpet, will make New Jersey what she ought to have been years ago—what she is to be, and what she will be—the first state in the Union with regard to education.

N. P. LASHER,
Town Superintendent.

LAWRENCE.

I herewith forward our report of common schools, and am pleased to say, the interest in education seems to be waking up with us; our schools are better sustained, and with one exception, are in a satisfactory condition, provided with good teachers, and are well sustained.

GEORGE WHITE,
Town Superintendent.

NOTTINGHAM.

In connection with the statistical report of our township, I take pleasure in stating that our school is in a good, healthy condition, and an increase of interest is felt by the inhabitants in the cause of education. The school is kept open all the year (except a brief vacation), with an average attendance of seventy scholars. I visit the school frequently, and make inquiries respecting the proficiency and advancement of the pupils, and I am happy to say that our school is improving in various respects. The discipline is more efficient, the progress of the scholars is more manifest, and the attendance larger, compared with that of the previous year. The branches taught are grammar, geography, natural philosophy, arithmetic, writing, history, book-keeping, with the elementary branches of spelling, defining, etc. One of the chief obstacles to the progress of common school education (as I mentioned in my last report) is a want of more means. We have a beautiful school room, and enough children in the township (who would be glad of the opportunity) to average a school of sixty scholars, but for the want of sufficient means to employ a teacher, we have been obliged to see many of them uneducated, and our school room vacant. In my report of last year you will find that each scholar was taxed twenty-five cents per quarter, but owing to necessary expenses this year, we are obliged to double the amount in order to meet the necessary expenses of the school. Our teacher keeps a regular register, which enables me to give you accurate statistics.

SAMUEL WOOLEY,
Superintendent.

PRINCETON.

I have not been able to give a full report of the children attending school the fractional parts of the year. This is owing

to the fact that the children in most of the districts have not been properly registered—the teachers, in many instances, having neglected it altogether. Another reason is a frequent change of teachers.

Some of our schools are in a prosperous condition; most of them have been kept open the greatest part of the year. In two of our most populous districts the schools are not as flourishing as they ought to be, owing principally to the parochial schools, which absorb so much of the public money, that teachers of the right stamp cannot be procured for any length of time. In District Nos. 6 and 7 there are no less than four of this class of schools. Until there is a change in this respect, the public schools cannot prosper.

The twelfth section of the law regulating the disbursement of public money should be better defined, so that the superintendents might know how to act.

There is another evil I wish to call your attention to. This is the fact that the trustees seldom, if ever, visit the schools to see if they are properly conducted. Would it not be well for the legislature to pass some law requiring the trustees to visit the schools and report to the superintendent at certain stated periods.

O. H. BARTINE,
Superintendent.

MIDDLESEX COUNTY.

NORTH BRUNSWICK TOWNSHIP.

I herewith enclose my report of the condition of public schools in this township. In District No. 5 no free school has

been open for some time past, owing to a division which ensued upon a construction of the term "taxable-inhabitants," and a reference of the same to the supreme court for adjudication," and also to the fact that the school-house was untenable. Recently, however, a new school building has been erected. A commendable interest in the cause of education has been manifested, and I trust another year will exhibit a more encouraging state of the operation of the system in this district. This is the only district in the township from whence no statistics have been derived. There are evidently defects in the present arrangement, according to my observation; I understand, however, that a commission have been appointed by the legislature, to whom most of these defects have been made apparent, and who will recommend suitable changes to be made, by which the great result may be obtained in a certain and economical manner.

No examiners have been appointed by the board of freeholders. Teachers have in many instances been selected without the knowledge of the superintendent, and applied for a license after having taught a number of weeks. Good teachers are absolutely necessary; male teachers always, where large boys are in attendance upon the school. In three-fourths of the districts the schools have been kept free.

I will not trouble you with any further observations. My own experience has been such as to excite strong sympathy in behalf of the children, and the means sought to be employed for their intellectual and moral cultivation.

WARREN HARDENBERGH,
Town Superintendent.

PERTH AMBOY.

I have the honor to enclose herewith a statistical report, in form, of the public school in Perth Amboy; in addition to which I beg leave to submit the following report :

The number of children entitled to the benefits of the public school in this city, (the township is so called in its act of incorporation,) as by the last list of the trustees, was six hundred and thirty-two white, and twenty-three colored; making the total number six hundred and fifty-five. Only two hundred and thirty-seven of the white children have attended the public school, which is to be accounted for by the fact that there are seven private schools in our city.

The public school is divided into two departments; the one of the elder and more advanced scholars under the immediate supervision of the male teacher, and the younger portion in charge of a female teacher. As the younger portion advance in their studies they are transferred to the other department and placed in classes suited to their advancement. The present male teacher has been employed during the last two quarters, and is a very efficient preceptor; well qualified for his duties, having been professionally educated, and possessing a fondness for imparting instruction to youthful minds. He has not been licensed in this state by any examining board. No examiners are appointed in this county. The scholars are under good discipline and appear to be attached to him. I have observed a growing improvement in this particular during the short period of his charge over them. Their improvement in their studies is also very apparent, and their regular attendance at school is very commendable.

I am induced to make the last remark, because so much depends upon the teacher as to the punctual attendance of the children, as well as their improvement; and this fact speaks volumes in favor of the selection of suitable teachers by school trustees, and the payment of liberal salaries to retain them.

The female teacher has been many quarters employed in this school, and has given very general satisfaction. She is licensed. Her pupils are orderly and obedient considering their tender age, and they seem to be happy under her guidance and direction.

The school has been kept open for the most part of the year. It was closed about two months since the last annual report, previous to my term of office, for want of teachers, as I am informed. No complaints have come to my knowledge from any quarter as to the present school, either from parents, teachers, or scholars, which is rather unusual, and for which I think we are indebted more especially to the fortunate selection of teachers.

I have thus dwelt on this matter by way of a suggestion, that in the choice of pupils for the normal school, the dispositions should be enquired into, and should have an important influence in the selection. Unfit and unsuitable teachers have been the great detriment in this school, with always abundant means for its support.

The colored children are excluded from the public school by common consent. A portion of them have been taught by a colored teacher in a private school, but the amount of money apportioned to them by the city council—which has jurisdiction over the division of school money—is so small that they are not much benefitted thereby. Thirty-two dollars per annum is apportioned to them.

In addition to the annual appropriation to the school fund, a caput tax of twenty-five cents per quarter is laid upon each scholar, and in most instances collected by the teacher. Having now no school house, rooms are hired at an annual rent of one hundred dollars.

SOLOMON ANDREWS,
Town Superintendent.

PISCATAWAY.

In filling up the blank return, I find the same difficulty as last year, in correctly stating the number of children attending the schools for the fractional periods of the year, because there

is no uniform method of keeping a register of attendance in the schools, and I am constrained to think that some general and uniform method of keeping a correct account of the attendance of children in the schools throughout the state, should be devised in order that the superintendents may be able to make such returns as will give to the public correct and reliable statistical tables.

The schools have all been open during the year except number two, six, seven and eight. Number two has no school house; the district is small and surrounded by incorporated districts, whose boundaries I have no power to move. They have had no school kept since the 22nd of March, but are about opening a rented room in which to have a school this winter. Number seven has been vacant the two first quarters of the year, and number six and eight each one quarter.

I received of the state school fund \$421.85, of the surplus revenue \$120.11, and seventy seven hundredths, a ballance of last year to which is added \$2,000 raised by tax in the township, making the sum of \$2,542.73, which I have divided into four equal parts, and paid over to the order of the trustees at the end of each quarter for compensation to teachers. The several districts have paid in addition to what they have received of public monies, the following sums for the support of their teachers, viz.: number one \$103.18, number three \$166.70, number four \$123.38, number five \$284, number six \$61.75, number eight \$16.22, number nine \$176.22, number ten \$73.46, number eleven \$145.16, and number twelve \$106.68. Number twelve is the largest district in the township, and has a male and female department, which gives one more teacher than we have districts. The amount paid by the districts in addition is \$1,256.75, which added to the public monies, (\$2,542.73,) will add up \$3,799.48, expended during the year for education.

No county examiners have been appointed in our county, and the teachers have all obtained licenses of me according to

law. The public money is quite insufficient to keep any of the schools open the whole year free, as will appear by the foregoing statement. District number two opened a school and employed a teacher until the public money was expended, and then dismissed him. That was a *free school!*

I also would ask your attention to the suggestion I made last year in relation to select schools. There is a select school in the village of New-Market in successful operation, where the higher branches of English education are taught together with music, vocal and instrumental, by an accomplished female as principal, the patrons of which have built a large and commodious edifice for its accomodation at a heavy expense, and not only sustain the school without the aid of public money, but are obliged to pay their equable proportion of taxes imposed for aid to common schools, and building and repairing school houses of the district in which they live; justice would allow them their proportion of public money.

S. SMITH,
Superintendent.

SOUTH BRUNSWICK.

We, the committee, have filled the blank report as accurately as practicable. We have reported seventeen districts as has been the custom of our predecessors, but four of the number are parts only, viz.: Cranbury number one, Cranbury number seventeen, Kingston number five, Ten Mile Run number seven; which border on and are jointly composed of schools respectively of the townships of Monroe and Franklin. The schools are all in operation save one, at the present time, and it is probable that that one very soon will be.—Teachers have been examined and licensed as required by the statute in relation to common schools. The state funds have been appropriated amounting, as before mentioned, to \$641.74,

one hundredths, and our regret is that the state appropriation was not larger for the benefit of schools, believing as we do that more would be more highly approved of by the people, and more could be more advantageously made for the benefit of the people, than for the purpose of building up schools, and by those means enlighten the minds of the growing generation, as learning is the greatest blessing that can be bestowed upon the human family; for, in the forcible language of an ancient sage, "Man with education is little below the angel; without it, little above the brute."

J. I. BULKELEY,
WILLIAM P. LOTT,
WILLIAM A. PIERCE.

School Committee.

WOODBIDGE.

I hereby transmit the annual report for this township. The interest manifested in the welfare of our public schools is increasing. If we could have a uniform system of text-books, recommended by the state superintendent, or by a committee appointed for that purpose, it would materially add to the interest and improvement of the schools. In our thinly settled county districts, where little of the public money is received, the schools cannot be continued more than two quarters, unless the patrons pay the salary of the teachers themselves. No examiners were appointed for this county.

ELLIS B. FREEMAN,
Superintendent

MONMOUTH COUNTY.

ATLANTIC TOWNSHIP.

Besides the four entire districts, this township comprises two small fragments, one having seven and the other fourteen children of legal school age.

District No. 3 contains seventeen colored children that are taught in a parish school located in the adjoining township of Shrewsbury ; to this school is paid the school money apportioned to these children.

Districts No. 2 and 3 have good comfortable houses with play grounds attached. In No. 2 the house has an entry and in No. 3 the house has two entries and a small class room besides the main school room. No. 1 has a poor old house, entirely too small to accommodate the school ; they are making an effort to raise funds to build.

District No. 4 comprises the "North American Phalanx," a joint stock association formed about twelve years ago, and generally numbered about one hundred members young and old. This company has just sold out its possessions and disbanded. They reported last spring twenty-three children between the ages of five and eighteen ; some left during the spring and summer, and they have had no school since last winter.

That portion of my report which relates to the attendance of the children is not guess work. I took care last spring to have each district furnished with a suitable book, and the attendance during the winter recorded in it ; and the same is done at the end of each quarter. Without some such plan accuracy cannot be attained, particularly where children are sent to different schools during the same year, as in this township.

Much difficulty has been experienced in obtaining good, well qualified teachers ; and this will continue to be the case until teaching is made a more permanent, honorable and remunerat-

tive profession. And to make it remunerative would be to make it honorable and a permanent business with those calculated to excel in it; it would fill your normal schools, and all other institutions where a thorough preparation for teaching may be obtained.

Judging from the sentiments of the people here, public opinion would favor the plan of devoting the revenue of the state entirely to the great cause of education.

If town superintendents were required to report the fifteenth of March instead of December, it is likely their reports would be much more accurate and uniform, as they would then comprehend just their own term of office.

In district No. 3 they raise by tax this year, one hundred dollars, and are to raise the same amount next year, which will free their school house of incumbrance.

ORRIN A. FORD,
Town Superintendent.

FREEHOLD.

The time having arrived in which the superintendents of the various townships are required to make you their annual report, I hasten to give a brief outline of the few facts which embody any degree of interest. Very few changes have occurred since my last report. The township of Freehold embraces ten districts, two of which lie partly in adjoining townships. The number of children belonging to these, as handed in by the various trustees, are eight hundred and seventy-seven.

The houses all are frame and all single rooms except the one in this village. They are, with one or two exceptions, in a comfortable condition, and those that are not have a prospect of being rebuilt soon. Play grounds are attached to all the buildings. I have made it my duty to visit each school once during each term. Some of the trustees attend quite promptly but I am sorry to say there is not a sufficient interest manifested

on the part of trustees and citizens generally, to give proper encouragement to teachers and a spirit of emulation to pupils. Our home occupations demand so much of our time and attention, that we fail to devote a due proportion to the educational interests of the rising generation, which, above all others, should engross our most earnest consideration. But it must be admitted that a perceptible improvement is going on in this cause, and that a bright day is soon to dawn on our beloved country. The formation of the teachers' institute in our county and others during the year, and the establishment of the state normal school, are bright and important satellites around the temple of light and liberty. Another matter seems to be agitating the public mind here—a desire to establish a uniform system of school books throughout our county, of the most popular works of the day. This we conceive to be a wise and judicious movement; it will avoid much outlay on the part of parents and guardians in having to procure new works for every new teacher that is introduced. It will avoid perplexity and confusion on the part of pupils, and establish a more thorough and uniform system of instruction.

There seems to be a strong appeal coming up from the people, that a sufficient sum of public money might be appropriated to make the schools entirely free. This would relieve much difficulty in collecting on the part of teachers and trustees, the balance due from each scholar over the dividend of free money.

Our township appropriated this year, one thousand dollars for schools. No examiners have yet been appointed.

We have suffered no teacher to conduct a school or receive his portion of public money without a license.

The books used generally in our schools are the same as mentioned in my last year's report.

E. L. COWART,
Superintendent.

HOWELL.

In presenting my report for the past year, I have but little of special interest to communicate.

One district numbering one hundred and fifty-seven scholars has been divided; thus making eleven districts now in this township.

The schools continue to be visited, and the teachers to be licensed as the law directs. The trustees also attend carefully to the interests of their respective districts, and are generally present at the quarterly visits of the town superintendent.

The subject of education continues to gain more of the attention of the inhabitants of this township; but the causes mentioned in my last report have led them to diminish the amount raised in the township five hundred dollars.

By the financial report, you will notice I have received from all sources for school purposes during the

year,	\$1971 58
I have paid,	1713 94

257 64

The acts of the last legislature, appropriating the money necessary to defray the expenses of teachers' institutes, to establish the normal school, and to give us Webster's dictionary, are all regarded here with decided approbation.

But the appointment of the committee to revise the school laws of the state, is the principal step in this direction. Should this committee be able to propose a general law, in which the legislature can agree, establishing our school system on a solid and liberal foundation, they will not only be entitled to, but will receive the thanks of millions yet to be.

GILBERT T. GULICK,

Town Superintendent.

MANALAPAN.

In explanation of the statistical report, I deem it proper to add, that this township is divided in ten districts; the schools for but seven of them are taught in this township; of the remaining three parts of districts you will receive a report from the superintendents of the adjoining townships in which the schools are located.

Of the seven schools in the township, three of them have changed their teachers within the past three months and the record of the school either carried with them or lost, occasions much embarrassment in collecting a correct statement of all the particulars required in the accompanying report.

This difficulty could be materially lessened by furnishing the superintendent at the commencement of the year, with a blank form, similar to the one enclosed, for each school in the township, upon which can be entered at the close of each quarter, the statistical information required by your report, from the fourth to the twelfth column; this could be done by the teacher and looked after by the superintendent at his quarterly visit, or demanded of the teacher when he calls for his quarter's salary. Facts and figures would thus take the place of what are in many cases but conjectures approximating to the truth.

The amount raised by taxation in this township for the current year for educational purposes is	\$800 00
Received from state fund and surplus	484 89

Making a total of	\$1284 89
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Of this sum about fifty dollars has been appropriated for repairs, &c., for the different school houses, leaving a balance of over one thousand two hundred dollars exclusively for tuition; from the best information I can obtain the aggregate amount paid for tuition for the year from all sources is two

thousand five hundred and twenty dollars, nearly one half of which it will be observed is public funds.

Our school houses are at present all occupied ; the teachers have been examined, found qualified and licensed according to law.

County examiners have not been appointed by the board of freeholders.

To secure a better operation of the present school system with us, two considerations are essential :—

That the people take more interest and turn out more generally at their annual election for trustees.

And that the trustees with more fidelity look after not only the real estate, but furniture, books, records and general interests of the schools entrusted to their charge.

W. S. DE BOW.

Town Superintendent.

MARLBORO'.

In our township it is evident the character of the school depends upon the size of the district. The best schools and most competent teachers are found in the large districts, while in the small districts the schools are backward, kept about six months in the year, by inferior teachers, because they are unable to pay a high salary. If they were to employ a teacher for a year at a high salary in a small district, it would cost the employers more than two dollars per quarter above the school money, while they could send in an adjoining district for two dollars per quarter. Consequently it becomes impossible for the small districts to keep a good teacher and steady school.

Our school are forward in the large districts where competent teachers are employed by the year. In the next size districts, the schools are not kept quite so steady nor by as good teachers ; the consequence is, the schools are more backward,

while in the smallest districts the schools are most backward. The evil appears to be in the districts being cut up too small. Consequently they are unable to employ competent instructors. We find no difficulty in obtaining competent teachers if we only offer a sufficient salary; and without paying a liberal salary, I presume we will never be able to obtain good teachers, even if we have a normal school established in every county. If we have funds there is no difficulty in obtaining teachers who are competent to teach in any school. Hence we come to the conclusion that the normal school will not prove a benefit to the common schools.

J. W. HERBERT,
Superintendent.

UPPER FREEHOLD.

I am well convinced that it would be the best policy for our township, and perhaps every other, to raise, every year by tax, the full sum allowed by law—three dollars for each child between five and eighteen years of age. This sum, in addition to the apportionment of the state school fund, and the interest on the surplus fund, would make our schools all free, even where the teacher's compensation is liberal—though some of the small districts could not keep their schools open all the year. When a large sum has been raised in the township in one year, and a small sum the succeeding year, it has been the cause of much complaint from many of the inhabitants. In one year they will be released from the necessity of paying school-bills, and when in a succeeding year, they are called upon to pay the teacher, some are disposed to mistrust that there has been some embezzlement or mismanagement made by the officers, who are entrusted with the public funds. There is a want of good understanding and united action in a few of

the districts, and a great lack of interest in, and attention to, the support of our public primary schools, manifested by most of the inhabitants of the township.

EZEKIEL COMBS,
Town Superintendent.

RARITAN.

The ability to perfect a statistical table, according to the formulæ I received—lies not in me. There was not a register kept in a school in this township when I entered upon the duties of my office. I have received several notes from our best and oldest teachers, who state that they cannot give me the number that have attended their schools for the periods named. It is a practice with many teachers to throw aside their day-roll as soon as their term expires, leaving naught behind them, to tell what has been, either in mind or matter. When the superintendent shall be clothed with power to examine, and introduce into our schools, suitable modes of directing or managing the same, then he may be able to make a *report*; but, now, do it only in part. No alteration has been made in the districts, save two; a number of residents have been set off from No. 7 to No. 6, all amicably done. The prefixed tabular view, of the school districts in this township, as far as it goes, is believed to be correct. In addition to the district schools, we have four private schools, one at Holmdel, district No. 9, by David Thompson; in it, the languages and higher branches of the English are taught; one at Middletown Point, district No. 3, by Philetus Phillips; the studies here pursued, embrace geometry, algebra, natural philosophy, chemistry, and the more ordinary English ones; one at Mechanicsville, district No. 14, by George Whorton; the branches attended to here, are confined to the English; also, one at Key-Port, by U. E. Wheeler, established in 1842, devoted to a thorough course of English studies; these numbering about

one hundred and fifty children, mostly within the limits of the school law, make the number that attended school last year, 1,007, a fraction over half the number of children in the township. The number over eighteen may be six, and six or eight colored. The average time taught, is $10\frac{1}{4}$ months; and the price, per quarter, from two to three dollars per scholar. Nine hundred dollars were raised by tax, and one thousand eight hundred and fifty-five dollars thirty-one cents, received from state. District No. 4, has built a two story house, the lower story finished and occupied; the house and out-houses are commodious and neat, when the building is finished, they promise to give me the desired information as to its cost. In district No. 5, they have raised something like seven hundred dollars to pay off a debt on their house; this has caused much hard feeling in the neighborhood. This is not as it should be. These incorporated districts, have it in their power to do much hurt, and but little good. Paid to the order of the Trustees for buying the lot, buildings, repairing, &c., two hundred and fifty dollars, and the balance has been paid teachers, according to the law to that effect.

Teachers employed at the present time in district schools, are fourteen in number; those in private institutions, seven, making in all, twenty-one actively engaged—nine males and five females—all licensed, save one, and here the trustees assumed the responsibility, and I have paid the money. The salaries, per annum, from two hundred and fifty to four hundred and fifty dollars. No examiners appointed by and for the county, and no free schools in the township this year.

I have visited all the schools once each quarter, and some two or three times. Where teachers are doing their duty, and the children are pleased to see the superintendent, his office may be agreeable, but the reverse of this, is extremely unpleasant.

We have some excellent teachers, who, knowing their business, fill their places with honor. Our houses are said to be good, well they may be, but they are far from being comfort-

able or convenient: their play-grounds generally, the public highway;—the rooms are in general, furnished with boards made fast to the walls, for writing tables, and a long form or bench for the seats—thus causing the pupil to set with his back to the teacher, his face to the wall or window, and his feet to the coolest part of the room, thus ensconced to hear and feel what is going on in the school room. In building and furnishing our houses, we want “well enough” greatly improved upon.

If my humble opinion on the school law, should have any weight with the honorable, the legislature of our state, my efforts should be untiring in zeal for the public good. As the law now stands, it is a mere letter or little better. I would have the laws so amended, that the power of raising money should be in the hands of the legislature, the action of the town is not stable or reliable, and is frequently a bone of contention, and the action of the districts on the same, is evidently more objectionable, and is the cause of much hard feeling; it is often unjust in its operation; a man may be taxed in his district this year, in another the next, &c. This would be a kind of travelling legislation, and is not endurable; let the state raise the needful, and there will be more content among the people. The examining power is very deficient, and the superintendent a mere name, with a laborious, and frequently, an unthankful office. Make county examiners, or clothe the town superintendent with power to call in suitable witnesses, and do the business himself, for you cannot get the trustees to attend to it. Give to your town superintendents a salary that they can live upon, and let him be the *superintendent of public schools*, under the direction of the state superintendent, and you would soon see an improvement in the children that they cannot find under the operation of the present law.

I am pleased with the fact, that, among the good teachers of this town, we have five Jersey men, four of them young and ambitious. But duty prompts me to say, that we have some

engaged in the profession who have much need of instruction in the rudiments of our language, and, in fact, in the branches that they profess to teach. I have invited the teachers, trustees, and those interested in the cause of education, to a meeting, for the purpose of introducing into the public schools, a uniformity of text-books, and for the interchange of ideas on this all important question. We want libraries, maps, globes, and planispheres or orries, placed in our schools. But first and foremost, we want men qualified to teach, and while trustees are permitted to put into their schools whom they please, with or without license, as they now have it in their power to do, and do it, we can do very well as we are, as the improvement of the children seem not to be looked after by those employees. The question is an all important one, and let all read, reflect, and act upon it.

All which is most respectfully submitted,

U. E. WHEELER,
Town Superintendent

WALL.

No county examiners; our schools, generally, kept free as far as the funds go; trustees discriminate when applied; more interest taken this year than formerly—twenty per cent. increase in attendance; nearly fifty per cent. more money raised; two new houses erected, large and convenient; districts incorporated, and paid for by tax; the land holders very much dissatisfied with being taxed to build houses. The law certainly operates very unequally—three tax payers in one district pays three hundred dollars, while twenty pays fifty dollars; this should be amended. We greatly need more teachers; no teachers allowed to receive public funds, excepting they have certificates of examination.

R. LAIRD,
Town Superintendent.

MORRIS COUNTY.

CHATHAM TOWNSHIP.

In compliance with duty and the requirements of law, I herewith transmit my first report of the state and condition of our public schools in the township of Chatham, in Morris county. I have endeavored to fill up the blank which has just been received with as much accuracy as possible. I have visited the schools on an average nearly twice in each quarter, and have found them generally well supplied with faithful and honest teachers. The people of one district only are privileged so send their children to school free of charge. District number two has become incorporated. We have no county examiners, and this duty devolves on the superintendent and trustees of the several districts. There is manifestly a growing interest among the people on the subject of education; but still there are those with whom the love of money predominates over the love of learning, and who would keep the rising generation in ignorance to save their purses. A few of our districts are furnished with good houses, while others are hardly tenable for the inferior orders of creation.

STEPHEN H. WARD,

Town Superintendent.

CHESTER.

In transmitting to you my annual report, I do not know that there is anything which specially needs to be laid before you. Our schools in this township are laboring under the evils which, with our limited school fund, necessarily result from a literal interpretation of the school law. Those who have little tax to pay, demand that the schools shall be *free* entirely while the public money lasts, and are unwilling to pay the

schooling of their children when the public money is all paid out. And, again, those who have much tax to pay refuse to raise money sufficient to keep a free school the whole of the year. In many other townships they ignore the law that public money shall pay for free schools only, and by distributing the money through the year are enabled to keep continuous school. But in this township, the people know their rights, and consequently we can have school only about six months in the year. I wish that our legislature could devise some plan by which the will of a whole district could not be thwarted by one or two individuals.

GEO. M. S. BLAUVELT,
Superintendent.

HANOVER.

The schools in this township have been, in general, in a prosperous state during the past year. Of the sixteen schools connected with us, ten only are entirely within the township; the remaining six are divided between this and the adjacent towns. Of the sixteen houses they occupy, one is of stone, one of brick, and the rest wooden structures—two of which have been completed during the year. Two only of the whole have each a higher and lower department, though all are of commodious size, and respectable appearance, with convenient play grounds adjacent, though shade trees have been set out around one only. Our teachers have been, mostly of reputable standing, and steadily and faithfully devoted to their work.

The statistical table herewith transmitted, is the best approximation to correctness that no little time and pains taken in the pursuit, have been able to procure. And yet the different periods given, of the attendance of the four different divisions of children, are only as near as we could get them. The difficulty of obtaining these different periods exactly correct,

arises chiefly from the brevity of time that our teachers remain at their posts, and still more from the fact that so few keep any records from which the statistics required can be obtained. Give us a law that no teacher can draw his pay till he has furnished to the superintendent a regular roll of his scholars, and oposite every name, the time that each scholar has been at school, and the evil is ended.

As remarks, or "suggestions," seem to be expected of the town superintendents, in addition to the merely statistical report, it may not be improper to call attention to the discrepancy between our law and our practice, in regard to the appropriation of our public money—the law requiring it to be applied exclusively to free tuition, while the practice in our districts, with one exception, is to apply it to the reduction of the rate bills. (See section 7th of school law of '51,—also, state superintendent's instructions page 34). It were well, indeed, if we had the means to make all our schools entirely free throughout the year; but still the present practice seems to work well; and it is here preferred to having one free quarter in the summer and another in the winter, and the other two quarters sustained by the parents themselves;—for this it is thought would overflow the house and overwhelm the teacher during the free quarters, and leave the house nearly or entirely empty during the others. The remedy for this discrepancy between law and custom, would be either for the legislature to repeal that seventh section of the law of '51, or for us to conform our usage to what the law requires. The entirely free system has been long tried in France and Prussia with good success; but that conformed to our present usage prevails in Austria, and it is said with success still greater.

Another thing demanding attention is the comparatively small number of the children between the ages of five and eighteen that attend school at all; and the extreme unsteadiness of those that do—say seven hundred out of eleven hundred in this township, or only about two out of three of our whole number between five and eighteen. In other towns, a

smaller proportion still. In Belville four hundred out of every thousand; in Camden, nine hundred out of three thousand five hundred. And to increase the evil, those who go at all, are extremely unsteady in their attendance. In some towns the greatest number of scholars that attend at all, go less than three months in the year. Thus, in one of the towns in Monmouth, of the five hundred and ten that are taught, two hundred and seventy three, or more than half, attend school less than three months. And so in many other towns. This is a great evil; to send a child to school, and yet keep him at home more than half the time, is to cause him to take more steps backward than forward; and then complaint perhaps oft times arises if the child does not learn! Now sickness, and sometimes other insurmountable obstacles may lie in the way of children's attendance; and especially amongst the children of poor people; and yet we fear that in many cases, days of absence are to be attributed to causes of very trifling character. To all parents guilty of negligence in this respect we would lift a warning voice, and say you are robbing your children of their dearest interests this side eternity; committing injury on them you never can repair; and not only on them, but on yourselves and your country.

Another evil, that needs correction, is the frequent change of our teachers—the rotary system in which they are involved. Not one in four of our teachers remain a year in one position; few stay over two quarters; some only one. Children have scarcely time to become acquainted with a teacher and his system of instruction and government, and to get under fair progress in their studies, ere he departs to be succeeded by another, who, in a still briefer period perhaps, gives way to another. In this way the progress and prosperity of our schools are greatly retarded. This evil, sometimes, is due in part to the caprice and hasty spirit of injudicious parents—especially the parents of children too dull to learn, or of children too ungoverned and ungovernable at home to submit to any government at school. But still more frequently, the cause lies in the

teacher : his ignorance or incompetency to teach or incapacity to govern, either his school or himself; and sometimes men who seem to do pretty well at first, very soon "wear out."

The only remedy is to get the right sort of men, have them thoroughly trained to their business, and then afford a compensation which shall make them willing to spend their life in a common school. Now teaching is only a stepping stone to something else. Every teacher of a common school should be a man of talent and a man of liberal education; and his business be, and be regarded, as one of the regular and learned professions. Every one that enters that office should be just as regularly and systematically trained to his profession, as is the lawyer, physician or divine for his; for he needs, as much as either of the others, to be a man of learning; himself; and then what is more, he needs to learn the difficult art of teaching and governing, not only others but himself. And we hail with joy, after so long delay, the establishment of a normal school, and teacher's associations and institutes, as the commencement of a system of instrumentalities that augur nobly for the future good of our state and country.

One thing more we need is, the elevation of the standard of instruction in our common schools. Our standard now is far too low. If their children can be taught to read and write and figure to the rule of three, many parents are satisfied. The most of our parents have far too low ideas on this subject; and our school houses and our teachers show it. Why, we have not even an orrery or globe, either celestial or terrestrial, in all our schools; and very possibly, some of our teachers would not know how to use them if we had. On the contrary, every teacher, and every youth in our land, ought, (languages excepted,) to have a liberal education; and every common school house be a college—on a small scale—and thus our whole generation of youth rise up on the stage liberally educated. Why not? What reason is there why every son of our noble farmers, mechanics—yea, and even our day laborers, should not be elevated to all the profit, and honor, and pleas-

ure, that all the wonders of astronomy, geology, chemistry, physiology, and all the other sciences could impart? Why should not our America be a liberally educated nation, both in regard to science, morals and religion? All antiquity shows us, that every nation is just what its education makes it; and if ever a nation needed elevation, both in its scientific and moral character, this is the one. In a nation where the people govern, the people surely should be well instructed, and this, already the *model* nation, and destined ere long to hold the dominion of the globe; and ere three centuries, (D. V.) to contain five hundred millions of inhabitants; and surely the present generation of our children, destined of God to exert an unmeasurable influence in forming the character of these hundreds of millions that are to spring up on our own shores, and to come in from every other, ought to receive an education adequate to the great part they are to act in the drama of the world. And shall the impoverished governments of Europe take the high stand they are now taking, on this great subject of national education, and yet this great government, and this wealthy nation be outdone in energy and liberality by those pauper governments? God forbid.

JOHN FORD,
Superintendent.

MENDHAM.

There appears to be a difficulty in sustaining many of our schools, as there are many who feel so little interest in the education of their children that they are unwilling to make much of an effort to the accomplishment of that object, but are satisfied with the amount provided by the school fund. We know not how the difficulty will be obviated except by increasing the interest in the cause of education, or the amount of school funds, so that we may have free schools. The latter would probably be the more easily accomplished.

As the acquisition of a thorough education is usually a slow process, so oftentimes there may be a slow progress in the cause of education hardly perceptible to many. We hope this to be the case with us, though things apparently remain about the same, the number of children, the attendance at school, and the amount of school fund varying but little from the previous year.

But we hope the time is not far distant when we shall begin to feel the influence of the liberality of the state in taking measures for the supply of competent instructors which must lie at the foundation of all true advancement.

W. THOMPSON,
Superintendent.

MORRIS.

The schools of this township have enjoyed a good degree of prosperity, the past year. We have experienced little difficulty in procuring teachers, and such, too, as have, generally, possessed more than an average character and competency. In several instances, indeed, the schools are enjoying the services of teachers who have been their instructors for more than a year, and are reaping the advantages of a growing intelligence in the teachers, a growing appreciation of the teachers, and the more perfect adaptation, mentally, of all concerned.

I am deeply convinced of the utter insufficiency of the mere academical student for the purposes of the public school system. It is deplorable that so many of our teachers, hitherto, have been of this description, who, fugitives from other states, in quest of pecuniary aid, in the prosecution of their own studies, have little concern for their reputation in this, and who, having taken their pupils over the merest elements of arithmetic, &c., leave them to be handled in the same way by their successors, until the young mind has acquired a positive disgust for pursuits so uninteresting and useless. You may be

sure, therefore, that, for myself, the establishment of our normal school is hailed with inexpressible delight, as marking the dawn of a brighter day in the public school system of this state.

The schools of this township have suffered immensely from the want of an earnest, practical co-operation, between the superintendent and the several boards of trustees. This has arisen, I think, not so much from any indifference, either on the part of the trustees or the superintendent, but mainly from the lack of an intimate acquaintance and personal intercourse between the two parties.

The township of Morris is large, the school trustees widely scattered, and the compensation of the superintendent, compared with his actual expenses, so low, that it would be impossible; except in the case of a retired gentleman of fortune, to devote the time, and care, and exertion to this office, which its importance demands.

I would most earnestly suggest that, if the time has not arrived to make this office a salaried one, whether some modification of the school law might not, advantageously, be made, which shall, at least, provide for the full remuneration of the town superintendent for all the pecuniary loss which he may sustain in the most diligent and successful execution of his office.

The statistical table which accompanies this report is as accurate as it is in my power to make it. The annual reports of trustees were all received, but I have found it impracticable to obtain current data from all the schools, as some teachers have kept no particular accounts, and some had come and gone before my administration commenced. Still, the statistics do not essentially vary from the facts which they are designed to represent.

I am happy to say that several of our schools are entirely free, and as a commendable liberality is manifest in the amount of tax for school purposes, I indulge the hope that the free principle will eventually characterize the township.

The enlightened generosity of the legislature in the matter of Webster's dictionary, is duly appreciated by us, and copies of that invaluable work will shortly enrich the several districts of the town.

JOSIAH HEATT,
Superintendent.

PEQUANNOCK.

Of the schools in this township only six have been kept open during the whole year, making allowance for the usual vacations. Seven have been kept open about nine months; three, about six months; and one, only four months. In three districts the schools have been free, and kept open during the whole year. In four districts the schools have been free three fourths of the time when kept open; in eight districts about half the time; in one district about two thirds of the time, and in two about one third of the time. The experience of the past year has tended to strengthen our belief, that, as regards the improvement of our schools, the principal difficulties with which we have now to contend, are, irregularity in attendance, and a want of competent teachers.

To provide some efficient remedy for these difficulties is a matter deserving the serious consideration of the commissioners appointed to revise our school laws. I have noticed in some districts a growing disposition, to rely more and more, upon the aid of public money to meet the expenses of the school. In those districts although there are a few who seem disposed to contribute liberally, yet there is a want of unity of action, because a majority manifest an unwillingness to pay from their own pockets, over a certain sum (one dollar per scholar) for a quarter's tuition. The consequence is, that so soon as the public funds are exhausted the trustees are obliged to dismiss the teacher, and allow the school to remain vacant, until there shall be a further accumulation of public money,

that will enable them to employ another. Such a state of feeling is not favorable to securing the services of those best qualified to teach, and who intend to devote themselves to it as a profession. Indeed, it is plain to be seen, that the direct tendency is to drive away from such districts teachers of the best qualifications, and leave to be employed, only the young and inexperienced, and those of inferior ability. To secure the necessary qualifications and talent there must not only be an adequate compensation, but a certainty that that compensation will be continued throughout the year. It has been said, that, if the state should distribute a larger amount of money this difficulty would be removed. It is not clear that it would, if the state should distribute double the amount now annually appropriated; yet on the present basis of distribution, owing to the disparity of population in different districts, while some would get enough, others would receive too little, to enable them to support a school during the year; and in many instances, there would yet remain a deficiency to be met. Even if at the present time it were practicable for the state to distribute money enough to keep every school free, it is doubtful whether it would be sound policy to do so, inasmuch, as it appears to be a principle of human nature, that what we obtain without exertion, we are disposed to value lightly. It would therefore appear to be the better way, to require each person having an interest in a school, to contribute something from his own pocket for its support.

I would respectfully suggest that the trustees of each school district be authorised and required to assess upon the inhabitants of the district, in proportion to the number of children therein, of the prescribed age and capability of attending school, so much money as may be required, in addition to their public fund, to pay the wages of the teacher, and purchase the necessary fuel for the use of the school.

There is reason to believe that such a provision would enable the trustees of each district to avoid any interruption in keeping the school open, and that the people would feel more

interest in sending their children regularly to a school, to maintain which, they found themselves obliged to contribute something directly from their own pockets.

Notwithstanding this unfavorable feeling exhibited in some districts, in a disposition to rely almost entirely upon public money to support a school, yet upon the whole, in view of what has been accomplished, and our prospects for the future, we have reason for encouragement.

Our schools generally are in advance of where they were three years ago. Teaching school, and the school teacher, are now regarded in a different and more favorable light. With few exceptions we have better school-houses. Some of these are large, neat, and convenient edifices, which will rank among the best in our county, and the people generally seem more inclined to make further improvement in this heretofore much neglected department. The teachers employed, generally are better qualified, and a uniform and better class of text books has been introduced. In some schools very decided improvement has been made within the past year. The improvement is indicated, not merely in the advancement made by the pupils in their studies, but in the thoroughness of the knowledge acquired, and the developement of mental power. The teachers in these schools have introduced some improvements in methods of instruction, which have had the happy effect, of awakening more thought, and rendering the exercises of their schools more interesting and attractive.

J. L. KANOUSE,
Superintendent.

RANDOLPH.

I herewith transmit my annual report. Last spring by, I believe, a unanimous vote, the township resolved to raise, for school purposes two dollars and fifty cents per scholar, or two thousand one hundred and ninety dollars. From the state we

receive four hundred and twenty dollars and eighty six cents. From surplus revenue two hundred and seventy five dollars and thirty-seven cents, giving us a grand total of two thousand eight hundred and ninety three dollars and twenty three cents, which amount will, with economy, in all but two of the small districts, keep the schools open and free during the entire year ; although a few hundred dollars more could be used to great advantage ; especially would it prevent the too frequent change of teachers which now embarrasses us.

The schools in the township upon the whole, are in a healthy and thriving condition. In each of the nine districts, I have found a number of warm and earnest friends of common school education, and the present teachers, in my opinion, without exception, are competent for their respective schools. In the examination of teachers, I have labored to be practical and thorough. Besides the elementary branches, spelling, defining, &c., we have taught in all our schools, grammar, elocution, arithmetic, geography, &c., and in some of the schools, history, algebra, natural philosophy, &c.

In two districts, number two and number five, new school houses are needed, and the friends in both districts are expecting to build early in the spring. Two private schools have been organised during the year in the township. One in Dover under the patronage of Rev. B. C. Magee, the other a day and boarding school, by Wm. R. Crosett, at the beautiful mansion of the late Gov. Dickerson.

We have availed ourselves of the provision of last winter, and secured for all our schools, "Webster's unabridged dictionary." Many thanks to yourself, and to the progressive men, who voted us this great treasure.

Trusting that the coming legislature will give us a school law fully up to the times, and an additional appropriation from the state treasury.

A. M. PALMER,
Superintendent.

ROCKAWAY.

The reports from the several districts, are as accurate as under present circumstances could be attained. You will perceive that this township has many children between the ages of five and eighteen years, who have not attended school the last year. This is to be regretted, as the provisions made for the schools from the township tax and state fund, are sufficient to furnish every child with free instruction at least three months. Our schools in this township, are taught by competent teachers, and are a credit to the common school system. Hitherto there have been no permanent registers in our schools, but at my suggestion, these are to be procured, and will insure us more accurate reports for the future.

JOSEPH F. TUTTLE,
Town Superintendent.

WASHINGTON.

In transmitting the annual report, as required by law, it affords me pleasure to bear testimony to the good degree of prosperity manifested in our schools.

The districts have all been supplied with teachers for the last six months, and some of them for the whole year. Some of the teachers have been at their posts for a considerable time, but not as generally so, as might be desired. We deem the frequent change of teachers as a great hindrance to the prosperity of our common schools. It is always attended with much loss of time to the pupils, and with more or less confusion in the state of the schools.

There are at this time, in our town, seven teachers engaged in teaching—six males and one female—all of whom have been regularly examined and licensed, as required by law. The average amount of salary paid to the males is, about three hundred and fifty dollars, per annum; the highest being five

hundred, and the lowest about three. The average salary of females is about two hundred dollars, per annum.

There have been no county examiners appointed, therefore the duty of licensing teachers fall on the superintendent, together with the trustees.

The schools which have been kept open during the whole year, have not been free, but the public funds have been distributed in due proportion through each quarter, so that the tuition bills have been small. This has been found to work better, than to have a free school for a part of the year, and none at all, or one wholly dependent upon the employers for support, for the other.

Some two or three of our schools have not adopted this mode, however, for the reason, that there are not children enough for the support of a school for the whole year. Such schools have been kept free, for a part of the year.

We feel encouraged by the lively interest manifested by our teachers. Most of them appear to be awake with the spirit of self-improvement, and active in their schools in giving thorough instruction. Great benefit, we believe, has been derived from an association which was organized in this township about the middle of this year. The object of this association is, self-improvement in whatever pertains to the business of teaching, particularly to an understanding of the best methods of government and discipline, and a thorough knowledge of all the branches required to be taught. I regard this association as a very useful adjunct to the means of public instruction, and believe that similar ones, if properly conducted, would prove beneficial in other townships.

Our school-houses, many of them, are not as they should be. Some of them are so poor, that it is impossible to keep warm in them, during the winter season, and, consequently, the schools are vacant. But we trust that there is a "better time coming." New school-houses are being talked of with interest, and we hope that ere another year rolls round, we will have, at least, two new and comfortable buildings erected.

I find that it is impossible for me to obtain the statistics required, to fill the blank you sent me, as accurately as I would wish to do, on account of many of the teachers not having kept a roll in their schools. And to that end, I would suggest, that each teacher be required to enter, daily, in a book provided for that purpose, by the district, a full account of the attendance of children, and that he be not allowed to receive any public money, unless he furnish, together with his order from the trustees, a copy of his record, for the use of the superintendent.

THEO. NAUGHRIGHT,
Town Superintendent.

OCEAN COUNTY.

BRICK TOWNSHIP.

In transmitting my annual report, I regret, that in consequence of the imperfect returns from the districts, and in some instances no returns at all, my report lacks that degree of accuracy so desirable. I have endeavored to avail myself of such means as were within my reach, to make the report as correct as possible, but find it quite deficient, and in some cases have been obliged to supply the deficiency by the best probable statistics, agreeably to my own judgment. I sincerely wish this difficulty could be remedied and obviated, and my impression is, that, to a considerable extent, it might be. It is impossible for town superintendents to make out a correct report without correct returns from the teachers; and the teachers not unfrequently may be at a loss to know what different items of information are required.

That it is the duty of the town superintendents to supply the teachers with blank reports is questionable. If it is desir-

rable and necessary in order to form a correct statistical table, to be reported annually to the legislature, &c., I would venture the suggestion again, i. e. : would there not be a propriety in furnishing blank reports with proper headings, to the teachers, and would not a greater degree of uniformity and accuracy be secured thereby ?

There is evidently a great want of uniformity in school books, and it seems impossible for the town superintendent to correct this evil. The fault may be sometimes with parents and sometimes with the teachers. Some parents who received their education out of Comley's spelling-book and Dabol's arithmetic, regard it as an extravagant and useless expenditure to lay out a few shillings for more modern books. They "don't see the use in it." They argue "they learnt out o' them books and their children be no better than they are."

Why do not such parents, if farmers, confine themselves and their children to the old method of farming and to the use of the old fashioned tools, worn out in the service, instead of conforming to modern usage ? O, they say, that is not to their advantage. Nor is it to their advantage to confine their children to old worn out books, when improved ones are provided. Why do not such farmers carry their potatoes and produce to market by the tedious process of horse power or uncertain sail vessel, instead of availing themselves of railrord and steam-boat advantages. O, they say their potatoes might freeze, and it takes so long to get to market, they save time and it is money to them. So it is ; as is equally advantageous to them to avail themselves of the facilities offered by the introduction of better methods for arriving at the same thing, viz : education. Teachers, too, are disposed to introduce their favorite books, regarding them as better adapted to the schools ; so that with almost every new teacher a new kind of book is suggested, before the last is scarce half digested. Thus the minds of some become prejudiced against important and necessary changes, and for want of uniformity in books, a proper classification of the pupils is impossible. Cannot this evil

be remedied by the appropriation of libraries, especially to the more uneducated and sparsely settled portion of our country.

WM. F. BROWN,
Town Superintendent.

PLUMSTED.

Enclosed I send the school report from our township. It is not as perfect in all its particulars as I could wish; but with the present careless and unsystematic state of our school management, it is impossible to present an accurate report. Most of the schools keep no register, and in all the districts but one, there has been three changes of teachers within the year; some of their lists of scholars' names, attendance, &c., I have been able to find and some I have not. It would greatly facilitate the labor of procuring the statistical matter necessary to making an accurate report, if each district was provided with a book, suitably prepared for keeping an accurate school register.

Our schools are not in as prosperous a condition as they should be. Public interest does not manifest itself in the right way to improve matters. There is a sufficient disposition to "find fault," but not that active investigation and promptness of action on the part of those most interested, that is necessary to correct the existing evils. Every one is satisfied to trust to somebody else to see to it. If it was a common practice for the trustees, parents and guardians to visit the schools frequently, and make themselves acquainted with everything relating to the schools, they would be able to see what was necessary to their improvement, and disposed to make the necessary effort to secure it; both teacher and scholars be encouraged, and much good accomplished.

Irregular attendance on the part of the scholars, and want of uniformity of books, is another great source of evil.

We have three tolerably convenient and comfortable school houses, provided with maps, blackboards, &c., while two others are very far from being either comfortable or convenient.

The interest of the surplus fund was not appropriated to the schools this year as it usually has been; it was inadvertently left off the ticket at the township meeting, which reduced our public fund some two hundred and twenty-four dollars.

Within the present year we have had twelve different teachers employed in our schools, seven male and five female; with three or four honorable exceptions we have not been very fortunate.

There have been no county examiners appointed. I have been called upon to license a teacher but in one case. Only two of our districts have maintained free schools, the others have paid about one half.

I have visited all of the schools; some of them where the schools have been kept open constantly, three or four times; and have endeavored to use my influence as far as I was able for their improvement. I feel a hearty interest in the cause of public schools, as I believe that by elevating the standard of them, we confer a greater favor upon our children than if we were to leave them great wealth.

DANIEL A. WARREN.

Town Superintendent.

— STAFFORD.

In regard to our schools they are in as good condition as can be expected under existing circumstances. There has been one new school house erected in this township during the past year, which having been built on the improved plan, exhibits a commendable spirit and laudable desire to advance the cause of education in that vicinity at least. One of the greatest difficulties the teacher has to contend with, is the want of uniformity in text books.

The schools are sadly maimed on that account, yet I am inclined to believe that this evil is gradually clearing away. The last time I visited the schools, part of them had made a decided improvement in that particular. The main thing that is needed now, is good and efficient teachers, those who can beget an interest in the scholar for his book, and then the cause of education must advance. Although parents should not (as is too much the case) take that especial interest in the schools as they ought, yet with interested teachers, those having their calling at heart, much more may yet be accomplished. And I trust my successor will be prepared to report a still greater advancement.

WALTER B. ABBOTT.

Town Superintendent.

UNION,

As regards our school affairs, there is nothing new worthy of remark the past year. The same feeling that I have before referred to, as strongly predominating in this township, to have the state pass some well digested school law, that shall make the schools more free than they now are, still exists. If the free-school question was a new subject, not experimented upon by any state or nation, there might justly be cause for hesitation before committing ourselves too deeply in its favor. But in the light of the well-tried experience of sister states, it is folly to doubt that free schools are beneficial. Where free education is, there is to be found among the masses more industry, prosperity, morality, and true religion, than where it is not known. Where there are no free schools, prosperity is limited to the wealthy—the rich grow richer, while the masses are generally no more industrious than necessity compels them to be, and morality and religion are thrown in the shade; the dark veil of ignorance shuts out from their view, every high and noble aim, and they are content if the mere animal wants are supplied. If we take the statistics of the different

states of the union, we find that where little or no provisions are made by the state, crime and immorality are every where prevalent, and the common class scarce knowing what prosperity is. Take on the other hand, a state where education is liberally provided for, and we find more morality and practical christianity; and as for worldly prosperity, their history is unexampled throughout the world. New Jersey occupies a half-way position between the two extremes. This state allows each township for itself to decide. As a consequence, we find some sections well educated, and the people highly moral and prosperous, while in other sections, if much more immorality does not prevail, there is, at least, far less prosperity. Though the state at large figures moderately well in educational statistics, yet while there are over sixty thousand children in our midst who never attend school, and thirty thousand who visit school but three months, or less, in a year, we have but little to boast of. Cannot the wisdom of our legislature devise some means to open the school house doors to these children, one and all?

The propositions to raise the poll tax from fifty cents to one or two dollars, and devote the railroad and bank tax to school purposes, I find are rapidly gaining advocates.

The present law is (here,) generally conceded to be in want of improvement. The tax that is now allowed to be levied, per child in each township, is, by one class, considered too much; and the other class, the majority, find so much heart burning and strife at every town meeting, in attempting to carry out a principle that they believe is right, that they are tired of the contention it creates. And it is, without a doubt, too momentous a question to leave it to the excited feelings of voters on an election day to decide, not but what a majority of voters may generally decide right, but because it invariably leads to more or less personal ill-feeling, and never allows that calm, cool deliberation, that the subject requires. It is a question that requires, to decide the rightfulness and necessity of free-schools, the calm, cool deliberation of our wisest men; those

whom we send as legislators, who, remote from the noisy and excited scenes at the ballot box, can dispassionately debate and decide the question for the state at large.

As a Jerseyman, I feel proud of our past history, of its early settlement so peacefully made; in the revolution, of the glorious deeds our fathers have left on record; of the scholars, statesmen, and warriors, our little state has furnished. Our Princeton and Rutgers, have not only trained up Jerseymen, but trained up hundreds, who have shone as intellectual stars in other sections. Our Southard, Frelinghuysen, and others, were in the national councils, respected and beloved by the nation at large. We sent forth Lawrence, Morgan, Reed, and others, whose names are household words in every American family. But it cannot be denied that Jerseymen are too prone to rest at pointing at our past history, instead of aiming to make *our* mark on our age and day. We are proud of our father's deeds, but have we, or are we, as a state, doing things worthy of their descendants? We see around us states, new and old, outstripping us in intelligence and prosperity, and what is the cause, if it is not our deficient system of education? If the school-house door could be, by the state, thrown open to these sixty thousand children, who are now growing up in ignorance, even if not more than half of that number availed themselves of the privilege, would it not give a powerful impulse towards the present and future welfare of the state? The great majority of our people have acted well, nobly, in attending to education, and they will do so hereafter, because they feel right and are able to do so; but for that large number who are growing up in ignorance, unable to procure education, cannot the wisdom of our legislators devise some way to extend to them, who so much need it, a helping hand?

EDWIN SALTER,
Town Superintendent.

PASSAIC COUNTY.

ACQUACKANONK TOWNSHIP

Regarding as I do the educational interests of the state as of paramount importance, I will venture to offer a few suggestions which it seems to me are worthy of consideration. As valuable as is the money received from the state for the common schools, yet in some of the districts it is a question with me whether it does not produce a paralyzing influence upon parents and guardians, in putting forth any exertions to afford any additional means for school purposes, though they may possess the ability. The plan of allowing each district to make use of the funds received from the state, and the town tax, to sustain a free school in the district so far as it will go, and then closing the school house for the rest of the year, is detrimental to the interests of education. Each district ought to be required by law to keep a school a certain number of months each year, in order to avail themselves of the donation from the state. The state of New York requires that a school shall be kept eight months in a year in order to be entitled to the public money.

In order to encourage the establishing of schools of a higher grade throughout the state, should not some inducements be held out by the legislature, by affording such schools their full quota of the public funds.

It is gratifying to see the advance which has been made in educational facilities, within the last six or eight years throughout the state; and I most sincerely desire that they may be increased, until the state of New Jersey shall be excelled by none in the Union. Why not?

It is no small effort to collect the funds from the township collector—could not some way be devised to relieve the town superintendent.

My statistical report is as near correct as I am able to furnish. It seems to me that if the trustees of each district were

required by law to furnish the town superintendent with a full report of all the items required, by the first of each December, there would be more correctness in getting at a correct report. A change of teachers or an absence of teachers at the time when the report is required is sometimes embarrassing.

All of which is respectfully submitted,

JOHN M. HOWE,

Superintendent.

PATERSON.

Our schools have prospered the past year. We have erected a large school edifice capable of receiving nine hundred pupils, and yet feel the want of suitable accommodation, and find it necessary to erect others.

The state might assist much by having a series of plans of school edifices, &c., (to submit to the several districts) having reference to neatness of appearance, ventilation, heating, furnishing, &c., on the most approved and economical plan.

Our schools are graded—as primary, intermediate, and grammar or high schools. In the primary and intermediate, pupils are instructed in the elementary branches, and in the grammar schools they are carried through all, including the higher branches of a thorough English education.

We have competent, faithful, and energetic teachers, and studious and orderly pupils, who reflect much credit on their teachers.

The common school system, with us, works admirably. It brings together all characters, and the action of mind against mind influences all to excel.

We will be happy to receive a visit from you, when we hope to please you by an examination of our school.

ANDREW DERROM,

Superintendent.

SALEM COUNTY.

UPPER ALLOWAYS CREEK.

Accompanying my report I will make a few remarks respecting our public schools. As far as I can perceive they are doing a great deal of good. There are a great many children that receive an education that would not under the old system, and consequently that will fit them better for all kinds of business, which they would not get if our public schools were not in existence. We have some districts which have but a few scholars in them, being so thinly populated, that they have to employ persons at a low salary, consequently they cannot have as competent teachers, and the results you as well as the state are aware of. The only hope (and that I have expressed before), is for this present legislature to frame a different school law, establishing free schools throughout the state, and then with that system, and the assistance of the normal school, in a very few years we could be able to compete with any of our sister states in education and moral reform.

GEO. REMSTER, Jr.

Superintendent.

UPPER PITTS GROVE.

In the township of Upper Pittsgrove are eight school districts, and parts of five others, which, being attached to districts in an adjoining county, are embraced within their jurisdiction and report.

There have been some indications of educational enterprise in parts of the township during the year. Those residing in district number one, have manifested a laudible ambition by contributing liberally of their money towards the building of a new school house. It is large and convenient, and in a forward state of completion for the winter session.

In districts number two and three there is considerable activity in the cause of education. They are the largest districts in the township, and their schools are in session most of the year. The people wish competent and permanent teachers, and they hope thereby to secure efficiency and stability in the schools. Accordingly the trustees have advanced the pay of the teachers, and by constant vigilance have elevated the character of the schools.

Districts number four and eight have with spirit, for most of the year, maintained their respective schools.

The condition of the three remaining districts on the subject of education is that of extreme apathy. They hardly maintain a good school for one quarter in the year. So indifferent are the people that they often fail to regard the trustee election notice and of course have none. Thus the schools and the children are virtually abandoned. How can such parents expect to find that interest, ambition and sense of responsibility in the teacher, on which a faithful discharge of his duties depend.

At the close of the year there will have been received of the interest of the surplus revenue two hundred and two dollars and eighty two cents; from the state school fund, two hundred and ninety seven dollars and sixty five cents; from the tax of the township, six hundred dollars; and from the former superintendent, two hundred and twenty two dollars and sixty five cents; making a sum total of thirteen hundred and twenty three dollars and two cents, to be devoted to purposes of education. This apportioned is two dollars six cents and seven mills, enough for one term of tuition to each child in the township. Already seven hundred and twenty three dollars and twelve cents, of the above, has been received, and five hundred dollars expended in the payment of teachers' salaries.—Four districts each draws nearly enough to sustain a free school for two quarters in the year, any deficit being assessed directly to the patrons of the school.

There are in the township six hundred and forty children

within the age prescribed by law. Of these about three hundred and twenty attend school in winter, and only about half the number in summer. In the absence of proper school registers, and with two or three exceptions, of any reports, I regret my inability to return the number who have attended school for three, six or nine months; or to report the number who are engaged in the several branches of study. And as in three of the districts there have been no schools, we have no means of determining their precise condition. In our schools are taught spelling, reading, writing, arithmetic, geography, grammar and often history. Some fifteen teachers have been employed, of whom five were women and ten men; the latter are generally preferred for the fall and winter terms at an average salary of seventy dollars; whereas, the former usually teach in summer at an average salary of fifty dollars. The number of months in which there has been school on an average in all the districts is about five. The cost of tuition usually is two dollars per quarter of sixty six days, or three cents a day for each child; but in some instances four cents have have been paid with satisfaction.

An increase of salary furnishes our trustees with the most available means of supplying the wants of the community, for necessarily competent teachers must have a reasonable equivalent for their services or they cannot be obtained. One applicant from this township has been received in the state normal school. No other applications have been made. It would seem at present that the enterprise is too new and far removed from the people to enlist their sympathies.

Our school houses are all frame buildings of one room.— Five of them are in tolerable condition, and three hardly fit for use. The external aspect of all being better than their interior finish and arrangement. In both quantity and quality there is a deficiency of seats, desks, blackboards, maps, globes, and other appropriate fixtures of a school-room.

In our larger districts there is great difficulty, in winter, in furnishing the pupils with the necessary seats, desks and room,

and still more in supplying the instruction and attention that the improvement of each demands. By the pressure of the most advanced scholars, the younger ones lose most of their previous acquisitions in a round of hasty recitations. To remedy this, let there be two distinct rooms for separate instructors. In this way, by a small advance of salary, both departments could be successfully carried on, and the interests of our primary and more advanced scholars be permanently enhanced. Aptness to teach is what our teachers most need, the method of teaching and governing their pupils being oftener subjects of complaint than what is or is not taught. To reduce the art of teaching to a uniform system, is one grand object of the county teacher's association, wherein each member avails himself of the joint experience, observation and reflection of all. Although in its infancy it has aroused a spirit of inquiry that indicates the most distinguished results.

There is great want of established, uniform text books, in our district schools. This originates with the trustees, for the wholesome provisions of the law on this point are entirely useless from the failure to execute them. This neglect of text books, and the quarterly exchange of teachers are serious evils demanding prompt reformation. As also, most of the popular dissatisfaction that obtain against the school law derives its countenance and force from the failure to execute it, and not from the imperfections of the law itself. All of which is respectively submitted.

E. L. L. SHEPPARD,
Town Superintendent.

SOMERSET COUNTY.

BEDMINSTER TOWNSHIP.

We have county examiners by whom our teachers are licensed. There are no free schools in this township. Out of ten districts only six have teachers, of whom one is a native, the balance from the eastern states.

I could not induce any to apply for admission into the normal school.

The plan of sending a number of candidates, from whom a selection is to be made seems objectionable. Would it not be better to give the right of selection to the people?

The normal school is unattainable to indigent youth. Doubtless if provision was made for this class, many a poor boy would struggle hard to prepare himself for admission, and become an efficient laborer in the great cause of education.

BENJAMIN STOUT,

Town Superintendent.

BERNARDS.

I am happy to report that the schools in this township have been conducted with a good degree of efficiency during the present year. The attendance has been good on the whole, though some districts have fallen much behind others. Parents and guardians seem to be improving though slowly, in their ideas of the importance of having good schools. They have been willing to pay in most of the schools, larger salaries to the teachers than formerly, and as a consequence have secured better instructors. Webster's Unabridged Dictionary, furnished by the state, has been placed in all the schools.

JOHN C. RANKIN,

Town Superintendent.

BRANCHBURG.

Accurate statistical information cannot be obtained because teachers do not record and leave in possession of the schools they teach such registry. In order to obviate this difficulty, we think the law should make it obligatory on teachers or trustees, to render annually to the superintendents a correct report of attendance.

We have a county board who examine teachers, teachers' association, teachers' institutes, and a state normal school, all of which do and will conspire to exert a very salutary influence.

What we now conceive to constitute the principal barrier to a thorough dissemination of common school education, is first—a want of proper appreciation of its value and importance by parents and employers, many of whom, to the detriment of of their children and their own discredit, never visit the school room. Secondly, the necessity of a system of free schools, established and sustained by the state. Such a system we believe would be satisfactory and permanent, and is demanded by the rising generation. Raising money at town meetings for school purposes, is attended with much strife and opposition; voters generally voting from motives purely selfish.

We have not maintained free schools in any of the districts during the whole of the past year. The law is defective in permitting the school fund to be appropriated to a certain period of the year, It should be equally apportioned to each quarter.

JOHN COX,
Town Superintendent.

FRANKLIN.

I think our present school system has done much good, and is a great benefit to the rising generation. The people begin to feel the importance of this "great subject," for what can

concern them more, than to properly educate all the youth of the land, that there may be, at least, an "equality" in this respect. But that there are defects in almost all systems, none will pretend to deny, and that this labors under some serious ones, all can see:—the way of districting, works unequal in many places; cannot some means be devised, that the children may be allowed to attend where the employers see fit, or please to send them, and yet be fully entitled to receive their apportionment from the public funds; and cannot the time of rendering a report be changed, to be sent in on, or about, the first of the spring months.

A great difficulty is also found in the insufficient supply of teachers—competent and well qualified—hence arises the necessity frequently of another great evil, the frequent change of teachers; but I hope the normal school will be the remedy, and that we will soon have from thence, a source of adequate supply, and that this institution, now established, will soon continue to furnish a corps of instructors, taken from among our own population, who will take the places of the itinerant, and ever changing ones of these days. I think that this is, of all that has been done, the greatest, the wisest, and best thing; "for how can they teach, unless they have been taught?" I also look forward to the revision of our school law, for to make a cure of the existent evils of the present, and hope that that committee, (composed as it is, of gentlemen acquainted with the wishes of the people,) will entirely remodel, reconstruct, and hence, renovate our inefficient system.

For this district of the state, there is a great interest manifested in the cause. Several new and improved school houses have lately been erected, which stand as monuments of the zeal and liberality of the people. Our teachers, with few exceptions, are licensed from our board of examiners, who are the only safeguards that school officers have to avoid employing of incapable instructors in the schools. The inhabitants vote a liberal amount, but we still think that the state, from her abundant resources, should do more, and that the whole

should come from her treasury, without any special taxation. Our schools are generally prosperous, but teachers complain loudly of irregular attendance; this is a crying evil, and a sort of compulsory force should be exerted by the law, to require the attendance of scholars a majority of the time.

I remain as ever,

JOHN N. HOAGLAND,

Town Superintendent.

WARREN.

Enclosed is the report on public schools in Warren Township, Somerset county, for the current year. The report has been filled according to the best information I could obtain, a majority of the districts keeping no register, therefore it is impossible to procure the most reliable information, as directed by your instructions, (under the head of attendance for stated periods of time.) I am persuaded many of our reports will ever be incorrect, unless the legislature enact laws obliging the teachers to keep a register.

Our schools, in Warren Township, are evidently advancing in education; they have been kept in operation longer—a greater number of children in attendance, than any former year,—our teachers well qualified—all have been examined and licensed by county examiners,—our schools all free,—school houses and play grounds, ample—with one exception: three, and two parts of districts, have kept schools open the entire year, with brief vacations—the remaining three, six months. An increased interest is evinced in our township, and still greater interest would exist, if our trustees were efficient men, and do their duty; for I believe no circumstance tends to retard education, in our public schools, more than inefficient trustees. I think, when they are elected, they ought, under oath, promise to perform their duty truly and faithfully. Perhaps the same, with propriety, might also be said, in regard to the duties of the town superintendants.

We have no difficulty in our township, in raising ample means, by taxation, for schools; but some of our districts being large in territory, and thinly populated, and the school money being divided equally among the children reported—each child receiving his quota—therefore, some of the large districts, with difficulty, keep school over six months, while the more thickly populated, are able to have schools for a year, therefore, would it not be just, under circumstances, to have the township to be as one district as regards the public money, and all the schools be kept open as long as the public money last. One other defect in our school law, with many others, occurs at this moment, it is the manner in which our school taxes are assessed. I know of families (of wealth, too,) moving into our town, apparently for no other purpose, than that of educating their children, who pay neither poll, township, county tax, or any other—this is evidently unjust.

One other matter I wish to state, though it may be deemed foreign to this report—it is the wretched spirit of *meanness* that actuates our trustees, and doubtless others, in paying female teachers the *narrowest possible wages*, it is, to say the least of it, *ungenerous, unmanly, grudging economy*. Witness the enclosed schedule, and see the shameful small salaries paid the female teachers in our public schools; it is positively disgraceful, not only to Warren Township, but to the state. The compensation is not merely inadequate for a decent living, but falls very far short of the just value of the services rendered. Many of our best public schools are taught by females. I have ever recommended our trustees to employ them, in preference to males—especially during summer months.

Who can too highly estimate the services of an accomplished, efficient, female teacher?

J. W. CRAIG,
Superintendent.

SUSSEX COUNTY.

BYRAM TOWNSHIP.

Herewith I transmit my report of the public schools in this township for the past year.

Our township is divided into seven districts, all of which are provided with good and comfortable school houses, five being stone, and two frame buildings. According to the last enumeration, we have four hundred and forty-six children in the township between the ages of five and eighteen years, of whom, as near as I can approximate to the correct number in consequence of the imperfect character of the returns, about three hundred and nineteen have attended school during the year.

But one of our schools (in district No. 1) has been kept open during the whole year; this has been accomplished by the trustees dividing the public money into four portions and assessing the deficiency for each quarter upon the scholars. The schools in the other districts vary from four to six months duration.

In several of the districts the trustees, in consequence of the indisposition of the patrons of the schools, to be assessed any amount beyond the district funds, have employed teachers for as long a time as their money would pay, and gone on and used up all their means during the spring and summer months, leaving no funds for winter schools. Against this plan I have urgently remonstrated and advised the division of the funds into four parts, and assessments upon the patrons of the schools, of sufficient amount to make up the deficiency needed to keep their schools open the whole year; but I am sorry to say that this advice has not been heeded in several districts, and the consequence is, their school houses will be closed during the whole winter.

In several of the districts I am pleased to report, that the

schools are well attended and supplied with good and competent teachers, and the children give evidence of advancement from time to time as I visit the schools.

We have no county examiners in this county. All teachers in this township are licensed by the superintendent and trustees.

I have received from the state treasurer seven copies of Webster's Unabridged Dictionary, and have distributed them to the several schools of the township.

Would it not be well for the state to furnish the necessary blanks for school registers; to be kept by the teachers in the schools, under the direction of the trustees, and make it obligatory on the teachers to keep said register, and receive no pay until it is returned to the town superintendent, say monthly or quarterly. I make this suggestion in view of the difficulties existing in relation to procuring the necessary statistical information required in the report, as to the attendance of scholars at school; as many teachers are employed by the month, and keep no register at all, and others will not devote the time to keep it, thus giving the superintendent great difficulty in procuring the information wanted at the close of the year.

E. A. REEDER,

Town Superintendent.

FRANKFORD.

The state of the schools in our township is the same as last reported; perhaps with a slight improvement. The desire for better qualified teachers is increasing. But one of our schools has been made a free school all the year; another about half the year. In the others the public money has been used to diminish the rate bills.

Should our trustees comply with the law, literally, and make the schools free as long as the money would last, one of our schools would be free twelve months, one perhaps nine

months, and the others from six to four months. This difference is owing to the difference of the size of the districts. One or two large enough, the others altogether too small. This is a difficulty which cannot easily be remedied by the superintendent and calls for legislation.

In filling up the blank for the attendance of the scholars, I feel the need of statistics on which I can rely. To remedy this defect, I think every district should be furnished with a book in which the teacher should keep a careful record of the attendance of the children, and from which the superintendent might be furnished with the necessary statistics.

ALFRED KETCHAM.

Town Superintendent.

GREENE.

Free schools have been maintained throughout this township until the first of last April, and in one district throughout the year. During the summer and fall, schools have been supported by subscription aided by the school money derived from the state. No school money was raised by taxation in this township last spring. The present defective system of raising school money is by no means adequate to the requirements of the present condition of our common schools. Whilst it satisfies the one it dissatisfies the other; creating discord instead of harmony. There seems to be a greater lack of interest in the cause of education than money. We find men who use both their voice and vote toward the raising of money by taxation, so grossly negligent of the welfare of their children, as to neglect sending them regularly to school, even though they are educated without expense.

The teachers' institute of this county was promptly organized and held with an increased attendance. Many new members were present, expressing themselves highly gratified with the pleasant and profitable exercises. The intent and object

of said institute is becoming better known and more appreciated. Mutual intercourse, aided by the more experienced teacher, is undoubtedly one of the most important means by which to improve and systemize our common schools. The young and inexperienced, too conscious of their inability, hesitating to associate with those of more experience, fearing that criticism rather than the acquirement of professional knowledge was the object intended, learning the real object desired, speak warmly in its favor; they learn too, to know each other, and becoming more intimately acquainted, speak unhesitatingly of the common cause in which they are engaged. Thus the united skill and experience of all are made servicable for the benefit of each, thereby causing order and system connected with theory and practice, to take the place of confusion and chance.

Whilst teachers are thus better fitting themselves for the business in which they are engaged, parents should not be idle. Much remains for them to do which would greatly encourage and assist the teacher in his arduous and responsible duties. The following are a few of the essentials to be provided by the parent, and which are inseparable to a systematical course of instruction :

A commodious and comfortable school room, properly ventilated, built with reference to the number of scholars to be accommodated, giving ample room to each, furnished with seats and desks best adapted to the comfort and welfare of the scholar, physically as well as mentally, and arranged so as to be most convenient to the teacher in classifying and governing his school, together with blackboard, book case, &c.

A uniformity of the proper text books; such uniformity should be as widely extended as possible, in order to meet the wants of transient scholars. A frequent change of school books, if properly selected at first, is but a waste of time.

A school register.

Regular attendance.

And a permanent teacher who possesses both the ability and disposition to do honor to his profession.

Parents and guardians should be sufficiently interested in the welfare of their children, the community and nation, to make it a part of their business to co-operate with the teacher in establishing and perpetuating a thorough systematical course of instruction; without which time will be wasted, money expended for less than its value, and legislation prove useless. That this interest on the part of the parent is slowly increasing, is manifest from the slow but steady improvement made towards systemizing our schools. Text books are becoming more uniform throughout this township. Three old school-houses have been recently repaired and one new one built. Yet a lack of interest is manifested by the irregularity with which scholars frequently attend school, and the inattention paid by the parent in visiting and observing how schools are conducted. That this lack of interest is the main obstacle to the improvement of our common schools must be admitted; yet I see no way of remedying this defect but by means of the proficient teacher. We want teachers who will make it their paramount object to build up the cause in which they are engaged—teachers who will earnestly strive to make their schools model schools for others—teachers who will, by strict attention to each day's exercises, strive to make their schools both pleasant and profitable to their scholars, thereby ensuring a better attendance; enabling themselves to approximate nearer to a systematical course of instruction. I think there is a sufficient interest manifested in this township to sustain me in saying that the proficient practical teacher, when properly established, and his reputation and ability known, will be duly compensated for his labor. I think the time is not far distant when good teachers will command good wages; but good wages will not in all cases ensure good teachers. The teacher (not money alone) is to promote the cause in which he is engaged, thereby rendering his services more profitable to himself and employers.

T. F. HUNT, *Superintendent.*

HARDYSTON.

Our schools are improving. Parents far more particular than in former years as to the moral and intellectual qualifications of the teachers.

We still feel the want of well qualified teachers.

JOEL CAMPBELL,

Town Superintendent.

LAFAYETTE.

As the most important part of my official year is to come, and the cause of education is but feebly maintained, my statistics are few and not very interesting. Of the four districts in our township, two are at this time without teachers, owing to the small number of children in said districts, and the want of sufficient funds. There has been no free school in our township since the commencement of my official year for want of funds to do so, as the township has raised no money for the support of schools this year, and as a natural consequence our schools have been in general but poorly attended. The money received this year has been two hundred and sixty one dollars and sixty two cents from the state, and fifty two dollars and sixty two cents of Thomas Kays, late superintendent, amounting to three hundred and fourteen dollars and twenty three cents, which amount is divided between the summer and winter sessions that all may be benefitted equally. Three teachers have been examined and licensed according to law. One small district paid the teacher ten dollars per month for three months. The other male teachers have received two dollars and twenty five cents per scholar per quarter, and females have received two dollars per scholar per quarter. Each teacher has received the amount of public money due their respective district at the time, and the balance due the said teacher has been assessed on the scholars. Examiners for the county have not

been appointed. The number of well qualified teachers is small, and perhaps will become smaller for want of competent support. If the legislature would take the raising of school funds out of the hands of our town meetings, and cause a just and uniform rate of tax to be levied on the whole taxable inhabitants of the state, it would obviate a great many discordant feelings, and in the aggregate advance the cause of education.

JOHN M. KALTS,
Town Superintendent.

NEWTON.

The report I transmit herewith, is believed to be nearly correct. The blank sent me was not received in time for me to obtain any other information than that which is contained in the report.

The fourth column, purporting to contain the number who have attended twelve months, contains the number who have attended nine months; and over the fifth, six months; and over the sixth, three; and the seventh under three months.—I think it quite probable that not three in the whole township have attended every day of the past school year.

Five districts have maintained free schools during the whole year, not including parts of districts, where the school rooms are out of the township.

The terms of tuition includes one parochial school, one female seminary, and one academy, in each of which from two to three teachers are employed; hence the aggregate wages per month is considerably augmented above what it would otherwise be. I think of no other explanatory remarks necessary.

ALFRED DILLISTIN,
Town Superintendent.

SPARTA.

I have filled up the report as correctly as I possibly could. But one teacher has reported to me the average attendance. The attendance on the schools has been considerably affected by the loss of some of the money that was expected from the township. A part of the money that was voted by the township in 1853, and also a part that was appropriated in 1854, amounting in all to two hundred and ninety eight dollars, has been lost—or is supposed to be lost.

There have been no examiners appointed by the county.—The examination of teachers has been attended to by the town superintendent. The eleven teachers named in the report include the whole number that have been employed since April last. There are at present but five engaged.

DANIEL HIGBIE,
Town Superintendent.

STILLWATER.

In the inclosed report I have given the information desired according to the best of my knowledge. It is a very difficult matter to get correct statistics.

If it is desirable to collect these statistics, it seems to me the state should furnish registers for the schools, and require the teachers to furnish to the town superintendents an abstract of all the facts the state superintendent desires, before they receive any public money. The districts might pay for the registers, but the registers ought to be uniform.

I presume the information with regard to the number of school districts in the state is far from correct. This township has always reported twelve districts, when in fact there are but six whole, and six half districts. One district is made up in part from Greene, two from Freelinghuysen, one from Hardwick,

and two from Newton. These townships, no doubt, have reported these districts, thus making an error of six districts.

There are no examiners appointed for this county; and the manner of examining teachers, is not, generally, according to law. In a few districts the trustees send the superintendent word to come and examine; but the examination rarely takes place until after the teacher has commenced his school. In many others the trustees send the teachers to the superintendent to be examined. In many others they neither send the teacher to the superintendent, nor do they take the trouble to inform him when they employ a teacher. As a consequence, trustees often employ incompetent teachers; but having employed and set them to teaching, they will then overrule the superintendent, and grant them licenses.

No doubt it is a good plan to give trustees a voice in licensing teachers; but ought not the law to say distinctly, that the examination must take place before the teacher commences his school? If this were so, it is not probable that many trustees would be so perverse as to persist in employing a person whom they know to be entirely unfit for the business of teaching.

JOHN D. REYNOLDS,
Town Superintendent.

VERNON.

In compliance with that part of the act which makes it the duty of the town superintendents, to report upon the state and condition of the schools in their respective townships, I herewith transmit the annexed table and following statement.

The amount of school money received by me, since the month of April last, which was the commencement of my official term, is, \$1,656 71 cts., being derived from the following sources:—One thousand dollars raised by the vote of the people of the township, at their annual town meeting; six hundred and seven dollars and sixteen cents, state and surplus

revenue; forty-nine dollars and fifty-five cents, being a balance of last year.

The school money will not all be expended for the objects which the law specifies before the close of my official year, which is sometime in next April. Over one-half has already been paid on teachers' wages, by the order of the trustees of the respective districts, and, I think, by the end of the year, the whole, or nearly, will be expended on teachers' wages.

If the interest generally felt in the cause of education, is to be judged by the amount raised by the township, there is then the most gratifying evidence of an increasing interest in the cause, for the last two years; for the reason that the people of the township have voted for two successive years, to raise the sum of one thousand dollars; whereas, formely, the highest sum that had been raised by the town was, five hundred dollars. Complaints frequently arise from individuals residing in some districts, of all, or a greater part, of the money due their district, being paid out during the summer and autumn terms, and nothing left for the winter school.

To remedy this injustice, as I conceive it to be, I would suggest, that where the fund is large enough for six months, or more, that they be obliged to use only one-half of it for the summer school, and the other half for the winter school; an amendment to that effect is suggested.

The complaints of this kind, might also be remedied by raising our school-fund, by an additional appropriation by the state, sufficient to keep district schools open five months during that part of the year, from the middle of spring to the middle of autumn; and five, also, the remaining part of the year. With the amount that is now raised in the town, together with the state and surplus revenue, some districts are enabled to keep a free school eight or nine months in a year; but the compensation is not sufficient to secure the services of well qualified teachers, for that length of time.

Could the district schools of this town, be kept open ten months in the year, and during that time, the children attend

regularly, and be under the instruction of well qualified teachers, and these children be provided with the most improved books on elementary education, I think, all might be accomplished, that the most sanguine friend of the cause could wish.

Much has been done for our district schools, many of the scholars are well instructed in geography, grammar, history, and natural philosophy; the study of arithmetic, on the inductive method, has awakened the dormant energies of many a youth, and made him conscious of the powers of his mind; but although much has been done, much remains to be done.

There are teachers who are competent to teach geography and grammar, will bear an examination in those branches; yet, for some cause, they do not introduce these studies in their schools; they lack the energy, the address, or the zeal; they do not feel interested. If they are employed in a school where these branches are taught, and the books supplied, they do very well. There are five districts in the town in which geography and grammar are not taught, notwithstanding there are scholars in these schools sufficiently advanced to pursue these studies to advantage. If our schools ever become elevated and improved to a proper standard, it will be accomplished by the energy, perseverance and zeal of well qualified teachers.

The work must be commenced in the school room, these teachers must feel their responsibility, must appreciate their high vocation; for in their hands is the destiny of these youth, the developement of their minds, the moulding of their character; yet, in my intercourse with the teachers of this town, I have found some ambitious young men, who chafed under the idea, that their calling was not duly appreciated, and perhaps they had reason to complain, they have a right to expect better things. Visiting schools by parents and trustees, has become quite common in some districts. They have, upon my visits, come to the school-house to witness the progress of the pupils, and hear the teacher examined. If an additional appropriation should be made, sufficient to keep our schools

open ten months in the year, and competent teachers employed, such as will not only bear a thorough examination, but in addition to possessing an aptitude for teaching, have an honest zeal in training the moral and intellectual qualities of their pupils, I think an advance would be made, which would be seconded and carried forward by the people of this town, by which more would be achieved, than has ever been done towards giving every child a good education.

SHARP BACKSTER,
Town Superintendent.

WANTAGE.

In obedience to the law, I submit to you my report. The number of schools in this township is twenty-one, and a part, all of which have been in operation some portion of the time, ten of which have been kept in operation during the year, except usual vacations; the remainder have been in operation from about four to nine months. About one thousand scholars have been taught in the various schools in this township, as reported in table. It is very difficult to ascertain correctly, the exact time of each, as in many of the districts, teachers are changing, and leave nothing behind as a guide, while in many no strict record is preserved.

The price of teachers vary from eight to twenty-five dollars per month; or from two to two and a-half dollars per scholar, inclusive of public money.

The amount of money I have received, is as follows:—three hundred and fifty-five dollars and nine cents from superintendent of last year; one thousand one hundred and thirty-one dollars and fifty-two cents from state, and interest of surplus revenue, all of which have been apportioned as the law directs. I have licensed twelve teachers, most of whom have requisite qualifications as teachers, while others are not as good as might be desired.

The books used are Saunders' series of school books, Por-

ter's rhetorical reader, various histories of the United States, Smith's and Thompson's arithmetic, Day's and Davie's algebra, Comstock's and Parker's philosophy, Comstock's chemistry. Smith's grammar is in general use, Smith's geography.

Suggestions for Improvement.—Let the legislature pass a law to make the schools free, with a salary to each teacher, sufficient to make teaching a calling to be desired by men of talent and attainment, and we should soon see the change we so much need and desire.

Two new school-houses have been erected in this township, this year—one at Coleville, at an expense of about four hundred and sixty-five dollars; another at Wolf Pit, at an expense of about two hundred and seventy-five dollars, each of which speak to show the interest felt in the cause of education.

Finally, when the legislature passes a law to make schools free and equal, and the inhabitants of every district then appreciate these favors, then we shall see the cause of education doing the thing it is designed to do—dispensing ignorance, with all its curses, from our midst; leading us to know our own rights, and be satisfied therewith.

Another improvement, much to be desired, is, that the superintendent should have the privilege to license a teacher wherever he applies, without being confined to any district, setting forth in the license, the branches he is qualified to teach; then the trustees, of any district, may judge from the license whether the teacher having such license, will be suitable for their respective districts.

JOSEPH WINTERS, JR.

Superintendent.

WARREN COUNTY.

FRANKLIN TOWNSHIP.

It gives me great pleasure to be able to report that most of the schools in Franklin township are making improvement.—The schools will be kept open free about nine months the present year. I received from my predecessor sixty-two dollars and three cents, being the unexpended funds of last year. We have received from the state two hundred and forty dollars and seventy six cents, and the interest of the surplus revenue, one hundred and forty eight dollars and thirteen cents, and the amount raised by tax this year is one thousand and seventy six dollars. The “amount from other sources” in the report, is the amount of the surplus revenue. The teachers are all employed by the month, and the price paid varying from twenty to thirty five dollars per month. I have licensed in connexion with the trustees eight teachers, during the last eight months. No county examiners have been appointed for the county of Warren. We are expecting a change to be made in the school law the present winter.

JAMES VLIET,
Superintendent.

FREELINGHUYSEN.

The superintendent is desired to accompany his report with such remarks concerning the operations of our common schools as he may deem proper. In compliance with this desire, I would make two or three remarks as to the difficulties with which our common schools have to contend.

1. There is a difficulty in obtaining competent teachers when a school becomes vacant. We are particular in this town in this respect, and I can say therefore that the teachers we have are considerably better than is common around us. But when

a school becomes vacant we find great difficulty in supplying it with such teachers as we desire. The normal school may in some measure obviate this, but only partially, in my opinion, because it requires means to attend such an institution, which, many, who would follow teaching, cannot command. If those who attended that institution could have their board as well as their tuition free, we would soon have an abundance of well qualified teachers, for all would then have an equal chance, the poor as well as those in better circumstances. As it is, any person can attend boarding schools in the country much cheaper than they can attend the normal school; for in such a place as Trenton, board would be three or four dollars a week, while at country boarding schools, it would be but two dollars, and in many places less.

2. Another difficulty is love of change, either with the people or teacher, or both. A teacher has hardly made a commencement before something arises, which causes him to leave, and another takes his place, and thus one does little more than review what the other passed over, and the school consequently makes but little advance. One of our schools has had already this year two teachers, and may have two more before the first of April. Permanency in the teacher, I consider of great importance in the advancement of the scholar, and parents know not the great injury to their children which this constant changing produces.

3. Another difficulty is want of proper compensation. The people in many places seem to be unwilling to pay the teacher what is just for his services. The consequence is that when a teacher marries and settles down in life, he is compelled to seek some other employment because his salary will not support him, and thus we lose the benefit of all the experience and knowledge, he may have acquired. This is an evil, and unless remedied in some way or other will always leave our schools in the hands of the young and inexperienced.

In conclusion, allow me to remark that great good would result from lectures on education. Let the state appoint a

competent man, and pay him a sufficient salary, and let him spend his whole time in lecturing on education in the several townships. This would enlighten the people, and make them more alive to its importance, and would probably remove the difficulties at present existing. Then would they probably look upon the office of teacher in its proper light, as the most important on the face of the earth, save only the office of the gospel ministry.

WILLIAM C. MCGEE,
Superintendent.

GREENWICH.

The schools of this township are all with but two exceptions in a prosperous condition, and well attended, averaging forty scholars each the year round. I have made no important changes since my election to the office of superintendent, in the system of teaching, but have endeavored to employ teachers more competent than those who have heretofore had charge of our schools. I have rejected about as many applicants as I have licensed, and find by so doing that our schools are in a better condition than they have been for some time, and hope that they will continue to so improve that my next report may be more satisfactory than any you have received from this township for years.

JOHN SHARP,
Superintendent.

HARDWICK.

This township is divided into seven districts, and two hundred and eighty two scholars. District number one contains ninety seven scholars capable of attending school. There has been two terms of sixty six days each taught the present year. The number of scholars attending, about thirty. The tuition is

two dollars per scholar for sixty six days. The branches taught are spelling, reading, writing, arithmetic and geography. The amount of money received is one hundred and eighty nine dollars and twenty six cents, and is being expended for the sole purpose of education.

District number two contains thirty four scholars capable of attending school. There has been one term of sixty six days taught this year. The number of scholars sent is about twelve. The same branches taught as in district number one; tuition the same. District number six has fifty five scholars; about twenty attend school. There has been two terms taught this year. The branches taught are reading writing and arithmetic. The qualifications of the teachers are not what could be desired, but as good as could be procured,—none of them qualified to teach geography and English grammar to any great extent.

I have visited every school once. The inhabitants generally manifest but little interest in educating their children. The school houses, however, are in a pretty good state of repair. Two of them are frame, and one is stone; each having one room and plenty of play ground attached. The spelling books in use are Webster's elementary, Saunders' series of reading books are generally used, Davie's arithmetic, and Smith's geography and grammar.

Districts number three, four, five and seven have no school houses in the township, but are educated in the adjoining townships.

ELIJAH HANKINSON,
Town Superintendent.

INDEPENDENCE.

Enclosed is a report of the condition of the schools in this township. Schools are now open in six of our districts, and the remaining four are anxious to secure teachers for the win-

ter session. This township as you will see by the report, is divided into ten districts, where there should be no more than six; and owing to this there are but two districts that have been able to keep their school open for twelve months, as teachers are unwilling to take a school when a part of their wages is not secured by the public fund. As regards our present school law, I would say that although it provides a way by which all may have free schools, yet as it is left with a majority of our inhabitants to support them or not, as they see proper, and in supporting them, to place an additional burden upon themselves, under the present operation of the law I see no prospect of having free schools—or at least not until the cause of education is made something more than a mere matter of dollars and cents, but is looked upon as a sacred duty which we owe to the rising generation, and for which they will hold us accountable.

WILLIAM KENNEDY,
Superintendent.

MANSFIELD.

This township numbers this year five hundred and twenty eight, according to the returns of the district trustees. We receive from the state and surplus revenue together, three hundred and seventy seven dollars and sixty three cents; and there is raised by tax this year two dollars per scholar. There are six whole districts and four parts of districts in this township. There are four schools vacant for the want of teachers at the present time.

The schools are progressing; teachers, as a general thing, are of the best kind, and devote great attention to the school. They have one uniform kind of books, and when they all get Webster's dictionary unabridged they will still be more complete. The school houses are all good with the exception of two.—There are two new ones in contemplation, and one nearly

finished. Not more than one third of them have play grounds, the rest have the highway for it and intrude on their neighbors. The parents do not visit their schools as much as they had ought to do. With their presence it would animate the teacher, and would take more pride in it themselves.

JAMES McCREA.

Superintendent.

OXFORD.

In the statistical table, the numbers in the fourth, fifth, sixth, seventh and eighth columns, are the average numbers of the schools, each quarter. The tenth column contains the whole number of children that have attended school during the year, of which number, about fifty have attended but a few days; about sixty, four or five weeks, and forty-nine about two months.

The salary of male teachers has been thirty dollars per month, and the female teachers, sixteen, including their board.

Where the public money has not been sufficient, the balance has been raised by an assessment, per capita, upon the scholars, so that all the schools may be said, to have been free, or nearly so. In one district there has been no schools, the district being engaged in erecting a school-house; which accounts, in a measure, for the large portion that have not attended school during the year.

In most of the schools, in addition to the elementary branches, English grammar and geography, have been taught with a considerable degree of success; and in one, the higher branches of mathematics have been considerably attended to. Upon the whole, it may be said, that the condition of the schools in this township, is gradually improving, and an increased interest is manifested in the cause of education. That indifference, so long manifested by many, has, in a great measure, given place to anxiety, and we trust and believe, that

the time is not far distant, when our schools shall attain a rank commensurate with the importance of education.

Many defects in the present system are apparent, some of which should be remedied by legislation. The want of convenient school-houses is seriously felt, and inasmuch as the legislature has made no provision for their erection, it is an inconvenience that must continue to retard the progress of education, until districts are compelled, by law, to build suitable houses. In a properly arranged house, with suitable desks, the burden of the teacher is greatly lessened in maintaining order and discipline, inasmuch as every scholar knows his seat, and is not interrupted by the encroachment of others, by which confusion is, in a great measure, avoided; and, having a place by himself, for his books and stationery, they are preserved from that injury to which they are exposed, when all are allowed, or compelled, to place them together, promiscuously. Old fashioned, dilapidated houses, of which there are many, should be replaced by good ones, built in a proper form, and so arranged as to be acceptable to both teachers and pupils; but it is impossible to accomplish this object without legislative aid, inasmuch as every attempt of the kind is met by a powerful opposition from those who are not directly interested in schools, and whose parsimonious ideas will not permit them to contribute to a cause in which the whole community are interested. I well know, from my own observation, that where a house is properly arranged, with suitable furniture, a school will make double the progress in the different branches, that it will make under the disadvantages of a house without arrangement or furniture; and, I think, that this subject cannot be too strongly urged upon the attention of the legislature. The question should not be regarded, whether a man has or has not children to educate, but, on the contrary, in my opinion, all should be made to contribute by law, regarding it as a wise and liberal system of policy, by which property and life, and the peace of society, are secured.

D. D. CAMPBELL,

Town Superintendent.

PHILLIPSBURGH.

Enclosed you will find the annual report of Phillipsburgh township for 1855. It is with feelings of gratification that I call your attention to the large proportion of the whole number of children who are receiving the benefits of our common school education. Of seven hundred and sixty three children in the township, six hundred and eighty two are attending school.

Our teachers have been regularly examined, and licensed according to law. The school buildings are generally in good order, and the schools have been kept free during the year.

JOS. C. KENT,
Town Superintendent.

PAHAQUARRY.

Herewith I send you the statistical report of the public schools in Pahaquarry township. It is correct to the best of my knowledge. We have no schools in Pahaquarry township at present. I suppose they will commence in a week or two. The average price of male teachers is about twenty two dollars per month; female teachers about twelve dollars per month. There have been no examiners appointed in Warren county.— To the best of my knowledge there were none of the schools in Pahaquarry township taught wholly with free money. The employers have to pay at an average about twenty six dollars per quarter in addition to the free money.

JOHN ZIMMERMAN,
Town Superintendent

REPORTS FROM TEACHERS' INSTITUTES, ETC.

CUMBERLAND COUNTY.

To the Honorable Superintendent of Public Schools in New Jersey :

SIR:—The first Teachers' Institute in Cumberland county was organised by your authority on the twenty-second of October, in the court house at Bridgeton, under the direction of C. C. Hoagland, M. D., of Somerset, who, unassisted, conducted the exercises during a session of five days. Thirty-six teachers, whose names and residences I transmit to you in the accompanying pamphlet of "Proceedings and Catalogue," were in attendance. A few trustees, lest their teachers should be injured by "new fangled notions," *wisely* prohibited them from attending, under penalty of dismissal. The time was occupied with exercises in spelling, reading, arithmetic, geography, grammar, phonetics, mental arithmetic, lectures upon subjects of interest to teachers, and in discussing methods of teaching the various branches. All the members heartily engaged in these exercises, and were greatly profited. Not the least beneficial results arose from the teachers themselves becoming pupils. An interest in public school instruction was excited in the community. The most influential friends of education from different parts of the county attended daily. Educational projects received an impetus that will be lasting in its effects. A Teachers' Association was formed under very favorable prospects. But two of the teachers had ever attended an institute before.

All were highly pleased with this, and at its close resolutions heartily commending institutes, was unanimously adopted.

M. F. SWAIN,
Secretary.

ESSEX COUNTY.

Dr. John H. Phillips, State Superintendent of Schools :

DEAR SIR:—Having been appointed by the Essex County Teachers' Association to render you a report of the proceedings at the last session of its institute, I proceed to perform the pleasant duty assigned me.

On Monday morning, March 26th, 1855, the institute opened its second annual session in the high school building, in this city, which had been kindly tendered for its accommodation by the board of education. The number of teachers in attendance was large, and both instructors and members entered upon the duties of the week with an apparent determination to render its exercises most efficient in the advancement of the educational interests of the county.

Rev. S. R. Davis, President of the Association, opened the session, and introduced as conductor, Dr. C. C. Hoagland, of Somerset county. Dr. Hoagland proved himself an efficient officer, giving lectures on moral training, school government, best methods of teaching, etc., and securing efficiency and practical character in the exercises generally. Professor J. B. Thompson, of New York, reviewed the principles of arithmetic, and succeeded in combining philosophical accuracy with practical bearing in his treatment of this most important branch of education. Rev. Mr. Davis explained and illustrated the principles of elocution. Dr. S. Congar, superintendent of schools in this city, who, during the session, man-

ifested his usual interest in all that pertains to sound education, gave a lecture on the same subject. The structure of language was exhibited by Mr. I. Peckham, Principal of the Newark High School. The science of phonetics taught by Mr. S. W. Clark. The different methods of teaching orthography were explained by Mr. J. E. Haynes, and mental arithmetic treated of by Mr. J. Clark. Impromptu exercises by other members of the association, added to the interest of the session.

The institute continued its session during the week, with unabated interest, holding three sessions per day at nine o'clock, A. M., half-past one and seven o'clock, P. M., and finally adjourning on Saturday, at noon.

The evening lectures were delivered by the following gentlemen:—By J. L. McKeen, L. L. D., on the comparative cost of policemen and teachers; Professor J. N. McElligott, on the study of language; Professor A. Bigelow, on physical geography; Professor Lowell Mason, on the pestalozzian system of instruction; and Mr. N. A. Calkins, on teachers' duties. A lecture on descriptive geography by Mr. D. B. Scott, and one on astronomy by Mr. T. Harrison, were also delivered before the institute.

Thus ended a protracted session, in which more than one hundred teachers participated, being probably the largest assemblage of teachers ever convened within our state, and which has served to convince us still more deeply that next only to normal schools, and perhaps equally with them at present, the teachers' institute stands foremost among the means of advancing the educational interests of the state.

Prior to adjournment, resolutions were adopted in favor of educational journals, returning thanks to the county school authorities and board of education of Newark for facilities afforded, to the citizens of Newark for their hospitality, and to the conductor, the executive committee, lecturers, and clergymen, for services rendered. It was also

Resolved, That in view of the deep interest manifested du-

ring the present session, we no longer regard the organization of teachers' institutes as of doubtful utility, but as among the most efficient means of promoting the cause of education in our state.

Resolved, That from the increased liberality manifested by the legislature of our state, especially in reference to the establishment of a State Normal School, we entertain high hopes of the future triumphs of intelligence and virtue, and rejoice at the elevated position New Jersey is assuming among the states of our glorious union.

J. B. STEVENS.

GLOUCESTER COUNTY.

Hon. J. H. Phillips, State Superintendent of Public Schools.

DEAR SIR,—Being appointed to report to you concerning the teacher's institute for Gloucester county; held in this town, I shall now endeavor to give you a brief report. The institute was opened on the evening of the fifteenth of Oct. by a lecture from C. C. Hoagland, conductor of the institute, on "the object and aims of the Institute." The regular exercises of the institute commenced on Tuesday morning the sixteenth. The members of the institute were exercised principally on the elementary branches usually taught in our common schools, such as reading, with particular regard to articulation, emphasis, inflection, defining words, the sounds of the language, (or phonetics), etc. Arithmetic, with regard to rapid reckoning, mental as well as blackboard exercises. Geography, by topics, as mathematical, physical, civil, statistical, and map-drawing. Grammar, or language, history, orthography, penmanship, etc., all received some attention. The exercises were participated in by the members of the institute, and were rendered interesting and

profitable to all. The most we have to regret is, that so few availed themselves of the advantages offered. Teachers should not absent themselves from these institutes for light and trifling causes.

Lectures were delivered on each evening of the week, on some educational topic. On Tuesday evening, C. C. Hoagland lectured: subject, Normal school. On Wednesday evening, C. C. Hoagland again lectured. On Thursday, J. H. Phillips lectured: subject, common schools. On Friday, Rev. Mr. Jarvis: subject, the process of teaching.

These lectures were pretty well attended by the people of the village; some seemed to manifest much interest. We think there is such feeling now prevalent upon the subject of education and schools, as will enable us to sustain our next institute with much greater ease. Remember this was our first institute in this county. We have in the county seventy five teachers employed, and I have no doubt the institute next year will be more successful.

Respectfully Yours,

J. F. SILVERS,

Secretary of the Institute.

MERCER COUNTY.

The Mercer County Institute was held in Trenton during the week commencing on Monday, August 27, 1855.

According to appointment of John H. Phillips, Esq., State Superintendent of Schools, the teachers of Mercer county met at the Trenton Academy for the purpose of holding their second annual teachers' institute.

Dr. Hoagland, and Prof. Phelps, of the Normal School, were appointed conductors.

The exercises during the day consisted of grammar, reading, arithmetic, geography, and the various branches taught in our common schools, interspersed with a few lectures on

some of the above topics ; also on school management and arrangement.

The subjects of the evening lectures were moral education, physical geography, music, and a general review of subjects collected from the instructions of the week. The lecturers were Hon. S. S. Randall, superintendent of schools in New York city, Prof. Phelps, Prof. Guyot, of Massachusetts, Hon. Charles Skelton, and Dr. C. C. Hoagland.

The greatest harmony and good feeling prevailed during the session, and at the close the teachers were more than ever impressed with the importance and necessity of such organizations for the purpose of gaining information, drawing out each others' sympathies and co-operation and mutually aiding and benefitting one another.

There were in attendance forty-one teachers.

F. BRACE,
Secretary.

MONMOUTH COUNTY.

To the Honorable John H. Phillips, State Superintendent of Schools :

SIR:—A number of the teachers of Monmouth county organized themselves into an institute on the 30th of July last, and continued five days in session. Dr. Hoagland, of Somerset, was chosen instructor, and discharged faithfully the duties incumbent upon him. Instruction as to the mode of teaching in the various branches commonly taught in our schools was given, and controverted points were discussed, and much valuable information thereby elicited. I know that at least one school has already felt the beneficial effects of the lessons of the institute, and I believe they will be felt throughout the county. Herewith I send you a list of the names of the teachers who attended the institute.

R. LAWRENCE.

MORRIS COUNTY.

To Hon. John H. Phillips, State Superintendent of Schools :

SIR:—An institute was held at Boonton, in accordance with an invitation from the citizens of that place, commencing May 14th, and ending May 19th, conducted by Dr. Hoagland and Prof. Wm. F. Phelps, now principal of the state normal school. There were forty-four teachers present. The exercises were very interesting and profitable. Each of the three great departments of education—physical, mental and moral—received a share of attention. The exercises connected with mental education related almost or altogether to the elementary branches of reading, arithmetic, geography and grammar (including orthography and orthoepy, which received more thorough attention than etymology and syntax). It was shown that these branches may be so taught as to develop and strengthen the faculties of the intellect more thoroughly and extensively than has been generally supposed. Clearness and precision in the investigation of scientific principles and facts, and rapidity and accuracy in their practical application, the art of thinking properly and the art of expressing thought correctly, were insisted upon in the lectures; and methods of securing these objects were illustrated in general and class exercises. The citizens of Boonton entertained us with great hospitality during the week of the institute, and furnished means of conveyance to and from the railroad.

I think that the cause of education in Morris county is making decided progress. Township associations exist in Pequannock and Washington. I believe that these organizations have accomplished much good in their respective localities. A majority of the officers and many of the members of the county association, have removed from the county since the last meeting; but there are some remaining who promise to keep the ball in motion. The responsi-

bility chiefly devolves upon W. C. Prudden, the vice president. His post-office address is Morristown.

M. H. DOOLITTLE.

Secretary.

OCEAN COUNTY.

John H. Phillips, State Superintendent of Public Schools.

SIR,—The Ocean county teachers' institute appointed for the week commencing October twenty nine, closed its sessions two weeks previous to date (i. e.), November second.—Owing in part to some misunderstanding in regard to the time of holding the institute, but few were present.

Dr. C. C. Hoagland conducted the institute in a very satisfactory manner, and also addressed the people on Monday evening on "teachers' tools." Tuesday evening, "the power of the pen, and the art of composition." Wednesday evening, "the normal school." Thursday evening, to a larger audience, the subject of Monday evening, dwelling more at length; and Friday evening, "government and discipline of schools."

We were much pleased with the exercises, and intend to stir up the teachers in the county, previous to the time of holding another institute, so that no one shall have a reasonable excuse for not attending.

W. WALLACE SWEET,

Secretary.

SUSSEX COUNTY.

In accordance with arrangements previously made, the Sussex county teachers' institute convened in the court house at Newton, on Monday, October eight, and was opened with prayer by the Rev. Mr. Pettit. After singing, under the

direction of Prof. H. J. Rudd, Dr. C. C. Hoagland, the conductor, delivered the opening address.

W. D. Casterline was appointed secretary, and the names of fourteen teachers were enrolled. This number afterwards increased to forty nine. The remainder of the afternoon was spent in an exercise in reading, led by the conductor, in which distinct enunciation, and a careful regard to emphasis and inflection, were forcibly impressed. In the evening the institute joined in singing, under the direction of Mr. Rudd, after which the conductor delivered an address on the subject of teaching, composition, etc.

On Tuesday, the session was opened at nine o'clock A. M., by singing and devotional exercises. A critical exercise in reading followed, and then an exercise in rapid addition, as a means of abstracting the mind and fixing upon the business in hand. Some remarks were then made upon the best mode of teaching the English grammar, after which professor Rudd gave a lecture on vocal music. The remainder of the forenoon was spent in business.

At two o'clock, P. M., the institute again assembled, and, after singing, engaged in an exercise in phonetics, under charge of the conductor, assisted by Mr. N. A. Calkins, of N. Y. The conductor then addressed the institute on the proper ventilation of school houses, and management of schools. Then followed an exercise in mental arithmetic, and another in spelling, after which the remainder of the afternoon was spent in criticising inaccurate expressions which had been noticed during the day. This exercise is called the "court of errors."

The first half-hour of the evening session was spent in an exercise in phonetics, when, after singing, Mr. N. A. Calkins of N. Y., delivered a sound, practical address on the "teachers' vocation, what he ought to teach, and how."

On Wednesday, at nine A. M., after devotions, an exercise was conducted in reading, so as to illustrate the importance of having pupils understand what they read. This was fol-

lowed by a lesson in the fundamental rules of arithmetic, after which an exercise in music by professor Rudd, succeeded by a lesson in geography by map-drawing, by Mr. Calkins, and a few business items, closed the forenoon session.

In the afternoon, after singing, an exercise was conducted by Mr. Calkins in phonetics, followed by another in mental arithmetic, by the conductor, when Mr. Calkins delivered a lecture on the classification and arrangement of schools.— This was followed by an exercise in spelling. Messrs. H. Farrand, G. W. Horton, and C. P. Nash were appointed a committee on resolutions, and the institute adjourned to 7 P. M.

In the evening, a short lecture upon school government, writing, compositions, letters, &c., was followed by a lecture on normal schools, their origin and object, by the conductor.

Thursday, nine A. M., institute opened with devotional exercises. A critical lesson in reading was followed by an exercise in vocal music, when Mr. Calkins proceeded to illustrate the best method of teaching the English alphabet.— After a short recess, Mr. C. conducted an exercise in written arithmetic, and took leave of the institute, after having received a unanimous vote of thanks for his labors to interest and profit its members.

In the afternoon, exercises were conducted by Dr. Hoagland in phonetics, mental arithmetic, and spelling, after which the teachers' association held a business session, and in the evening, an interesting and instructive address was delivered by Dr. J. H. Phillips, state superintendent.

Friday, at nine A. M., opened with devotional exercises, followed by an exercise in reading, in which the conductor explained how an almanac may sometimes be used as a reading book in school. The German method of combining addition and subtraction in one operation was then illustrated, also a method of multiplying by beginning at the left hand and a short method of performing division were explained.

Professor Rudd conducted an exercise in vocal music ; Dr. H. answered questions in reference to the normal school ; the committee on resolutions reported a series, which were adopted, and the institute adjourned until two P. M.

In the afternoon, exercises were conducted in reading and phonetics, and an oral lecture delivered by the conductor on writing, geography, school government, &c. In the evening professor David Cole, principal of Trenton academy, and one of the trustees of the state normal school, delivered an able and practical address, answering objections against the normal School, and urging its claims upon the attention and confidence of teachers. The resolutions adopted by the institute were then read and responded to by J. S. Smith, and W. S. Johnson, esqs., after which Mr. H. Farrand, in behalf of the ladies of the institute, presented Dr. Hoagland with a copy of "Downing's rural essays," as a token of their appreciation of his services. The Dr. made a few appropriate remarks, bidding farewell to the teachers and this part of New Jersey, as he expected soon to make his home in the west. The exercises were then closed by singing "I love the west," &c., and the institute adjourned.

WM. D. CASTERLINE,

Secretary.

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