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ANNUAL REPORT

OF THE

Superintendent of Public Schools,

OF THE

STATE OF NEW JERSEY,

FOR THE YEAR 1861.

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1862.



STATE OF NEW JERSEY,  
Department of Public Instruction,  
NEWARK, January 15, 1862.

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

SIR:—I have the honor herewith to deliver to you the annual report of the State Superintendent of Public Schools, made to the Legislature, as required by law.

Very respectfully,

Your obedient servant,

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



## REPORT.

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

In the discharge of my official duties, I have the honor to present to you "a written report, containing a statement of the condition of the public schools throughout the state."

Permit me to take advantage of the opportunity thus afforded to congratulate you, and my fellow-citizens generally, upon the wisdom of your predecessors in establishing and providing for the maintenance of a system of public instruction, such as we are at present enjoying. Those who years ago were commissioned to stand up within these walls for the purpose of enacting laws, and otherwise laboring for the preservation and advancement of the commonwealth, were not ignorant of the fact that the very genius of our institutions pre-supposes intelligence and wisdom on the part of the people. They knew that, however strong might be the government which they were instituting, however great the difficulties which they were able to place in the way of those who might seek to overthrow it, there could be no bulwark so reliable as the general diffusion of knowledge among the masses, and a careful provision for the education of each and every citizen. I believe that such is the opinion of those now here assembled; for, so far as I have been able to ascertain by personal observation and otherwise, you represent a portion of the republic whose interest in common school education does not compare unfavorably with that manifested in other states, and whose schools and school accommodations are, year by year, steadily improving.

You will be pleased to learn that, notwithstanding the suffering so generally felt throughout every section of the land, in consequence of the present war, notwithstanding the prostration of business in almost every direction, our schools have received no material injury; but, on the other hand, have, I am convinced, been benefited by the overwhelming testimony produced in behalf of education through this deplorable rebellion. It is impossible to withdraw public attention from

facts more or less connected with this condition of our national affairs, and, accordingly, comparisons have been instituted between the educational privileges enjoyed by the different states of the Union, which cannot fail to carry with them the conviction that this wide-spread rebellion against one of the most beneficent governments ever established, has its origin in the ignorance of the masses—an ignorance so gross, so general, that cupidity and unscrupulous ambition have found it the readiest means to attain their ends. The condition of education in the states that have seceded from the Union demands your attention at a period like this; for, if it be your duty to restore order from the prevailing chaos, it is no less your duty to inquire as to the cause of the confusion into which we are so fearfully plunged, and to resort to such measures as may prevent its recurrence. If, then, I call your attention to a comparison of the efforts made for education in the disloyal states of the Union with those made in the loyal states, it is only with a view to inspire you to a more active sense of the close connection of a good system of education with a good system of government. If the people of the rebellious states were at this day influenced by the light and wisdom which governed their fathers, and which govern us, we should not now be suffering the calamities of war, or experiencing the mortification of seeing our democratic institutions mocked at by other nations as a failure. Whatever may be assigned as a cause of the ruinous events of the year just past, it is a fact which cannot be denied that the loyal states form the centre of the wisdom and intelligence of the republic, and that while in them learning, virtue and the peaceful arts have continually advanced, the love of order and good government prevails, and the patriotic fire which warmed the breasts of the sires of the revolution, burns equally within the hearts of their descendants here; and as in those sires it blazed under the fan of tyranny, so in us it can be just as quickly and fiercely enkindled by the feeblest breath of treason.

It is a fact, then, which cannot be concealed, and which I have shown to be eminently worthy of your attention, in this connection, and at a crisis like the present, that in nine of the most prominent states that have seceded from the Union, there is one person in about every thirteen of the *native white* population over twenty years of age who is unable to read and write, making an aggregate of ignorant native whites greater than one-half of the entire population of New Jersey. At the same time, in nine of the loyal states having a native white population more than double that of the nine seceding states alluded to, there is but one person of the above description in about every two hundred and eight who cannot read and write. In some of the disloyal states there is no system of public instruction; in others it is very defective. Virginia, with a population of more than a million and a half, has but 56,743 children in her common schools, and expends for education but about \$160,000 per annum; South Carolina, with over 715,000 population, has but 16,840 children in her common schools, and affords but \$70,000 for popular education; Georgia, with over a million of inhabitants, gives schooling to only about 67,000 of her children; Alabama, with a population of nearly a million, has common school accommodations for about 80,000, and



expended during the two years 1859 and 1860, \$271,580 for education ; while New Jersey, with a population of only 675,812, had, during the year just closed, 137,578 children in her public schools, and expended, during that year, for public instruction \$549,123 57—a number of children in her schools nearly equal to that in all the public schools of Georgia, South Carolina and Virginia, and a sum of money spent for education during this year of general calamity greater than that spent for a similar purpose during the year 1860 by the three states just named, together with Alabama. Still, New Jersey has not come up to the standard of other states, though she is steadily advancing, and in some respects compares favorably with those who take the lead.

In view of such facts, can any one deny the great importance of affording the means of education to the rising generation? Were we indifferent as to the welfare of those who are to come after us, and content to enjoy the passing hour, we might now fold our arms, and suffer the spirit of rebellion to do its work ; but such is not our disposition. In the integrity of the Union alone do we feel an assurance of the permanency of our glorious institutions ; and to preserve this integrity, and to secure the enjoyment of these institutions to those who come after us, are among the chief sources of our joys, both as individuals and as people. For this reason it is that our land is now covered with countless armies, at an incalculable outlay of treasures. The fabric of freedom is menaced. Its walls, which were considered impregnable, have already been shattered ; and we fly to the work of protection and repair at every personal sacrifice. But let us beware of believing that our strength lies wholly in the multitude of our legions, or in the temper of our steel. Through the instrumentality of these, the assaults upon the republic may be repelled, and that republic clothed with even greater strength and glory ; but its preservation, after all, must depend upon an array of intelligence and virtue fully commensurate with its armies.

I have already stated that our public schools have not suffered materially, during the past year, in consequence of our national trials ; I might add that they have never been in a more flourishing condition, or more warmly sustained on the part of the people. Their benefits appear to be more generally appreciated, and I am satisfied that they have now obtained a hold upon all classes and conditions of society which it would be difficult to loosen. Their number, as will be seen by the tables herewith submitted, is somewhat increased, being, at present, sixteen hundred and sixty-nine ; but I believe that even this falls short of the actual number, because many districts, being formed from portions of adjoining townships, fail to be properly reported, one officer believing it not to be more strictly his duty than his fellow-officers, and each trusting to the other, and all failing. By the same tables it will also be seen that the number of children attending the public schools, during the year just closed, is one hundred and thirty-seven thousand five hundred and seventy-eight, which is an increase over that of the previous year of eleven thousand two hundred and forty-seven ; and it is gratifying to find that this increase of attendance is, in ratio, greater than the increase of the number of children

between the ages of five and eighteen years. The average daily attendance is reported to be 58,264, but there is very little reliance to be placed upon any of the figures relating to attendance, except those which indicate the whole number that have been at school; indeed, any one who will take the trouble to examine those which show how many children have attended school three, six, nine and twelve months, must see that they are, in many instances, incorrect; but I am compelled to give them as they are furnished to me by school officers. The average number of months that the schools have been kept open is but a trifle more than that reported last year, being a little over 9½. My former report stated that free schools were maintained in thirty-one townships and cities; I am happy now to say that such schools are maintained in forty-two townships and cities; and where any charge is made for tuition, it is somewhat less than heretofore, being on an average \$2 06½ per quarter. The amount of money stated in the tables to have been raised and appropriated for educational purposes is \$540,283 80, but this falls short of the actual sum, as certain moneys received from the state are not therein given; the more correct figures, as given below, are \$549,123 57. It appears from the tables alluded to, that the total amount of money raised and appropriated for education during the year ending December 15, 1861, is as follows:

Raised by tax for the support of schools, . . . . .	\$385,031 29
Raised by tax for building, repairing and furnishing school-houses, . . . . .	32,452 11
Received from the state, . . . . .	82,360 23
Received from other sources, . . . . .	40,440 17
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	540,283 80

By comparing this statement with that made in my last report, it will be found that the amount of money raised by tax during the year just closed exceeds that reported last year by \$17,388 63.

But the items above given, being compiled from the reports of town superintendents, cannot include all the moneys expended for educational purposes, and do not represent correctly the sum actually received from the state. A more full and more reliable statement may be given follows:

By the state, for the support of the Normal School, . . . . .	\$10,000 00
By the state, for the support of the Farnum Preparatory School, . . . . .	1,200 00
By the state, for the support of public schools, . . . . .	80,000 00
Raised by tax for the support of public schools, . . . . .	385,031 29
Raised by tax for building, repairing and furnishing school-houses, . . . . .	32,452 11
Received from other sources, . . . . .	40,440 17
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	549,123 57

## STATISTICS.

It gives me pleasure to state that school officers exhibited unusual promptness at the close of the year in making their annual reports, though in many instances these reports are very far from being complete. In some cases this incompleteness is due to a misapprehension of the questions forwarded to them for the purpose of eliciting information. Answers, in such instances, I have been compelled to suppress. In other cases, answers are given without much regard to exactness; and, not unfrequently, the admission, on the part of the school officer, that he "does not know," betrays the fact that the township has blundered in committing its educational matters to his care.

Reports frequently come to me, accompanied by notes, stating that the items therein relating to the attendance at school are not to be fully relied upon, as no registers are furnished by the state. This excuse is very plausible; but those who make it must certainly suffer in their own estimation, when they call to mind that the number of items required by the law is very small, and that each of these items is specified in the act of March 13, 1856. Besides, the appendix to the pamphlet school laws contains the form of a school register, by the aid of which any teacher of ordinary capacity can provide the means of keeping an accurate account of the daily attendance at his school. District and town officers should insist upon the observance of the law relating to this subject, on the part of teachers; there is no excuse whatever for its violation.

Much difficulty has always been experienced in obtaining correct information in regard to the receipts and expenditure of money for school purposes. The sources whence the money came is, in many instances, a mystery to the officer in whose hands it is placed for disbursement; and, when questioned as to what they receive as taxes, as school funds, as surplus revenue, tuition, etc., their answers are vague, and, in many cases, grossly incorrect. Frequently, no distinction is made between the school fund and the surplus revenue; and the latter term is supposed by some officers to be synonymous with *balance on hand*. Hoping to attain to some accuracy in this particular, I addressed the county collectors throughout the state, and am able, through their courtesy, to give the exact sums received by each county, as well as the sources whence these sums have been derived. This I have done in the county sketches, which may be compared with the statistics furnished by town superintendents.

It is proper to observe here that, when it has been impossible to determine the average salaries paid to teachers, I have stated the highest sums named in the reports furnished to me.

I beg leave, in this connection, to refer to some remarks made in regard to school registers, in the accompanying sketch of the educational condition of Morris county.

## THE NORMAL SCHOOL.

It is impossible to feel a hearty interest in what are especially regarded as public schools, without feeling an interest, more or less, in schools of every description. It is the education of the people, the dissemination of knowledge and truth, that our safety and prosperity as a nation demand; and it is for the readiest and most effectual means for attaining this that we are bound, by all the obligations of humanity and patriotism, to labor. Of what consequence is it whether the saving influence of virtue and intelligence emanate from public schools, or parochial schools, or private schools? Light is light—truth is truth; and the most that our schools can do, no matter what may be the manner in which they are supported, is to prepare the minds of youth for the reception of light and truth. Let us not show our ignorance, or betray our narrow-mindedness, or exhibit our treachery, by an active hostility towards any particular system of instruction, because it is not, in our opinion, the most judicious or the most efficient. There is never an honest effort put forth in the cause of education—no matter by whom, and no matter in what way—that does not redound, in some degree, however small, to the glory of Christianity, and to the perpetuity of freedom. I should feel that I were debasing my office, and bringing reproach upon the state, were I, in my official action, to be governed by maxims opposed to these. My desire, as it should be the desire of every man who is interested in the welfare of his fellow-beings, is to welcome and give God-speed to every effort that is made in the cause of education.

I do not believe that there is an honest man in New Jersey—a veritable well-wisher of his country's honor, who desires the suppression of a single school, be it private or public. I have, to be sure, heard of some opposition to our State Normal School; and in the accompanying township reports I believe you will find one instance in which disapprobatory language is used concerning this institution by a solitary town superintendent. Still, I am satisfied that this opposition does not arise from any sordid or unpatriotic desire to diminish the facilities afforded by the state for the advancement of learning, but because the connection of this institution with our system of public instruction is imperfectly understood, and its influence upon the cause of education generally, not fully appreciated. It cannot be expected that this institution is to furnish all the teachers required by the state; and surely those who were instrumental in establishing it were not influenced by any such preposterous idea. But because our national military school does not furnish our armies with all the officers required by the present exigency, does it follow that for this reason we ought to take no pains whatever to train up men especially and carefully and thoroughly for the profession of arms? Who is so devoid of common sense as to entertain such a thought? Who does not see what the training of a handful of men at West Point has effected along the banks of the Potomac and the Mississippi, and upon the coasts of South Carolina and Florida? Who does not know that this

training, like a little leaven in the lump of dough, is now showing its inestimable value to the thousands of officers to whose hands the destiny of the nation is at this moment committed? So it may be said that, although our Normal School does not furnish one in fifty of the teachers needed throughout the state, it is exerting a powerful influence upon the character of those schools by sending in every direction, here and there, teachers thoroughly qualified for the work of instruction, teachers who will be examples to others around them, not only exciting a laudable spirit of emulation, but affording the people a standard by which to judge of the merits of those who would assume the responsible duties of cultivating the minds and forming the characters of their children. If the Normal School furnished to the state barely twenty teachers a year, it would still be rendering to our public schools, and to the cause of education generally, a service cheaply purchased by the present annual appropriation. But for every dollar which the state has expended for this school, she can show a substantial equivalent, as was exhibited to you in the last annual report of the board of trustees; and there is no impropriety in recalling your attention to it here. The facts are as follow: Through the instrumentality of the trustees of the Normal School, the late Paul Farnum was induced to devise to said trustees, in trust for the State of New Jersey, the elegant and commodious school building at Beverly, known as the Farnum Preparatory School, with the lot of land on which it stands, for which he had expended some thirty thousand dollars. He also bequeathed, as a permanent endowment for this institution, the sum of twenty thousand dollars. Here, then, in the first place, is property of which the state has been put into possession, on account of its liberal patronage of learning, worth fifty thousand dollars. In the next place, she has the furniture, books and apparatus of the Normal and Model schools at Trenton, which are valued at ten thousand dollars; and then she has an interest in the model school building which now amounts to eight thousand dollars, making in all the sum of sixty-eight thousand dollars for the sixty thousand which she had expended up to the time when this report was made, for the support of the Normal School.

The state has then nothing to regret for what she has already done; but, on the other hand, she has much whereof to be proud; for, in addition to seeing her own liberality a means of inspiring her citizens with a kindred sentiment, she has also the satisfaction of knowing that she has in her midst an institution that is doing much to elevate the standard of all her schools, and that is contributing her full quota to the cause of learning everywhere.

## TEACHERS' INSTITUTES.

Teachers' institutes have been held during the past year in every county, as follow :

<i>County.</i>	<i>Time of Meeting.</i>	<i>Place.</i>
Atlantic,	August 19,	Hammonton.
Bergen,	October 7,	New Bridge.
Burlington,	May 21,	Moorestown.
Camden,	January 28,	Blackwoodstown.
Cape May,	September 1,	Cold Spring.
Cumberland,	May 27,	Cedarville.
Essex,	March 25,	Newark,
Gloucester,	July 29,	Glassboro'.
Hudson,	November 18,	Hudson City.
Hunterdon,	October 28,	New Germantown.
Mercer,	December 2,	Trenton.
Middlesex,	November 4,	Metuchin,
Monmouth,	October 28,	Freehold.
Morris,	December 9,	Madison.
Ocean,	July 8,	Barnegat.
Passaic,	December 2,	Paterson.
Salem,	August 19,	Salem.
Somerset,	September 16,	Raritan.
Sussex,	September 9,	Deckertown.
Union,	April 1,	Rahway.
Warren,	September 23,	Hackettstown.

The interest manifested in teachers' institutes during the past year was fully as great as during any previous year, and the influence exerted by them quite as favorable to the cause of education. There were, however, instances in which the attendance on the part of teachers was not what it should have been, nor what I had reason to believe, at the time, that it would be. The blame, in such cases, was generally thrown upon school officers, who were charged with unwillingness to close the schools under their care, and thus afford their teachers opportunities to attend the institute. Although this might have been true to some extent, it was, by no means, so generally true as represented. The teachers, on the other hand, after signing their names to a petition for a county institute, would frequently take advantage of any excuse to absent themselves therefrom; and, instead of applying for authority to close their schools, would rather express a desire to keep them in operation during the continuance of the institute. The reason for this is, that a teachers' institute, if properly conducted, is not the place where an ignorant schoolmaster can pass himself off for more than he is worth. He is sure to come in contact here with the best teachers, together with the most intelligent citizens of the county; and he is not simply afraid of appearing to disadvantage, but he knows that here his utter want of capacity for his profession will be discovered.

As we have no compulsory process by which to secure the attendance of teachers, it is impossible, at these institutes, to form a just idea of the character and qualifications of our teachers. Those who attend are the flower of the educational corps of the state; there is seldom among them a man or woman who is not qualified to teach and govern any of our public schools; and it may, on the other hand, be set down as very generally true that those who do not attend make up the great mass of those poorly qualified, inefficient teachers, who have no desire of improving themselves in their profession, because they regard their profession as a mere temporary expedient, to be abandoned whenever any more profitable business offers. These are the individuals who call institutes "a humbug," who affirm that they are gotten up simply for private benefit, and who say and do all in their power to depreciate them in public estimation. In evidence of the truth of this, as well as in evidence of the truth of what is said in a former part of this report relative to the comparative merits of males and females as instructors and disciplinarians, it may be stated here that, while the majority of our teachers are males, the number of females who attend institutes is often twice—and frequently three and four times—as great as that of males.

School officers, in determining the merits of teachers who apply to them for situations, would do well to inquire whether such teachers are in the practice of attending institutes, and whether their interest in the cause of education is sufficiently great to prompt them either to seek for themselves the advantages of these associations, or to attempt to increase these advantages for others by the aid of their superior knowledge and experience. The utmost importance should be attached to the possession of an earnest spirit on the part of those engaged in a work like education; he who possesses it will continually seek opportunities to improve himself or others, and is the very person whose labors, amid all difficulties, will be attended with favorable results.

To the attendance at institutes I attach so much importance, as evidence of a teacher's interest in his profession, that I propose, during the coming year, to issue certificates, in a convenient form, to all who shall have attended during a period of four days, retaining, at the same time, a list of their names and residences. These certificates should be regarded by school officers as additional evidence of the merits of any applicants for schools who may possess them.

The immediate benefit to be derived from institutes are not, by any means, confined to teachers. Institutes serve to diffuse a great deal of useful and entertaining knowledge among the communities in which they are held, and they furnish material for study and reflection, the value of which it would be impossible to estimate. They serve to awaken in parents an interest in the studies of their children, and to lead those, who have not had the advantages of education, to form some idea of its worth to every one, whatever may be his walk in life. They afford opportunities to the friends of education to illustrate the progress that is continually made in the science of teaching, as well as to create a general sentiment in favor of a liberal system of public instruction. The most active support should be given to them, and nothing should be left undone that can contribute to their usefulness.

In my last annual report I recommended such alterations of the school laws as would secure the appointment of county examiners, and likewise provide for the organization of county boards of superintendents. A very important object that I had in view in doing this, was to obtain, in every portion of the state, efficient co-operators in the somewhat arduous work of making the preparations necessary to insure successful institutes. For many years past, this work has been chiefly done by local committees or by those persons whom the teachers have selected as conductors of their institutes. While in some cases the work has been well done, in many others it has been but indifferently done, so indifferently, indeed, that but for the interest inherent in these associations and in the subjects discussed by them, they would have been little better than mere failures. All that is needed in order to make these institutes not only powerful means for the advancement of the cause of education, but great intellectual feasts for the citizens of the counties in which they are respectively held, is that township and district school officers should devote a little time and attention to them. There is no difficulty in finding competent men to conduct them. Teachers who take a proper interest in their profession will attend them; those who have no such interest may be induced to take part in them by the school officers under whom they are employed; the people can be aroused for miles around, and they can be made so interesting and useful that their recurrence will be looked for with great anxiety.

It has always been customary in this state for the teachers of a county to select some one as the conductor of their institute, notifying the state superintendent of their choice, and asking his approval. This is strictly in accordance with law, and, in most cases, has been found to be a very judicious arrangement. It would be remarkable if no conductor ever failed to give satisfaction, for it rarely happens that an institute does not number among its members at least one or two who, in their own estimation, are the fittest to lead, or who, if they do not feel themselves to be the fittest to lead, are, at least, too wise to be taught. Difficulties have sometimes arisen from this circumstance, but they have never been of any very serious nature. The declamations of such individuals have been usually directed against institutes, in particular, and the system of common school education, in general. A teachers' institute should be under the management of the school officers of the county, in conjunction with the state superintendent, all of whom should feel it a duty to be present as much as possible during its sessions. The sum of money devoted to the defrayment of expenses is small, but, if judiciously managed, is sufficient to secure the services of able lecturers and instructors. It should be expended in this way under the direction of the school officers of the county and state, and there should never be the slightest ground for saying that a single dollar of it has been misapplied. Although I believe it to be to the advantage of the state to collect the people at as many different points as possible for the objects proposed in the establishment of institutes, I am of opinion that, in certain parts of the state, a single institute for the benefit of two counties will accomplish all the good that can, at present, be realized



from an institute in each. The law already provides for cases of this kind, and I have accordingly made a list of the counties, uniting those for which I think a single institute will be sufficient to attain, for the cause of education, all that can be hoped from them.

In accordance with what I conceived to be my duty, I have taken considerable pains, during the past year, in causing to be exemplified, as far as possible, the modes of instruction adopted by the trustees of the Normal School, and practised in the institution under their care. Notwithstanding the difficulties ever to be encountered by whatever may be regarded as innovations, it gives me pleasure to say that the methods of instruction employed in the school supported by the state, meet with general approval. While it might not be desirable to exclude from institutes, methods of teaching that have not been satisfactorily tested, it seems to me eminently proper to make them the medium not only of communicating to the people what the state is doing towards the promotion of a good and uniform system of instruction, but of illustrating that system to teachers, and making it as generally useful as possible.

#### DISTRICT SCHOOL-HOUSES.

In my last annual report I called attention to the subject of school-houses in such a way that it seems hardly necessary to allude to it here; but I cannot pass it by altogether, for it is one of too much importance, and I have, besides, reason to congratulate the friends of education that the revelations made to you last year, with the remarks accompanying them, together with my personal efforts in all parts of the state to arouse the people to a sense of their duty in this direction, have been attended with favorable results. Extensive repairs of school-houses have been made in nearly every county of the state, and there is abundant evidence of increased interest in the matter of providing buildings for educational purposes better adapted to the health, as well as the moral and intellectual culture of the young.

That a school-house should be in all respects adapted to the purpose for which it is designed, is of the greatest consequence, but that such is not always the case is not wonderful, in view of the fact that, not unfrequently, those to whom the care of building and preserving them is entrusted, are not aware of what is requisite in their construction and equipment; and, in their calculations, are often governed by the idea that the main thing is to secure for children a shelter from the sun and storm while engaged in the pursuit of knowledge. It seldom occurs to them, if we may judge by appearances, that the tastes and habits which characterize our lives are formed in early childhood; that in the school-room we receive the first lessons of human life; that here are impressed the incipient principles of morality and the rules of social intercourse; that here, as men, we find the elements of our future career; that here, as women, our instinctive delicacy is expanded into maturity. Such being the case, is it not a matter of gravest moment that not only the precepts and example of those entrusted with the care of youth should be unexceptionable, but that the objects by which they are surrounded should be favorable to the most desirable kind of

culture? A miserable shanty that is scarcely fit for a stable is not the place in which to cultivate the amenities of life. A school-house situated upon the public highway, with not a foot of play-ground and not a solitary out-shed, is not the place wherein to teach morality, to preserve instinctive delicacy, or even to secure common decency; and yet there are hundreds of such school-houses throughout the state. Is it not a burning shame that at this period of time and in a country which acknowledges the necessity of maintaining a good system of public schools as the surest means of preserving its free institutions, and as the only security for public happiness, there should exist so much ignorance and so much apathy on this subject? It is almost incredible that there should be men found in nearly every community who are willing to devote time, labor and money, in order to provide for the comfort of their dumb brutes, and yet who begrudge a paltry dollar for the purpose of securing a suitable place for cultivating the minds and morals of those to whose hands must be entrusted the future destiny of the nation; it is hard to conceive of anything more absurd, more unpatriotic, more brutally selfish. In my opinion, it would be to the advantage of the morals and virtue of some school districts if the public money appropriated to them for educational purposes were withheld, and their miserable apologies for schools were suppressed.

#### TEACHERS.

In the annual report which I am required to make to the Legislature, I conceive it to be my duty to give prominence to existing evils, with a view to improving our condition educationally, rather than to present matters for congratulation, and thus create apathy, or, at least, give the impression that in matters of the most vital importance to us, as a people, we are doing well enough, and that there is no reason for apprehension, no grounds for inquiry and energetic, systematic action. Nothing should ever give us greater pleasure than to make others contented, but it were base to purchase such pleasure at the price of their permanent injury. While, then, I am ready to admit that in many portions of our state, especially in the cities and larger towns, there is comparatively little room for improvement in what concerns the character and qualifications of those to whom is confided the education of the young, I must deplore the evils to which scores of communities are subjected by a very different state of matters. But any attempt to correct evils attributable to a particular cause is not worth the outlay of time and pains, unless there be some possibility of removing such cause. Nevertheless, on the principle that "while there is life there is hope," we may, for the attainment of some desirable end, be excused for advising and even practising the greatest absurdities. I desire, then, though with only the smallest hope of any good result, to state distinctly, and without regard to consequences, so far as I am personally interested, that the fact that we have so many illy-taught and illy-disciplined schools is attributable to the fact that we have so many illy-qualified and utterly unconcerned school officers. It would be a dereliction of duty were I to withhold the charge, however small might be my hopes of any favorable results. Every one

knows that as a general thing men are not placed in elective offices on account of any special qualifications which they may have for such offices, but on the other hand for no good reason whatever, and sometimes for very bad reasons.

If, then, we would correct an evil to which our system of public instruction is subjected in the form of illy-qualified teachers, we must begin by selecting for school officers men of undoubted capacity, as well as zeal, for the work of education. In short, we must begin by correcting ourselves; by freeing ourselves from the slavish bonds of cliques, cabals and party, by performing our share of public labor with a spirit of true patriotism and godlike philanthropy.

I wish to say distinctly that the existence of so many poor teachers in our public schools is due partly to the fact that school officers are remiss in the performance of their duties, or incapable of performing such duties, and, to a great degree, to the people themselves, who, after all, are responsible for this gross offence against the children that God has entrusted to them, and against the government that protects them.

Of 1,416 schools reported to me this year, only 882 are described as well taught and disciplined, and such was precisely the condition of things last year, and such has probably been the condition of things for many years past, and such will undoubtedly be the condition of things for years to come, unless the people can be aroused to a proper sense of their duty with reference to this matter. For me it has been one of deep concern, and wherever I have had opportunity I have not failed to urge upon the inhabitants of the different sections of the state, as impressibly as I could, the incalculable importance of aiming at some improvement in this direction.

Upon the character and qualifications of the teacher must, of course, chiefly depend the character and usefulness of the school, and with just appreciation of the truth of this, the law has wisely provided that no teacher shall be employed in any of the public schools until he or she shall have been first duly examined and licensed. Now, were such examinations always what they should be, much of the evil resulting from the employment of inferior teachers might be avoided: but, unfortunately, they are not, nor can they be, under existing circumstances. In addition to the fact that examinations are often superficial, and sometimes necessarily ridiculous, may be mentioned the fact that one-fourth of the entire number of teachers enter upon the discharge of their duties without any examination whatever. But besides these obvious hindrances to good schools, it is also worthy of notice that the salary paid to teachers is not, as a general thing, sufficiently large to induce men of character and capacity to engage in our public schools, and thus it happens that where male teachers are employed they are frequently persons who are willing to turn their hands to almost anything as a means of temporary support. Let any one who may doubt this be reminded of the fact that the salary paid to large numbers of our male teachers does not exceed \$250 per annum, and he will not perhaps wonder at the slender qualifications of the men employed to teach, and that the business of teaching should be, in a great many cases, a simple farce.

With a view to finding some remedy for the evils attending the

employment of inferior teachers, as well as for the sake of ascertaining how much reliance could be placed upon the services of females, in case of any serious inroads upon our corps of male teachers by the somewhat tempting and more fashionable profession of arms, I addressed, in one of my recent circulars to town superintendents, the following questions:

"How do your female teachers compare with your male teachers as instructors?" and

"How do they compare as disciplinarians?"

To the first of these questions one hundred and eighty town superintendents sent replies. One hundred and seven superintendents answered that their female teachers compared "favorably" with their male teachers as instructors; eighteen superintendents said that they were equally as good; twenty-one said they were in comparison "very good," or "as good," or that they did "very well," or that there was "no difference," etc.; five said they taught, in comparison with males, "reasonably well," or "moderately well," or as well "as the average," etc.; nine said they were "superior," or "excelled," or were the "best," etc.; eleven said they were "inferior," or "not as good," etc.; and nine could not, for various reasons, form a judgment.

To the second question one hundred and seventy-two town superintendents sent replies. Sixty-two said that their female teachers compared "favorably" with their male teachers as disciplinarians; thirty-one said they were "equally good;" nineteen said there was "but little difference" between them, or that they did "quite as well," or "as good" or "very well," etc.; twelve said they were "better," or that they "excelled," or were "superior," or did the "best," or did "admirably," etc.; twenty-five said they were "inferior," or "did not succeed as well," or "did not compare favorably," etc.; seventeen said they did "moderately well," or "indifferently well," or "poorly," or were "not so strict," etc.; and six could not, for various reasons, form any judgment.

It will be perceived, then, that, in the opinion of township school officers' females, as instructors, are quite as desirable as males; while as disciplinarians the preference is slightly in favor of males. This accords with my own experience, and, for the best of reasons, this must be the experience of all who have opportunities to visit extensively and become acquainted with the character of the schools and teachers, especially of the rural districts of this or any other state. The majority of these schools are under the care of male teachers, some of whom, where suitable salaries can be paid, are men of experience, and fully competent to discharge profitably the duties devolving upon them; but in a large number of cases, where money enough is not raised in a district to maintain a school during the entire year, and where the salary must be very small, and apportioned, perhaps, for the winter to a male, and for the summer to a female, we must expect, as a matter of course, to find men of very inferior abilities—men who do not devote themselves to teaching as a profession, but who simply resort to it as a temporary expedient. Teachers should be, in all cases, persons not only of unexceptionable habits, but of sound health and good intellectual endowments; and it would be very strange, indeed,

if men possessing such requisites should devote themselves to the arduous and responsible business of teaching for the sum of \$250 or \$300 per annum, when there are so many ways by which industry and moderate talents can be far better rewarded.

Whether it be to the credit of society or otherwise, it is nevertheless true that the labor of females does not command as great a reward, pecuniarily, as that of males, not only when that labor is in all respects as effective, but even when it is to be preferred, both on account of its quality as well as on account of the superior qualifications of the party by whom it is performed. This is a matter worthy of consideration where rigid economy must be observed. But it is also true that experienced male teachers, who are fully qualified to govern a school and give instructions in the common branches of learning, cannot, as a general rule, be obtained for \$250 or \$300 a year, and it is equally true that females, possessing such requisites, can.

The notion that women cannot govern is overwhelmingly refuted by the experience of all ages. They were made to govern, and that, too, by the only means by which government can be permanently maintained, namely, by love, by affection, by kindness. The woman who is generously endowed with these qualities is as fully capable of governing as, nay, is better able to govern than the man of harsh voice and angry aspect. The little children hang around her, anxious to know her wishes, and desirous of being first to please her; and the "great big boys," those terrors of pedaguedom, on whom schoolmasters always look with trembling, speak to her in their blindest terms, and, with their more solid acquirements, receive from her lessons of gentleness which will give beauty and character to their future career.

But as all females are not beautiful, so all are not amiable, and we must, both in our private and public capacities, acquiesce in this mysterious arrangement of Providence. Fortunately the chances are in our favor, and schoolmistresses at \$200 a year may, without much hesitation, be selected in preference to \$300 schoolmasters.

#### SCHOOL MONEYS.

The public schools of this state depend for their support upon the interest of the school fund, the interest of the surplus revenue, taxation and tuition fees. In many cities and townships there are no tuition fees, the schools being free; in some, no taxes are raised for school purposes; in some, the interest of the surplus revenue is devoted to other objects than schools; but to every district in the state a share of the interest of the school fund is apportioned in the ratio of the number of children between the ages of five and eighteen years.

As I have before remarked, the surplus revenue and school fund are confounded by many school officers, and the amount of these two items of school income are often reported to me as money received from the state—that is, as interest of the school fund. Although this does not affect the aggregate of the moneys expended for educational purposes in each county, it gives the appearance, in some instances,

of unfairness in the apportionment of the public fund ; and, besides, causes frequent discrepancies between the statement contained in the statistical tables and the actual facts, as given in the county sketches.

### I.—*School Fund.*

The school fund is made permanent by the constitution, and the sum of money derived from it, annually, and apportioned among the several counties, is \$80,000—one-quarter of which was paid last year on the 25th of January, one-half on the 1st of May, and the remaining quarter on the 25th of November. This money is paid by the state treasurer to the several county collectors in the ratio of the population, and by them apportioned to the different townships in the ratio of the number of children between the ages of five and eighteen. It is the intention of the law that this money—and, indeed, all moneys received by the town superintendent for the support of schools—should be applied exclusively to the purposes of education ; and it is also the intention of the law that the schools established and maintained by means of the public money shall be free of charge to all the children of the districts in which they are, respectively, located, between the ages of five and eighteen years. But so small a sum as \$80,000 would do but little towards affording the advantages of education to nearly 200,000 children, scattered over an area of 7,590 square miles ; and an enlightened people, who know that, in the dissemination of knowledge and the culture of virtue, they can alone hope for a continuance of the blessings of freedom, would not fail so to increase this sum as to derive from it all the advantages possible. Accordingly, such means as the people, in their collective capacity, are authorized to devote to educational purposes, have been generally thus disposed of. Among these, in the first place, is the

### II.—*Surplus Revenue.*

It may, perhaps, be a matter of astonishment that so many should be ignorant of what is meant by this term ; but, as I have already stated, it is not clearly understood, and, in many instances, is confounded with moneys appropriated by the state for the support of schools.

It will not, then, be deemed out of place to state here, for the benefit of those among whom printed copies of this report are distributed, that the surplus revenue is a certain sum of money, amounting to \$37,468,859 97, which belonged to the government of the United States, and which, by an act of Congress, passed June 23, 1856, was divided among the different states in proportion to their respective representation in the Senate and House of Representatives. Of this sum, \$1,019,560 81 was received by this state, and, by the proper authorities, divided among the counties in the proportion of the population, and by said counties put out at interest, or otherwise used for their benefit, respectively. The interest of this money is generally, by a vote of the people of the various townships, devoted to the maintenance of public schools. In two or three instances, however,

the whole sum apportioned to a county has been invested in public buildings, and yields no income; and, in some cases, the interest received by a township is put into the general fund, and used for township expenses. It will be seen by the county sketches, embodied in this report, that the greater part of the interest of the surplus revenue, amounting to \$30,505 76, is appropriated to the support of schools; it is desirable that it should all be thus devoted.

### III.—*School Tax.*

Notwithstanding the requirements of the law, money for the support of schools is not raised by tax in every township of the state; and in some townships the amount raised is exceedingly small, barely equaling the amount apportioned to them by the state, which is the least sum they are authorized and required to raise. While such is the case, there are some townships that feel greatly embarrassed by reason of the limit to taxation for school purposes, as fixed by the law; and I am convinced that the law ought and should be so modified as to afford relief in such cases.

### IV.—*Tuition Fees.*

The number of townships in which the schools are entirely free is comparatively small; yet, by a strict interpretation of the law, all public schools are required to be so, unless the enumeration of the matters upon which town superintendents are to make annual report—which includes “terms of tuition”—may be construed to mean otherwise. My own opinion has been that this section of the law was enacted rather with reference to circumstances existing at the time than with a view to authorizing, by implication, the collection of fees for tuition. But even though this might have been the intention of this section, it is virtually rendered of no effect by subsequent enactments. Feeling that a strict enforcement of the law would operate injuriously to the cause of education among us, I have avoided inquiry into this matter, simply giving my opinion, when asked, as to the meaning of the law.

It is gratifying to be able to say that, in many of our public schools, the payment of tuition fees is voluntary on the part of those enjoying their benefits, no one being excluded on account of an unwillingness to pay. I believe, however, that, in the majority of cases where a charge is made for schooling, the people feel under the legal obligation to meet it. In some instances, the schools are free a portion of the year—that is, as long as the money raised and apportioned will maintain them. There is but one county in the state in which all the public schools are free. In but few instances does the charge exceed \$3 per quarter; in the great majority of cases, it is less than \$2 50; and, on the average, it is only \$2 06.

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

If I had reason, last year, to speak favorably of the educational affairs of this county, I have still greater reason this year. The

amount of money raised for school purposes is much larger. Three new school-houses have been built, and three others are in progress of erection. With this increase of school accommodations, there has been an increase of attendance which exceeds, proportionally, the increase of the number of children between the ages of five and eighteen. Although the schools are not entirely free, the terms of tuition, when any charge is made, are comparatively small.

The board of freeholders, in appointing county examiners, have discharged a very important duty, which, I am sorry to say, the freeholders of too many counties generally neglect. The result has been that, of the whole number of teachers, only one, so far as I have been able to learn, continues to teach without a license—and this, perhaps, with some reason, as he is the principal of a German school, which is represented as being in a very flourishing condition. It is not strange that, with teachers whose qualifications have been properly tested, thirty-one of the forty-two schools in this county should be regarded as well taught and well disciplined. Such is the case; and, while the teachers are spoken of in the most favorable terms, the interest taken by the people in the cause of education is generally commended.

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

There is no county in the state in which there is more contention in regard to educational matters than here; but, so far as my observation enables me to judge, it arises from a true zeal for the system of public instruction, and its results, on the whole, are favorable to the advancement of the same. I regret, however, to say that no county examiners were appointed for the past year, in consequence, as I believe, of this cause. The evil effects of this neglect could not at once be perceptible, for many, perhaps most, of the teachers appointed during the previous year are still in employ; yet it is a remarkable fact that the number of well-taught and well-disciplined schools has sensibly diminished; and would perhaps have diminished still more sensibly, were it not for the high character of the school officers of this county, and for the interest which they and the people generally take in the subject of education.

The groundlessness of the frequent complaints made that no school registers are furnished by the state is here very strikingly illustrated. While from some portions of the county the reports are represented as being only partial, and not to be fully relied upon, because there are no school registers, from others they came with assurances that they are accurate, as the teachers are furnished, at the expense of the township, with suitable blanks for the purpose, and are also required, according to law, to make regular and correct reports to the school officers. This is a fact worthy of note in all portions of the state.

The total amount of money raised and appropriated for school purposes is \$305 95 less than during the year previous; but the largeness of the amount raised during the former year was in consequence of the extraordinary sum levied in Hackensack for building and repairs. In fact the tax for the support of schools, with the amount devoted strictly to the purposes of education, is greater than during the pre-



vious year. The whole number of children that have attended school is greater than last year, though the number of schools reported is less. This seeming inconsistency is explained by the fact that all the schools are not kept open during the entire year, and three or four of them had been temporarily closed when the annual township reports were submitted to me.

From the statistical tables accompanying my report, it would appear that there are no free schools in this county; but such is not the case; there are several schools of this character, though in no township are the schools all free.

As far as I am able to ascertain, the interest of the surplus revenue, belonging to this county, is devoted to the public schools in all the townships. This interest amounts to \$1,795 08, which, added to the quota of the school fund, makes a total of \$4,197 84. This sum is, however, \$450 75 more than the accompanying tabular statement shows to have been received from the state, and from other sources. It is easy to account for this, on the ground that all the moneys due to the several townships had not been paid into the hands of the town superintendents previous to making their reports; but this \$450 75 being added to the amount reported to have been raised and appropriated for school purposes during the year, would make the total greater than last year.

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

It is somewhat remarkable that, of the \$33,019 60 raised and appropriated in this county for educational purposes, only the sum of \$50 is reported to have been raised for building or repairs; and this, too, notwithstanding the fact that there is here a pressing necessity for a considerable number of additional school-houses. To the credit of the state, however, it may be said that the whole number of school-houses actually needed throughout its entire limits is comparatively small, being, at the beginning of last year (so far as I was able to learn), only one hundred and six, and since that time, by the erection of twenty-six, the number has been reduced to eighty. Still, the fact cannot be denied that new buildings ought to take the places of many of those now in use. In answer to my inquiries, I am told everywhere: "We need no more school-houses, but we want better ones;" and not unfrequently this answer is coupled with the lamentation: "Our best houses are miserably furnished, and not adapted to the purposes of education." It is gratifying, however, to find that great improvements have been made in this direction during the past year. The reports of town superintendents, herewith submitted, show that the people, in all parts of the state, are waking up to the importance of providing more suitably for the wants of those to whose hands the destinies of the nation are, at no distant day, to be committed. Many school-houses have been remodelled and refurnished during the past year, and much has been done to promote the comfort and convenience of both teachers and pupils.

The whole amount of money raised and appropriated for educational purposes in Burlington county is found to be, at the close of

the last year, \$2,668 42 less than at the close of the year previous. This is no doubt due to the fact that no money was demanded for building purposes, and because less money was raised by tax, in consequence, perhaps, of the circumstance that, during the year previous, the county had enjoyed the use of nearly a thousand dollars of the state appropriation remaining unexpended from a former year. The interest of the surplus revenue received here, amounting to \$4,631 36, is devoted entirely to the support of public schools. These schools are at present one hundred and sixty-three in number, being an increase of twenty-five over the number reported the previous year. I regret to say that the number described as well taught and well disciplined is comparatively small, and it may be properly observed, in this connection, that the salaries paid to teachers are also comparatively small. There is considerable increase in the number of children between the ages of five and eighteen, but no increase in the number of those attending school.

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

The reports from this county are not more complete than they were last year, two townships—Waterford and Winslow—having failed to furnish me with the statistics required by law.

There has been a very considerable increase during the year just closed of the number of children entitled to the benefits of the public schools. In my last annual report this number was represented to be 6,826; it is now 10,874. But notwithstanding this increase, there has been no increase in the number of schools; those in operation have been more numerous attended, and four additional school-houses are very much needed. The schools in three of the townships are entirely free, and in others partially so. The average length of time which they have been kept open is nearly nine months. The whole amount of money raised and appropriated for educational purposes is \$34,463 80, being \$1,240 25 more than that of the previous year, and even this sum would be considerably augmented were the entire sum apportioned by the state included in the reports of the town officers. The interest of the surplus revenue, amounting to \$1,641 33, is all devoted to the support of schools.

One of the townships of this county furnished additional evidence that it is possible to have accurate reports from the different districts. The town superintendent says: "I herewith transmit to you the school statistics of this township, which can be relied upon as correct, being an accurate transcript from the registers of the different schools. An acknowledgment is here due to the teachers for the correctness of their reports, and the promptness with which they have been furnished." It is scarcely necessary to add that teachers thus faithful in the performance of duty cannot fail to be successful in their avocation; and it would be reasonable to distrust, in all matters of business, those who make no effort to perform what it most strictly enjoined upon them to do.

The schools of Camden county are generally represented as well taught and well disciplined. There is a growing interest in the cause

of education among the people, and every reason to believe that the much-needed school accommodations will be speedily provided for its increasing population.

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

It will be perceived that this county receives the smallest share of the state appropriation for the support of public schools; and from this fact, it may be inferred that it is the smallest in point of population.

But little change has occurred in the educational condition of the county during the year. The total amount of money raised and appropriated for school purposes appears, by the statistical tables, to be \$225 85 less than last year; but it is in fact only \$131 35 less. This error is due to the fact that two of the townships omitted to report to me their quota of the interest of the surplus revenue, which amounted to \$94 50. The whole of the interest of this fund, \$367 02, is devoted to the support of public schools. The tax per child raised here, for the purposes of education, is exceeded by only three other counties in the state, and is but a trifle less than these. There is no charge made for tuition in any of the public schools, though I regret to say that the average number of months which they are kept open does not compare favorably with that of other counties.

The teachers here are, with very few exceptions, spoken of in the highest terms; they have all been regularly licensed by the county examiners.

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

In investigating the educational affairs of this county, it is impossible to overlook the fact that the schools are, with comparatively few exceptions, of a very good character; and this is a fact with which I was struck when collecting the materials for my last annual report. There are sections of the county in which no very great degree of interest is taken in education, but the people generally seem to be fully sensible of its great importance, as is evinced by their selection of school officers who seem to take pleasure and pride in the faithful discharge of duty. From one township, it is true, I have received no report, but it is possible that this may not be due to any neglect on the part of the school officer; I would gladly believe so, though I am certain that there is more than one instance in which the want of a report is owing to inexcusable negligence. Unusual attention is given throughout this county to the examining and licensing of teachers; for, so far as I have been able to ascertain, there are but four of the one hundred and nine teachers now employed who are without license. The average price paid to male teachers exhibits a spirit of liberality, the possession of which, on the part of the people, is absolutely essential, in order to obtain the talent and acquisitions requisite to secure good schools.

The amount of money raised and appropriated for the support of public schools, during the year just closed, is \$21,032 43, which is

\$1,111 96 more than was reported at the close of the year preceding. The interest of the surplus revenue, amounting to \$1,766 13, is devoted by the several townships exclusively to the purposes of education. The number of schools has increased from sixty-seven to seventy; and one new school-house has been built. There has been a small increase in the number of children between the ages of five and eighteen, but the increase of the number of those attending school has been so great, as to demand at least five additional school-houses; and it is to be hoped that these will be provided without unnecessary delay.

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

The advantages afforded for education in this county are good, and the interest in public schools manifested by the people is highly creditable; still, there has been no very great advance made during the past year. The whole amount of money expended for educational purposes is somewhat less than the amount last reported, though the sum raised by tax for the support of schools is considerably greater. The number of schools remains unchanged, while the whole number of children attending them is greater by nearly twelve hundred. Sixteen additional school-houses were needed at the beginning of the year 1860, and during that year eight were built, as stated in my last report; but during the year just closed, only one has been built, notwithstanding the number needed is increased by reason of the great augmentation of children between the ages of five and eighteen years. The schools themselves compare favorably with those of any county in the state, and great care is taken by school officers to select competent and experienced teachers. Of the one hundred and ninety-six teachers now employed, one hundred and fifteen are females, and only nine of the whole number are without license. In six townships, the schools are entirely free; and in the three remaining townships, there are several districts that support schools which are free, or nearly so. The county receives no interest from the surplus revenue, this money having been, many years ago, employed to build the court house in the city of Newark.

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

There is no doubt that the system of public education suffers in some sections of the state from the unlawful practice of paying the public money for the instruction of children at private schools. The idea prevails to a very great extent that the school money raised in a township, together with what is appropriated to it by the state, may be divided into as many portions as there are children between the ages of five and eighteen, and then paid by order of the parents of these children to any school which they may choose to patronize. In fact, this is frequently done, and I have been repeatedly called upon to prevent it. No one can fail to perceive that such proceedings must be exceedingly disastrous to the public schools of the districts in which it is allowed; and it is no wonder that in such districts they should be of the lowest possible grade, and entirely inadequate to the wants of the people. Town superintendents and trustees ought to know

that it is a violation of the law to pay the public money to any schools except those immediately under their care, or those specifically entitled by the statute to receive it; and any one reporting such violations of law to this department would render an important service to the cause of education.

The condition of the educational affairs of this county is not materially different from what it was a year ago. The whole amount of money raised and appropriated for the support of public schools, as reported, is \$11,123 15, which is \$1,168 25 less than the sum raised and appropriated during the year previous. This is partly accounted for by the fact that less money has been required for building purposes. But even with these diminished resources, the number of schools has been increased, although the whole number of children attending them is somewhat less. The interest of the surplus revenue, amounting to \$1,203 78, is all devoted to education. In some parts of the county a warm interest is manifested in public instruction, and strenuous efforts are made to elevate the character of the schools.

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

It is impossible to overlook the fact that nearly all the schools in this county are free. That they shall be so throughout the state is, undoubtedly, the intention of the law, and that the provisions of the law are such as to admit of their being made so, far more generally than they are, is very evident from what is accomplished in this county. Let us look, for a moment, at the matter. The law authorizes the inhabitants of the several townships to raise, by tax or otherwise, in addition to the amount appropriated to their use, such further sum of money as they may deem proper for the support of public schools, not exceeding three dollars for each child between the ages of five and eighteen years. In this county there are 14,192 such children; and the whole amount of money expended for the support of schools during the past year, including \$6,037 74 for building purposes, is \$44,334 64. Deduct from this sum the county quota of the school fund, \$3,573 42, and we see that the county itself has raised for school purposes \$41,761 22, to raise which sum of money would require a tax of a fraction over \$2 91 per child between the ages of five and eighteen years. This is even less than the law allows to be raised, and could we have schools throughout the state of the character of those to be found in Hudson county, we should, in educational matters, be far in advance of any state in the Union. That we can have such schools everywhere, and them free, too, is evident enough, and it is a very grave question whether the state, as a means of self-preservation, is not bound to go somewhat farther than simply to *permit* taxation for the support of schools.

For a more minute account of the condition of the schools in this county, I beg leave to refer to the reports of the town superintendents herewith submitted. It will be observed that the teachers are generally faithful and competent, and that much interest is manifested by the people in the subject of education. The whole amount of money raised and appropriated for the support of public schools, during

the year that has just closed, is \$3,000 greater than that of the year previous, and the number of children that have attended school is 1,164 greater. The surplus revenue apportioned to the county was appropriated by the freeholders some twelve years since towards the erection of county buildings, and the schools, consequently, receive from it no benefit.

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

During the year that has just closed, a much greater interest has been shown in the public schools of this county than has ever been exhibited here before. The amount of money raised and appropriated for their support was \$24,013 17, which is \$5,064 67 more than was raised during the previous year. The number of schools is three less, and the whole number of pupils in attendance is somewhat diminished; but the schools are generally represented as being better taught and disciplined, and it is worthy of note that the average salary paid to both male and female teachers is considerably higher. Of the whole number employed, only nine, as far as I can ascertain, are teaching without a license. The county is well supplied with school-houses, though several of them, it is to be regretted, are far from being what they should be. The people are, however, beginning to wake up to their duty in this direction; two new school-houses have been built during the year, and the erection of others is in contemplation. I cannot refrain from expressing the belief that the great advance made in this county during the year is very much due to the efforts of the very efficient officers to whose care its educational interests have been committed. From no part of the state have I received more prompt and more satisfactory reports.

I have not been able to obtain any satisfactory information respecting the surplus revenue apportioned to this county. It is quite certain, however, that the schools derive no benefit from it.

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

It is remarkable that nearly all the school officers of this county complain that the public schools are never or rarely visited by the parents of the pupils, and this is a complaint that too frequently comes from every quarter. It might, perhaps, be said that much visiting would tend to impair the usefulness of a school by distracting the attention of both teacher and scholars; but this is a mistake. A good teacher will not allow his own business or that of his pupils to be interrupted by those who may enter his school for the purpose of witnessing his mode of instruction, or of ascertaining what progress in study has been made by the children in whom they may feel a special interest. On the contrary, everything will move on in the usual way, and the effect will be not only to keep the school-room in a proper condition to receive those who may call, but to prompt the pupils to greater diligence in study, and the teacher to greater care in imparting instruction, and enforcing obedience to wholesome regulations.

The amount of money spent strictly for the support of schools in this county, during the past year, is really greater than during the year previous, though it would appear from the tabular report to be somewhat smaller. The sum raised and appropriated for this purpose in 1860 was \$28,290 47, and in 1861 it was \$28,671 20. During the former year, however, there were raised for the erection and repairs of school-houses \$3,200, and during the latter year only \$250, which cause the gross sum now reported to compare unfavorably with that of the year previous. In 1860 there were three school-houses built, while in the succeeding year there was but one built, at a cost of \$1,500, of which it appears there was a necessity of raising but a small portion.

I have not been able to ascertain the exact amount of interest received from the surplus revenue, as the principal was originally paid directly to the townships, with the exception of Princeton. The amount may be estimated at about \$1,800, of which a little over \$1,300, is devoted to the support of public schools. The balance is doubtless appropriated to township expenses.

Most of the schools in this county are free, and the majority of them are reported as being well taught and governed. The teachers are, with very few exceptions, regularly licensed, and generally spoken of in very favorable terms.

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

In this county, as in some others, great complaint is made, both by teachers and school officers, of the irregularity of attendance on the part of the pupils of the district schools; and it is certainly an evil of the gravest kind, and one that demands for its correction a most persistent effort. It is the teacher only who can appreciate fully the consequences of this evil. To him it is a fruitful source of vexation, increasing his labors, and diminishing his usefulness. To the offender it is the forerunner of the most pernicious habits, and to the pupils of the school it is the cause of a loss of time, as well as of progress in study. Parents are sometimes, nay, frequently, blamable in this matter. They suffer their children to remain at home for the most trifling reasons; often merely to humor their caprices, and often for the sake of employing them to perform errands, or to render assistance in the household labors. In some districts, especially in the larger cities, irregularity of attendance is punished, and, to a great extent, prevented, by depriving the offender of the benefits of the school when the time of his absence amounts to a certain number of days. The interests of every community demand the suppression of this evil, and almost any means to accomplish it might be justified.

It is gratifying to find that, during the last year, increased efforts have been made in this county in behalf of public schools. This is shown mainly in the willingness of the people to be taxed for their support. During the year just ended, the money raised in this way amounted to \$22,638, while the year previous it was but \$10,721. The number of schools has been increased from 78 to 84, and the number of children attending them from 5,672 to 6,699. A large major-

ity of these schools is represented as well taught and well disciplined, and what is extraordinary, none of the teachers, so far as I have been able to ascertain, are without the license required by law. Five additional school-houses are needed in the county, and it is earnestly hoped that they will be provided without unnecessary delay. The interest of the surplus revenue, though small (only \$682 82), when compared with that received by other counties of even less population, is all devoted to the support of schools.

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

The good results attending the organization of teachers' associations are quite evident in those counties in which they exist. These associations are not always as well sustained as they might be, and it sometimes happens that they afford opportunities for discussions which are not very profitable; still, they achieve very much for the cause of education, and deserve to be encouraged by school officers everywhere. In some counties they have been maintained with more or less interest for many years, while, in other counties, none have ever been organized. It would not be out of place here to call the attention of the friends of education to these very important auxiliaries to the cause of learning. Their service to teachers, in making them acquainted with different modes of instructing and governing, is of real value; and the effect which they have to awaken people generally to the advantage of a liberal support of public schools is undeniably great. The respectable character of the schools of Monmouth county, as well as the successful efforts here made in behalf of education, may be attributed to the right use which the people make of the means placed within their power to secure active laborers in the cause, as well as of their just appreciation of the value, of institutes, teachers' associations, and kindred aids to the advancement of learning.

The amount of money raised and appropriated for the support of public schools, during the year just closed, is more than \$3,000 greater than during the year previous. The number of schools is somewhat increased; and the same may be said of the number of children attending them. More than three-quarters of these schools are represented as well taught and disciplined—a fact which ceases to be surprising, when it is known that much pains is here taken to secure the services of intelligent and efficient teachers. Of the whole number of these at present employed, I have heard of only eight that have not been duly examined and licensed. The statistical table, herewith submitted, shows but one township in which the schools are all free; but there is another township in which, with one exception, they are also free; and there are many free schools in different parts of the county. The surplus revenue, amounting to \$3,637 97, is all devoted to educational purposes.

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

It is quite refreshing to receive communications from school officers containing assurances that the accuracy of their reports may be relied



on, as they are careful to supply their teachers with registers and other conveniences for this purpose. So incessant and tiresome are the complaints made against the state, because she does not carry out all the details of her system of public instruction, and, by some miraculous proceeding, have everything done without employing any one to do it; I say so tiresome and constant are such complaints, that it is pleasant to find relief in something of a very different character; and I beg leave to refer to two or three of the accompanying reports, received from the town superintendents of this county. One of them says: "A system of reporting has been adopted among us which brings before me, in a reliable form, the school work of the year, as condensed from the daily records. I have been very much aided in this part of my duty by the fidelity of the teachers. During the last two years, I have failed only in one instance of receiving the proper reports; and in that case the school-house was burned, and the records probably perished with it." Another superintendent of this county says: "The report which you received from me is carefully compiled from registers which are kept in our schools, and which are the property of the schools. With one exception, the teachers have been faithful in keeping the registers." I beg leave, in this connection, to quote also from the report of one of the town superintendents of Bergen county, which may be found elsewhere. He says: "School registers of attendance were supplied, at the expense of the township, to all the schools in the spring of 1856. They show the names of the parents of the pupils, the names and ages of the pupils, and the number of days each one has attended school during the year. The registers, which are not expensive, will, with proper care, last twenty years or more." I might quote from other reports to show that it is possible for proper returns to be made to this department, without recourse to the state for blanks and school registers.

The amount of money raised and appropriated in Morris county, during the last year, for school purposes, is somewhat greater than that of the year previous, while it may be seen, by reference to the statistical tables, that the whole of the state appropriation is not reported. The interest of the surplus revenue, amounting to \$2,984 36, is all devoted to the support of schools. Four new-school houses were built during the year, and several of the old houses were thoroughly repaired. Although the number of schools is at present very large, being 117, there is still a demand for nine more. The majority of the schools are represented as being well taught and disciplined, and this cannot be surprising, as of the 123 teachers employed in the county, only six have not been examined and licensed. In some of the townships the schools are entirely free, while in others they are very nearly so. The interest manifested by the people generally, in regard to educational matters, is represented generally as very commendable.

#### OCEAN COUNTY—APPORTIONMENT \$1,640 66.

In this county, I regret to say, the interest manifested in education is not apparently as great as it was during the previous year. The amount of money raised by tax is somewhat less, and so is the whole

sum expended for the support of public schools; and yet it is worthy of notice that the number of children in attendance at these schools is considerably greater, though it is true, on the other hand, that the average length of time which the schools have been kept open is diminished. If this does not show that there is a necessity for schools, and a willingness to reap the benefits to be derived from them, it might be added that, during the year, one new school-house has been erected, while others have been urgently demanded by the officers entrusted with educational affairs. The average length of time which the schools are kept open is less in this county than in any other in the state, being only six and one-sixth months. The result of this must be a very frequent change of teachers, which cannot fail to be attended with more or less injury. The interest of the surplus revenue enjoyed by this county, amounting to \$774 17, is all devoted to the support of the public schools.

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

An event of no ordinary interest marks the history of the educational condition of this county during the last year. The common council of the city of Paterson, in view of the imminent disastrous effects of the present unhappy rebellion upon the commercial and manufacturing interests of that town, recommended to the board of education to close the public schools for at least one quarter, as it would in all probability be impossible to collect the taxes from which they were to be supported. But no sooner had publicity been given to this action, than the parents and guardians of the four thousand children attending those schools, as well as other patriotic citizens, arose in mass to protest against any such proceedings. Their cry was: "We can walk our streets in darkness; we can watch our property at midnight; we can dispense with luxuries and even conveniences of every kind, but our children must not wander about in idleness; the means by which they are to possess the intelligence and virtue necessary to succeed us must not be denied to them; our schools must not be closed—shall not be closed; we will suffer anything and everything else." And, to the honor of that city, the schools were not closed; and, to the honor of the teachers of those schools, they came forward and offered to make any sacrifice on their part that would prevent such closure.

Such a sentiment, there is every reason to believe, pervades the whole State of New Jersey, and not New Jersey alone, but every state that is loyal to the Union and to the principles of those who established it.

Although it was with some difficulty that I obtained the address of the town superintendents of Passaic county, I am glad to be able to state that I received from them all prompt and full reports, so far as they could be rendered. A comparison of the statistical tables of the last year with those of the year previous will show that while there was no money raised for the building and repairing of school houses, there was more appropriated strictly for educational purposes, during the last than the preceding year. The sum raised by tax

is nearly \$2,000 greater; and the total would appear larger if the whole state appropriation were reported. It is to be regretted that the schools receive no benefit from the surplus revenue, as the county's quota of that money was early invested in public buildings. Many of the schools are free, and although there is some complaint of a lack of interest in them on the part of the people, there is much reason to believe that their value is duly appreciated. So far as I have been able to ascertain, there is not a teacher in the county who has not been regularly examined and licensed; and, what is equally gratifying, thirty of the forty-one schools, are represented as being well taught and disciplined.

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

In this county there was more attention paid than usual, during the past year, to the examination and licensing of teachers. The difficulties encountered by town superintendents, in the discharge of their duty, are very forcibly described in one of the reports herewith submitted; and there can be little doubt that indifferent teachers are often employed for the reasons which are therein assigned. It is in vain to hope for any radical improvement in this direction until the people become accustomed to regard the education of their children as a serious matter; until they become convinced that the individual to whom they entrust it may be the instrument of irreparable evil, as well as of inestimable good; and to reach this point is one of the objects for which the friends of humanity should never cease to labor.

Notwithstanding the obstacles opposed to the advancement of the public school system in this county, it is gradually gaining ground. The character of the schools is improving, and the people are becoming satisfied that they cannot be dispensed with; but, on the other hand, that more must be done for their maintenance. In proof of this, the amount raised and appropriated for their support during the past year is considerably greater than during the year previous; and this amount would appear still greater were the whole sum received from the state reported by the several townships. This is a common omission due to the fact that delays occur in the transmission, from one officer to another, of the several instalments of the public appropriation. The interest of the surplus revenue received by this county is \$2,141 55, all of which is devoted to educational purposes. Six additional schools have been established during the year; and the increase of the number of those who have attended school is nearly three times the increase of the number of those entitled to attend. Here, as in many other counties, complaint is made that parents do not sustain school officers by visiting the schools, and thus inspiring both teachers and pupils to greater activity.

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

I have taken advantage of the opportunities afforded in the preparation of these brief sketches of the condition, educationally, of the several counties of the state, to throw out suggestions of different

kinds, which I hope will not be altogether unprofitable. Here I am reminded of a matter very appropriately alluded to in the accompanying report of the superintendent of Branchburg, viz,—school apparatus. “In most of our schools,” he says, “there is a deficiency as regards suitable blackboards, globes, astronomical and geographical maps, philosophical apparatus, etc. A few dollars invested in a proper supply of these would be very profitable, we think, to the employers of every school, and would so encourage and assist the teacher that more knowledge could be imparted to the pupils in *one* quarter than there now is in *two*—consequently, the saving of one quarter’s tuition! The right kind of teachers could, we think, remedy this deficiency, to a great extent, by visiting the families of their respective districts, and informing them of the incalculable benefits that would accrue from the use of such apparatus, or the same result could be obtained by inducing the parents more frequently to visit the teacher in the school-room, and there see for themselves the inconveniences of a want of it.”

These remarks are exceedingly just, and I could desire to give them still greater prominence. There is no doubt that our schools, and everything connected with them, might be greatly improved by a little management on the part of school officers and teachers. The minds of all men are not utterly unimpressible, and surely there must be in every community some who can be induced to make themselves examples of patriotism and generosity, at least to the extent of a few shillings, towards the purchase of a globe or a set of outline maps, for the benefit of the youth around them. I am quite confident that, with a little effort on the part of teachers, there is not a school in New Jersey that might not, within a twelvemonth, be furnished with these, and other valuable aids to instruction. In fact, where schools are under the care of proper teachers, these things will be found. Good teachers know their value, and will have them, even at the cost of a great deal of painstaking upon their part. In many instances, I have known them to be procured by means of subscription, or through the agency of exhibitions given by the pupils, under the direction of the teacher, their parents and friends very willingly paying for an evening’s entertainment, prepared for some such laudable object.

Although there is nothing really discouraging in the accounts which I have been able to gather concerning the educational affairs of Somerset county, I regret to say that I find nothing in them which indicates any advance over what was done during the previous year. The amount of money raised and appropriated for the support of schools is less, though this is satisfactorily accounted for, by the fact that less money was required for the building and repairing of school houses. The whole number of children in attendance at school, has increased; but the average length of time which the schools have been kept open has somewhat diminished. Great attention is paid in this county to the examining and licensing of teachers; of the whole number, only four, so far as I have been able to ascertain, are without this evidence of qualification. Three new school-houses have been built during the year, and two others are said to be much needed.

The interest of the surplus revenue enjoyed by this county, amount-

ing to \$2,775 65, is all devoted to education, except in the township of Franklin, whose share is \$503 58.

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

The school officers of Sussex county complain, with scarcely an exception, that the people of their respective townships take very little interest in the welfare of their schools; but it is quite evident that the people take a commendable interest in the selection of their school officers, a fact to which I alluded in my last report, and to which I am constrained to allude again. Whenever this shall be the case in all the counties of the state, we shall be willing to compare our facilities for public instruction with those enjoyed in any portion of the Union.

The statistical report required by law was received from every township, though in one instance it came too late to be inserted in the tabular statement herewith submitted. By this statement it will be seen, that during the year just closed, there has been more done for the schools, and for the educational interests of the county, than during the previous year. While there has been little, almost no, increase of the number of children between the ages of five and eighteen, there has been an increase of 474 in the whole attendance at school; and the number of schools has increased from 125 to 134. In my last annual report, I stated that eleven new school-houses were needed in the county; and I am happy to say that this number has been reduced to eight, three having been built within the year just closed. It is to be regretted that many of the old houses are in a very dilapidated condition, but the people are not indifferent to the fact, and there is every reason to believe that the best of these houses will be repaired, while others will give place to new and substantial edifices. The amount of money raised by tax is \$541 greater than that reported last year; and there appears to be a willingness to raise any reasonable sum that may be required for educational purposes. The surplus revenue, amounting to \$2,321 34, is devoted to the support of public schools. Through the vigilance of the school officers, a teacher is very seldom employed who has not been first duly examined and licensed; indeed, I know of but one who is at present without license, while I know, at the same time, of one hundred who possess this requisite qualification. As a natural result of this care on the part of school officers, a large majority of the schools are represented as well taught and properly governed.

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

The attention given to the subject of education is as much to be commended in this county as in any other of the state, although it must be confessed that in one or two townships there is a deplorable lack of it. It is especially gratifying to those who take an interest in the proper instruction of the young to find, as is here exhibited, that people are becoming awakened to a due sense of the importance of skillful training to a child from the earliest moments of his career. In one of the accompanying reports from this county, the superin-

tendent says "the school officers are beginning to feel that the welfare of the school requires as good teachers in the primary as in any other department, and, during the past year, all new teachers are employed on an equal footing," that is, those who instruct the younger children receive as much pay as those who instruct the older. This is quite contrary to the prevailing custom, it being very generally believed that almost any one is competent to the training of the more youthful pupils of a school; but there is no belief more pregnant with evil, and no practice that deserves to be more speedily and more radically abandoned.

The amount of money raised and appropriated for school purposes in this county, during the past year, is less than that of the year before; but this is chiefly because less was needed for the erection and repairs of school-buildings. The county does not receive any benefit from the surplus revenue, as that money remained with Essex county when Union was set off from it. The number of schools reported is not so great as last year, a circumstance which is no doubt due to the fact, that, in the larger towns, two or more schools located in the same building, have been, in some instances, regarded as but one. It is quite apparent that the school accommodations have not been diminished, for the number of children in attendance is considerably larger than during any previous year. Many of the schools are free, and some of them will compare favorably with any in the state. The teachers are generally spoken of in very high terms, and it is a fact worthy of note that, of the seventy-eight employed in the county, only three have not been duly examined and licensed.

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

In presenting a sketch of the condition of the schools of this county, I desire to call attention to the latter part of the report of the superintendent of Belvidere, herewith submitted; and I am the more desirous of doing this, as I hope it may have the effect, not only to awaken school officers to the importance of rendering the schools under their care as attractive as possible, but also to prompt them to recognize the laudable and gratuitous efforts made to this end by the teachers in their employ. In the report alluded to, the superintendent says: "The male teacher in district No. 1 has caused to be erected in the school-yard, *principally at his own expense*, a large swing and several gymnastic contrivances, for the purpose of making the attendance at school attractive, and amusing the children during recess. I am satisfied," he continues, "that these things not only make school attractive and pleasant to the children, but contribute materially to their health and happiness. As 'all work and no play makes Jack a dull boy,' so all study and no amusement renders the school-room uninviting and very uninteresting. The teacher who can contribute, in the manner above mentioned, to amuse his scholars, promote their health and happiness, and render their presence at school voluntary, and not compulsory, as is frequently the case, deserves, as he has received, the thanks of his employers."

I allude, with special pleasure, to this instance of a teacher's devo-

tion to his business, and to the welfare of those committed to his charge. School officers would do well to call attention, as they have opportunity, to similar cases that come under their observation, as no means should be overlooked by which the character of our public schools may be improved, and as examples of this kind cannot fail to have such an effect. Stimulus of some sort is necessary to every one, whatever may be his occupation, and however well he may be fitted for it; and it frequently happens that we do not know our power, or appreciate our opportunities, until we perceive the success of others situated precisely like ourselves. The teacher occupies a position eminently advantageous to the exercise of the noblest qualities of both heart and mind, and may make an impression upon the society in which he moves that will be felt by succeeding generations. I know of an instance, in another section of the state, in which the teacher of a district school, a female, has given to her school a character as much to be envied as that enjoyed by any private institution in the whole region. Children are sent there from adjoining districts, their parents preferring to pay for their instruction rather than receive it free, and at less inconvenience. But this is not all; she has succeeded in collecting the people in the school-house, once a week throughout the winter, for the purpose of listening to a lecture, or engaging in some intellectual employment; and such devotion does she manifest to her occupation, and to the welfare of the neighborhood, that every one accords to her a degree of respect and admiration of which any one might be justly proud. It is very hard to believe that our importance in this world is not measured by the length of our purse, or by the elevation upon which we stand; but such is, nevertheless, the teaching of experience. The evidence of a faithful discharge of duty, with proofs of a generous regard for the welfare of those around us, are not simply passports to the hearts of our fellows, but letters patent of a nobility whose founder is greater than any earthly potentate; and no persons have better opportunities than teachers to attain all the distinction that can attend a life of industry and benevolence.

As in every other section of the state, so in Warren county, there has been marked improvement in matters of education. The number of schools is greater; the number of children attending them is greater, and so also is the average length of time which the schools have been kept open. Two new school-houses have been built during the year. Five others are still needed, in order to accommodate the increasing population; and three of the present buildings are so dilapidated as to require new ones in their places. While the whole amount of money expended for educational purposes, during the year just closed, is somewhat less than that expended during the previous year, it is gratifying to find that the sum raised by tax is considerably augmented. The number of free schools in the county is increasing, and the interest in public instruction evidently improving. All the interest of the surplus revenue, amounting to \$2,386 61, is devoted to education. It is worthy of remark that only six of the whole number of teachers, at present employed, are without the license required by law.

## THE SCHOOL LAW.

The duty of interpreting the school law, and settling the numerous controversies continually arising among the school officers and people of the various districts throughout the state, form no small part of the labors of the superintendent of schools, and should qualify him better than any one else to point out the defects in the school law, and the amendments thereof most desirable to be made. In view of this, among my other obligations, I proposed certain alterations of the law, at the last session of the legislature, which received the approval of the committees of both houses, as well as that of a very large number of the members of each ; but for the reason that the operation of these amendments could not be understood by all without a good deal of discussion, and because, also, of the want of time requisite for this purpose, it was deemed advisable to postpone their consideration. I still adhere to my judgment as to the propriety of making these amendments.

The decisions herewith submitted are only the more important of those rendered by me during the year, and form but a small portion of the entire number.

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



An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey for the year 1861.

COUNTIES AND TOWNSHIPS.	Whole No. of districts in township or city.	No. from which reports have been recd.	No. of public schools in city or township.	No. of children born the ages of 5 and 15.	No. who attend school one year, allowance being made for vacations.	No. who attend less than 12 months, but less than 12.	No. who attend 6 months, but less than 6.	No. who attend less than 6 months, but less than 6.	No. who attend a less period than 8 months.	No. over the age of 15 who have attended school.	No. of chld'n who have attended school.	Whole number of children who attend school.	Average daily attendance at school.	Average number of months schools have been kept open.	Term of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources.	Amount raised in addition, for building, repairing and furnishing school houses.	Total amount raised to and appropriated to school purposes.	No. of teachers.	Salaries of teachers per year.			
																						Male.	Female.		
<i>Atlantic</i> -Pop. 11,756	41	32	42	3969	1270	693	878	962	661	25	10	2881	13665	9%	2 1/2	6430 23	1441 74	490 00	2150 00	1422 24	45	11	4300	1	
<i>Burlington</i> .																									
Population 49,868.																									
Beverly	4	1	4	574	800	75	50	100	75	69	69	800	400	7	2	1050 00	267 82	289 00	50 00	1405 82	4	2	4000	1	
Bordentown	8	8	4	1332	254	178	202	178	210	69	69	800	400	11	2	1990 00	293 97	1200 00	...	4263 97	12	2	4000	1	
Burlington	6	4	9	1766	290	188	245	167	214	20	25	1002	487	11	2	1800 00	712	1200 00	...	4263 97	14	2	4000	1	
Champlin	6	7	7	827	220	170	200	120	20	25	25	755	487	10	2	1500 00	285 06	256 00	...	1981 06	12	2	4000	1	
Chester	7	7	10	600	160	130	140	84	80	6	6	460	230	9	2	61 700	280 54	268 04	...	1248 58	13	2	4000	1	
Chesterfield	8	8	8	702	32	87	129	160	61	32	10	470	306	8	2	1255 00	273 50	273 89	...	1785 95	5	2	4000	1	
Evesham	14	14	14	1026	29	104	163	272	302	9	66	968	866	8	2	600 00	471 66	102 00	...	510 98	11	2	4000	1	
Little Egg Harbor	10	10	10	793	200	55	109	155	124	5	7	455	285	5 1/2	2	50 000	390 00	100 00	...	171 64	12	2	4000	1	
Lumberton	6	6	6	600	200	300	250	140	100	90	90	540	285	10	2	250 000	370 48	250 00	...	669 82	10	2	4000	1	
Mansfield	10	10	10	802	200	800	250	140	100	5	5	512	...	12	2	288 150	373 42	250 00	...	653 57	10	2	4000	1	
Medford	9	9	9	868	26	56	166	166	180	30	30	540	...	9 1/2	2	288 150	373 42	250 00	...	653 57	10	2	4000	1	
New Hanover	7	7	6	847	60	120	118	135	220	12	15	143	211	11	Free.	1250 00	268 48	278 96	...	1877 44	6	2	4000	1	
Northampton	1	1	9	1002	243	26	81	69	169	5	5	558	868	11	Free.	3000 000	280 00	283 00	...	377 03	10	2	4000	1	
Pemberton	9	8	6	885	80	50	75	150	212	27	8	250	...	6	2	300 000	245 84	288 14	...	545 84	5	2	4000	1	
Sharon	7	7	7	643	353	243	234	308	223	13	8	482	238	10	Free.	1000 00	159 00	288 14	...	1443 14	5	2	4000	1	
Springfield	7	7	7	664	...	...	...	...	...	8	8	500	...	9	2	1280 00	408 80	247 18	...	1883 97	19	2	4000	1	
Southampton	9	8	8	508	...	...	...	...	...	6	6	500	...	6	2	1000 00	265 30	68 77	...	1688 97	6	2	4000	1	
Washington	8	8	8	412	64	26	31	123	47	6	98	254	174	8	2	800 00	192 00	171 09	...	668 00	16	2	4000	1	
Westampton	1	1	1	221	...	...	...	...	...	5	5	200	...	9	2	117 30	117 30	...	...	117 30	1	2	4000	1	
Willingsboro*	1	1	1	...	...	...	...	...	...	9	9	10277	2985	9	2	3 60	21997 00	7219 95	4182 65	30 00	119 60	100	95	2000	1

\*Taken from last report.

COUNTIES AND TOWNSHIPS.	Whole No. of districts in township or city.	No. from which reports have been received.	No. of public schools in city or township.	No. of children between the ages of 5 and 18.	No. who have attended school one year, allowance being made for vacations.	No. who have attended 9 months, but less than 12.	No. who have attended 6 months, but less than 9.	No. who have attended 3 months, but less than 6.	No. over the age of 18 who have attended school.	No. of children who have attended school.	Whole No. of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources.	Amount raised in addition, for building, repairing and furnishing school houses.	Total amount raised to school purposes.	No. of teachers.	Salaries of teachers per year.					
																					Male.	Female.				
<b>Bergen.</b>																										
Population 21,619	11	8	8	681	195	50	42	20	13	9	820	280	6	2 00	.....	\$469 57	.....	.....	.....	.....	.....	.....	.....			
Franklin	11	11	11	1856	78	170	184	257	263	14	947	430	11 1/2	1 41	.....	492 60	.....	.....	.....	.....	.....	.....	.....			
Hackensack	7	7	7	876	44	88	54	85	40	5	256	140	10	1 00	.....	191 79	.....	.....	.....	.....	.....	.....	.....			
Harrington	7	7	7	876	44	88	54	85	40	5	256	140	10	1 00	.....	191 79	.....	.....	.....	.....	.....	.....	.....			
Hoboken	7	7	7	876	44	88	54	85	40	5	256	140	10	1 00	.....	191 79	.....	.....	.....	.....	.....	.....	.....	.....		
Lodi	3	2	3	518	36	57	81	119	51	8	210	110	11	1 50	.....	226 12	.....	.....	.....	.....	.....	.....	.....	.....	.....	
New Barbadoes	9	6	8	998	304	167	113	87	11	33	790	409	11 1/2	.....	.....	115 46	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Saddle River	2	2	2	295	78	60	40	20	20	1	266	115	9	2 00	.....	492 54	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Union	2	2	2	225	87	27	13	26	20	1	123	65	12	2 00	.....	189 80	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Washington	6	6	6	641	65	123	40	85	30	18	297	246	11	2 00	.....	248 28	.....	.....	.....	.....	.....	.....	.....	.....	.....	
<b>Camden.</b>																										
Population 84,189.	60	53	53	6112	876	763	689	709	655	23	112	3696	1970	10 1/2	1 70	7656 32	2967 84	179 75	1571 61	12975 02	59	88	21	884	254	
Camden	1	...	23	4516	549	469	552	691	125	2	40	2263	1256	10	Free.	12414 50	1275 57	9737 07	.....	1627 14	26	8	23	650	400	
Centre	3	3	6	410	10	16	24	206	129	10	110	383	35	10	.....	820 00	169 80	62 20	.....	1047 59	11	6	3	400	240	
Delaware	3	3	3	441	60	75	145	73	40	8	10	39	5	3 00	.....	90 60	170 76	135 60	.....	195 45	5	3	2	...	...	
Gloucester	10	10	10	881	100	120	175	75	15	25	821	435	7	2 00	.....	2000 00	319 36	192 05	.....	2420 44	6	2	4	350	260	
Monroe	6	4	6	562	100	120	175	75	15	25	821	435	7	2 00	.....	2000 00	319 36	192 05	.....	2420 44	6	2	4	400	260	
Newton	10	10	9	1224	350	320	260	110	400	1	110	1191	137	10	.....	2672 00	708 84	1500 00	.....	14605 00	12	7	4	400	280	
Newton	4	4	4	432	52	63	80	80	96	13	23	337	154	9	Free.	550 00	164 00	98 00	.....	5980 04	12	5	1	400	280	
Stockton	6	4	6	806	181	53	73	67	76	5	9	440	229	10 1/2	.....	1913 00	154 38	.....	.....	812 00	4	3	8	600	230	
Union	2	2	2	426	25	50	145	80	80	20	5	390	175	8	.....	500 00	176 00	69 00	.....	2572 35	4	1	3	600	230	
Washington	5	5	5	651	50	100	120	250	60	1	18	503	150	9	.....	1400 00	204 85	.....	.....	745 00	6	6	1	320	180	
Waterford*	7	7	7	651	50	100	120	250	60	1	18	503	150	9	.....	1400 00	204 85	.....	.....	1694 86	6	5	1	500	180	
Winslow*	7	7	6	581	150	150	100	50	50	1	581	300	9	2 50	.....	872 00	240 00	.....	.....	1192 00	6	3	3	250	200	
<b>Essex.</b>																										
Population, 98,916.	56	48	88	10874	1327	1416	1624	1977	1071	141	852	7814	2928	8 1/2	2 15	25486 59	8734 06	4753 95	680 00	34463 50	91	78	430	247		
Belleville	6	5	5	1122	135	145	241	140	...	...	8	420	440	11 1/2	Free.	3865 00	483 56	.....	.....	8801 86	10	5	6	600	400	
Bloomfield	5	5	5	1210	185	145	241	140	...	...	21	882	440	11 1/2	Free.	3000 00	470 15	.....	.....	5270 15	11	4	7	420	190	
Caldwell	8	8	8	177	23	107	142	96	80	3	5	417	280	10	.....	1200 00	301 84	.....	.....	1551 84	7	5	2	340	220	
Clanton*	10	10	10	1082	457	371	375	400	450	4	607	894	10	2 00	.....	8246 00	421 00	.....	.....	800 00	13	9	4	400	160	
Livingston	5	5	5	892	75	100	85	60	85	...	845	298	10	Free.	800 00	165 10	250 00	.....	.....	1815 16	7	4	8	300	250	
Millburn	5	5	5	410	...	...	...	...	...	...	208	124	9	Free.	772 00	159 27	.....	.....	.....	931 21	3	2	1	300	240	
Newark	12	12	12	17604	2261	1047	2940	3712	2194	25	200	11489	5610	11	Free.	51100 00	6565 12	2500 00	.....	5700 00	615 12	128	42	55	735	884
Orange	9	9	9	2085	191	189	194	229	203	5	23	956	461	10 1/2	Free.	9000 00	798 30	808 51	.....	300 00	4407 17	12	7	5	889	337
South Orange	4	4	4	350	163	85	20	15	...	...	233	156	11	Free.	1050 00	116 54	.....	.....	.....	1163 54	5	3	2	500	240	
*Taken from last report.	63	61	96	24902	8841	1844	8097	4642	2962	83	201	15567	7425	10 1/2	1 38	67534 00	8433 18	803 87	5750 00	55225 05	190	111	442	238		



COUNTIES AND TOWNSHIPS.	Whole No. of districts in township or city.	No. from which reports have been received.	No. of public schools in city or township.	No. of children between the ages of 5 and 13.	No. who have attended school one year, allowance being made for vacations.	No. who have attended 9 months, but less than 12.	No. who have attended 6 months, but less than 9.	No. who have attended 3 months, but less than 6.	No. who have attended a less period than 3 months.	No. over the age of 18 who have attended school.	No. of children who have attended school.	Whole No. of children who have attended school.	Average daily attendance at school.	Average No. of months schools have been kept open.	Terms of tuition per quarter.	Amt. of money raised by tax for the support of schools.	Amt. received from the state.	Amt. received from other sources.	Amt. raised in addition for building, repairing and furnishing school houses.	Total amount raised to school purposes.	No. of teachers.	Salaries of teachers per year.			
																						Male.	Female.		
<i>Mercer.</i>																									
Population 31,413.																									
East Windsor.....	5	5	8	592	70	150	33	80	85	6	8	382	190	10%	Free.	\$1500 00	\$257 08	\$108 00	\$1925 08	\$1104 04	15	11	4	\$275	\$225
Kwifing.....	5	5	10	418	29	112	73	32	32	8	13	294	120	10	\$2 50	926 00	175 04	.....	.....	.....	5	3	2	400	800
Hamilton.....	10	9	10	12-9	50	156	275	115	220	7	21	507	222	11	2 00	1807 50	223 28	257 89	4960 75	4960 75	10	4	6	400	800
Hopewell.....	13	9	4	1205	50	85	113	147	115	7	21	507	222	11	2 00	1102 26	293 26	212 12	\$250 00	1807 64	5	3	2	300	240
Lawrence.....	5	5	5	551	235	.....	.....	.....	.....	.....	.....	235	11	3 00	Free.	2500 00	306 92	265 47	.....	.....	10	4	6	424	263
Pinecon.....	5	5	6	945	203	90	172	59	48	1	63	467	245	11	Free.	5500 00	1391 92	265 47	.....	.....	27	5	22	687	255
Trenton.....	3	1	27	457	1309	.....	.....	.....	.....	.....	46	2728	1549	12	Free.	1000 00	158 92	131 25	11491 89	1310 17	10	5	4	300	240
Washington.....	6	2	9	547	490	460	485	390	123	.....	20	490	25	10	.....	610 00	237 54	330 00	.....	.....	3	4	4	300	240
West Windsor.....	55	36	79	10590	2476	949	1103	979	575	28	150	6050	2742	10%	2 50	22736 76	4572 71	361 73	28921 20	28921 20	105	50	55	855	265
<i>Middesex.</i>																									
Population 35,366.																									
East Brunswick.....	15	15	15	1126	306	306	100	50	25	.....	1	481	240	9	1 00	2157 00	308 54	42 00	.....	.....	6	5	1	300	225
Monroe.....	8	8	1	3010	453	457	855	452	845	.....	25	1050	35	10	Free.	2000 00	532 03	60 00	2592 13	2592 13	15	10	5	320	240
New Brunswick.....	1	1	6	277	84	80	107	124	69	.....	4	142	106	10	Free.	831 00	129 94	23 61	10448 18	10448 18	26	24	750	250	
North Brunswick.....	6	4	6	277	84	80	107	124	69	.....	4	142	106	10	2 25	2000 00	441 79	90 20	1000 08	1000 08	6	5	1	333	200
Piscataway.....	12	11	13	931	55	103	112	130	119	.....	39	565	282	10	Free.	1100 00	330 45	.....	1430 45	1430 45	17	7	10	400	325
Perth Amboy.....	12	12	8	1115	.....	.....	48	83	29	.....	16	318	173	11	2 00	1000 00	525 87	.....	300 00	1825 87	8	5	2	700	434
South Amboy.....	18	18	20	1252	500	.....	.....	.....	.....	.....	12	650	530	11	1 00	2200 00	589 18	79 80	2808 98	2808 98	20	12	3	300	200
South Brunswick*.....	14	3	14	1169	500	.....	.....	.....	.....	.....	6	600	500	.....	.....	2320 00	531 29	280 00	.....	.....	13	9	4	.....	.....
Woodbridge.....	87	71	84	10243	2186	1350	1052	955	662	12	191	6999	3445	10	1 56	22935 00	4807 30	584 74	2465 50	2465 50	114	56	58	437	239
<i>Morris.</i>																									
Population 31,639.																									
Chatham.....	4	4	4	822	270	200	196	220	50	10	15	640	400	11	2 00	2439 00	885 98	275 84	.....	.....	9	6	3	400	250
Chester.....	7	7	11	503	59	105	68	76	51	1	632	182	9	Free.	1000 00	227 96	204 54	1432 50	1432 50	.....	7	4	3	300	240
Hanover.....	12	8	11	1081	150	200	220	75	40	6	10	701	320	10	1 75	1100 00	467 32	685 98	1892 60	1892 60	11	6	5	350	250
Jederson.....	6	6	6	510	1	24	84	240	173	6	2	422	205	8%	Free.	831 66	115 57	81 13	1028 26	1028 26	6	4	2	400	250
Mendham.....	9	9	9	338	75	150	60	50	12	10	441	215	10	100%	2 00	3000 00	244 26	196 52	1500 00	2440 78	6	4	2	400	250
Morris.....	13	12	16	1607	21	107	185	326	488	6	49	1127	410	100%	2 00	3000 00	760 14	1121 24	445 00	5395 38	23	14	9	392	216
Pequannock.....	19	17	18	1730	196	319	310	292	80	.....	8	1107	620	10	1 00	2000 00	787 26	355 58	900 00	4042 84	22	11	600	300	
Randolph.....	9	2	9	1008	.....	.....	500	659	700	.....	5	750	325	8	.....	2000 00	456 90	206 14	150 00	2813 04	9	8	1	500	200
Rockaway.....	11	11	12	1208	50	70	225	288	400	15	7	1050	430	10	Free.	2415 00	541 46	187 39	.....	.....	20	13	7	350	200
Roxbury.....	16	16	16	562	30	40	70	250	350	20	5	600	350	8	2 25	1200 00	380 26	233 22	100 00	1618 52	20	13	4	100	250
Washington.....	9	9	9	839	205	50	145	40	10	18	15	478	325	10	2 25	1200 00	380 26	233 22	.....	.....	9	7	2	100	250
* Taken from last report.	121	107	117	10563	1057	1463	2153	2422	2392	94	127	7684	3782	9%	1 86	17838 66	4513 60	8402 86	8095 00	25697 62	136	67	49	403	289

Somerset.		Warren.																
Population 22,061.	11 11 11	643	126	157	78	15 444	806	11	32.5	\$200 00	\$301 60	\$300 74	11	6	5	\$400	\$230	
Bedminster	8	6	6	6	145	45	270	11	2 00	200 00	62 10	100 00	11	4	5	4	275	
Bernards	4	4	2222	65	82	180	33	11	2 00	200 00	153 80	\$15 00	4	8	4	4	280	
Branchburgh	9	16	1416	17	267	314	105	105	2 00	200 00	663 46	1000 00	11	1	4	4	280	
Bridgewater	16	16	1114	215	200	260	475	10	2 00	200 00	53 46	1000 00	29	1	4	4	275	
Franklin	15	18	1515	105	163	162	879	11	3 00	300 00	532 86	300 00	16	12	4	4	280	
Illishborough*	9	1	615	250	290	315	469	9	3 00	300 00	294 53	100 00	7	1	3	4	280	
Montgomery	1	1	7-8	801	1176	1329	1865	905	2 87	11502 00	3145 86	4112 72	1715 00	97	6	2	415	
Warren	80	75	6751	801	1176	1329	1865	905	2 87	11502 00	3145 86	4112 72	1715 00	97	6	2	415	
SWAMP.																		
Population 23,855.																		
Byram	7	7	513	87	61	135	40	4	2 50	250 00	231 02	82 02	964 14	1	4	4	150	
Frankford	11	5	626	75	60	86	205	821	2 00	200 00	9 00	402 12	1431 12	2	4	4	150	
Greene*	6	7	5	217	120	140	170	30	2 50	250 00	230 20	240 00	80 00	2	4	4	150	
Hardstown	16	6	10	614	84	81	101	194	2 50	250 00	1030 00	410 00	2110 00	12	2	4	150	
Lafayette	8	8	3	812	159	8	250	10	2 25	225 00	812 00	50 42	212 42	7	4	4	150	
Monague	9	1	405	225	2	225	208	6	2 00	200 00	500 00	504 81	764 81	7	4	4	150	
Newton	10	1	1340	240	301	144	94	30	1 00	100 00	835 00	1019 74	2171 00	1	12	4	150	
Sandytown	10	10	483	32	64	160	275	50	3 29	329 00	3 29	801 81	312 11	7	12	4	150	
Sparta	9	9	730	70	177	137	92	9	2 35	235 00	70 00	22 48	812 11	7	12	4	150	
Stillwater	13	13	664	275	835	430	550	11	2 50	250 00	596 00	583 02	1442 36	1	12	4	150	
Vernon	16	16	16	838	190	40	29	15	1 50	150 00	1000 00	268 00	1441 68	1	12	4	150	
Walpack	6	1	2	253	40	29	90	15	2 00	200 00	150 00	360 00	1528 80	11	2	4	150	
Wantage	21	21	1372	726	299	63	57	10	2 50	250 00	1500 00	580 00	2283 14	7	12	4	150	
Warren.	130	94	134	9499	1901	1419	1613	1699	2116	2 45	11497 24	3236 19	250 00	2653 28	171	74	100	150
Population 25,483.																		
Belvidere	2	2	4	437	90	88	51	13	Free	1311 00	151 10	115 00	258 70	7	4	4	200	
Blairstown	8	7	449	69	142	139	94	66	2 00	200 00	18 56	129 30	308 00	7	4	4	200	
Franklin	6	4	6	509	150	40	100	48	Free.	1945 00	213 41	158 60	170 00	6	4	4	200	
Frohlinghyasen*	10	7	10	438	125	125	50	10	2 00	200 00	176 00	89 00	275 00	1	4	4	200	
Greenwich	8	3	9	565	875	80	180	56	Free.	2688 00	854 00	889 00	251 00	1	4	4	200	
Hacketstown	2	2	4	301	152	28	34	42	3 00	300 00	159 43	101 88	347 71	1	4	4	200	
Harwick	5	5	6	330	200	150	100	100	2 00	200 00	149 22	149 22	143 22	4	4	4	200	
Harmony	5	6	8	505	200	150	100	100	3 00	300 00	195 00	883 57	181 40	7	4	4	200	
Hope	5	8	11	610	209	550	400	450	3 00	300 00	439 00	25 00	181 40	7	4	4	200	
Independence	15	10	9	699	86	70	113	50	1 25	609 00	439 00	206 79	100 00	11	9	4	200	
Knowlton	9	11	9	485	85	116	118	50	2 00	200 00	198 50	108 22	177 48	7	4	4	200	
Manahil	11	11	6	570	78	127	200	172	2 00	200 00	1158 04	402 04	1800 00	11	6	4	200	
Oxford	7	4	7	739	21	85	130	110	2 00	200 00	1116 00	100 10	175 84	7	4	4	200	
Pahonquary	4	4	4	168	21	85	130	110	2 00	200 00	100 10	175 84	175 84	7	4	4	200	
Phillipsburg (town)	5	5	5	351	210	163	140	110	4 50	450 00	1083 00	141 00	44 60	5	4	4	200	
Phillipsburg (boro)	2	2	2	680	250	150	120	70	8 00	800 00	240 00	277 97	141 02	5	4	4	200	
Washington	10	10	10	800	800	400	400	100	9 00	900 00	842 00	170 00	212 00	5	4	4	200	
*Taken from last report.																		
120	65	112	6946	2921	2053	2152	1578	711	2827	2 20	16163 60	4125 15	2161 46	1939 76	108	51	50	251

COUNTIES AND TOWNSHIPS.	Gloucester, Population 15,445.														Monmouth, Population 39,363.														Ocean, Population 11,209.													
	Whole No. of districts in township or city.	No. from which reports have been received.	No. of public schools in city or township.	No. of children between the ages of 5 and 18.	No. who have attended school one year.	No. who have attended 2 months, but less than 6.	No. who have attended 3 months, but less than 6.	No. over the age of 15 who have attended school.	No. of children who have attended school.	Whole No. of children who have attended school.	Average daily attendance at school.	Average No. of months schools have been kept open.	Terms of tuition per quarter.	Am't of money raised by tax for the support of schools.	Am't received from the state.	Am't received from other sources.	Am't raised in addition, for building, repairing and furnishing school-houses.	Total amount raised to and appropriated to school purposes.	No. of teachers.	Male.	Female.	Salaries of teachers per year.	Male.	Female.																		
Clayton	5	2	5	795	29	110	220	250	110	17	54	827	262	8	2	16	1700	400	400	94	4	8	450	200																		
Dorchester	8	8	9	1181	29	297	317	317	297	17	54	827	262	8	2	16	1700	400	400	94	4	8	450	200																		
Franklin	12	4	9	657	90	157	216	216	157	55	5	563	226	9	5	800	430	99	66	5	3	250	160																			
Greenwich	10	15	17	520	58	198	201	164	65	5	330	208	7	3	0	1275	0	562	57	3	12	425	200																			
Harrison*	6	5	6	557	140	84	120	120	82	16	1	310	208	5	2	675	0	230	44	6	6	350	200																			
Mantua	15	15	13	1053	140	200	200	175	150	49	75	400	400	8	2	800	0	451	56	15	14	350	300																			
Woolwich	61	49	65	5745	317	560	960	1341	560	133	157	3312	1056	7	2	7150	0	2954	60	72	49	375	215																			
Athletic	4	4	4	487	150	50	90	90	50	6	401	200	11	2	500	0	418	55	86	4	2	322	300																			
Freehold	8	8	10	1066	143	175	230	183	175	6	53	904	633	10	2	2500	0	418	55	10	6	400	300																			
Holmdel	5	5	5	408	20	103	4	82	103	4	7	346	150	10	2	1000	0	416	81	5	2	400	300																			
Hovell	11	11	11	952	48	93	160	305	176	26	4	812	168	1	2	2000	0	372	52	11	3	350	200																			
Manalapan*	1	1	1	756	250	190	120	100	45	9	21	634	450	1	2	1600	0	451	92	1	5	250	200																			
Marlboro	1	1	1	611	120	36	288	288	45	9	21	634	450	1	2	1600	0	451	92	1	5	250	200																			
Marwan	5	5	5	572	152	219	229	229	320	2	55	390	206	11	2	1600	0	226	0	163	95	6	3	400																		
Middletown	13	13	15	1210	400	125	150	249	249	2	55	390	206	11	2	3720	0	468	0	425	0	6	3	400																		
Millican	3	3	3	637	100	200	200	150	50	5	40	1432	600	3	0	1445	0	288	40	160	0	10	5	250																		
Ocean	15	8	16	1590	370	125	98	95	20	5	40	1432	600	3	0	5770	0	624	84	15	10	350	300																			
Raritan	6	6	6	911	90	150	927	908	76	14	60	900	325	9	3	1500	0	359	57	1	4	350	300																			
Shrewsbury	9	9	12	1386	90	150	927	908	76	14	60	900	325	9	3	4156	0	271	15	13	6	400	300																			
Upper Freehold	1	1	1	985	90	150	927	908	76	14	60	900	325	9	3	1800	0	127	36	13	5	350	250																			
Wall	8	7	9	920	90	210	125	100	58	1	5	38	318	9	2	1500	0	360	0	125	0	2	360	300																		
Brick*	9	9	9	668	60	1102	1691	1102	66	293	10099	4154	10	2	29394	0	4909	97	3092	60	182	50	350	269																		
Dover	14	9	14	997	60	56	140	162	104	20	2	500	25	6	600	0	340	10	6	5	1	400	300																			
Jackson	12	8	6	171	300	50	300	50	50	10	320	50	3	2	800	0	807	50	163	85	12	5	400																			
Plumstead	5	8	5	783	130	183	170	183	183	41	70	826	598	5	2	600	0	289	36	247	98	8	3	400																		
Stamford	4	4	4	403	90	90	90	90	90	20	1	404	212	8	2	1000	0	91	04	90	18	2	350																			
Union	6	6	6	645	90	90	90	90	90	20	1	404	212	8	2	600	0	257	02	97	49	1	3																			
*Taken from last report.	33	27	40	4365	190	206	559	1082	297	91	38	8022	655	6	2	3290	0	1745	02	603	85	16	295	185																		

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36	28	41	9321	631	1197	1616	925	7	63	5991	15868 92	27	55	447	290
Salem.		Population 22,454.		20 <th colspan="2">86 12 <th colspan="2">2 00 <th colspan="2">422 20 <th colspan="2">1 <th colspan="2">1 280 220</th> </th></th></th></th>		86 12 <th colspan="2">2 00 <th colspan="2">422 20 <th colspan="2">1 <th colspan="2">1 280 220</th> </th></th></th>		2 00 <th colspan="2">422 20 <th colspan="2">1 <th colspan="2">1 280 220</th> </th></th>		422 20 <th colspan="2">1 <th colspan="2">1 280 220</th> </th>		1 <th colspan="2">1 280 220</th>		1 280 220	
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Union.		Population 27,756.		45 <th colspan="2">956 11 <th colspan="2">Free.</th> <th colspan="2">1092 26 <th colspan="2">2 <th colspan="2">20 200 </th></th></th></th>		956 11 <th colspan="2">Free.</th> <th colspan="2">1092 26 <th colspan="2">2 <th colspan="2">20 200 </th></th></th>		Free.		1092 26 <th colspan="2">2 <th colspan="2">20 200 </th></th>		2 <th colspan="2">20 200 </th>		20 200	
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8	8	8	245	63	47	56	45	3	257	103 14	109 47	680 50	4	2	400 200
1	1	1	500	61	25	129	125	16	4	853	165 10	150 60	2	3	400 200
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the establishment of another school. The town superintendent has full power to do this in all unincorporated districts, though the trustees are entitled to a notification of his intention.

Summary of the preceding Abstracts, exhibiting the results in the several Counties of the State, for the year 1861.

COUNTIES. Population, 676,612.	Number of townships in the county.		Number that have made reports.		Number of school districts in the county.		Number that have reported to the town superintendent.		Number of schools in the county.		Number of children residing in the several townships of the county between the ages of five and eighteen years.		Number who have attended school twelve months, allowance being made for the usual vacations.		Number who have attended nine months, but less than twelve.		Number who have attended six months, but less than nine.		Number who have attended three months, but less than six.		Number who have attended a less period than three months.		Number over the age of eighteen years who have attended school.		Number of colored children who have attended school.		Whole number of children who have attended school.		Average daily attendance at school.		Average number of months the schools have been kept open.		Terms of tuition per quarter.		Amount of money raised by tax for the support of schools.		Amount received from the state.		Amount received from other sources specified in the returns.		Amount raised in addition for building, repairing and furnishing school-houses.		Total amount appropriated and raised for school purposes.		Number of teachers employed in the schools during the year.		Salary of the teachers per annum.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				
Atlantic	7	7	44	62	42	6,069	1,270	698	679	969	661	25	10	2,291	1,895	9%	\$2 00	\$6,480 60	\$1,441 74	\$400 00	\$2,150 00	\$10,472 24	40	21	12	\$400	\$268																					
Barnon	90	13	138	68	58	5,112	876	763	850	709	23	119	1,970	1,970	10%	1 70	7,656 82	2,967 84	779 75	1,671 61	12,975 09	59	58	91	894	254																						
Burlington	11	6	58	45	58	15,374	2,135	1,898	2,477	2,674	1,146	180	887	10,275	2,945	9%	2 60	21,297 00	7,219 25	4,462 85	38,919 60	122	95	97	879	213																						
Camden	5	6	26	26	20	2,880	40	299	686	674	337	48	40	2,687	1,177	7%	Free.	6,678 00	1,090 71	268 85	6,937 66	29	21	8	410	208																						
Cape May	10	9	62	61	70	6,985	1,885	2,278	2,601	2,601	274	80	144	2,975	2,661	8%	2 25	15,380 00	2,801 00	1,845 00	21,682 48	109	60	40	414	217																						
Cumberland	7	6	63	61	25	24,902	8,941	1,941	6,097	4,642	2,962	88	261	15,567	7,425	10%	1 63	67,534 00	9,483 19	809 87	87,526 05	196	111	110	442	273																						
Essex	10	9	61	49	65	6,743	817	726	990	1,841	860	138	157	3,912	1,096	7%	2 45	7,159 00	2,854 00	418 55	6,000 00	11,128 15	72	49	23	876	215																					
Gloucester	10	9	31	19	24	14,192	1,808	1,843	2,274	1,869	2,646	9	97	2,713	4,540	10%	2 50	33,017 21	8,157 76	1,921 91	6,087 74	41,834 64	105	58	52	718	416																					
Hudson	14	13	181	33	123	19,890	1,699	1,646	2,248	2,834	1,974	121	91	7,779	8,007	9%	2 50	11,011 90	4,745 59	1,680 09	6,260 00	24,098 17	143	83	60	878	256																					
Hunterdon	9	9	57	71	84	10,245	2,156	1,350	1,148	979	675	23	180	6,080	2,742	10%	2 30	22,798 76	4,572 71	1,961 78	270 00	39,921 99	166	66	55	885	265																					
Middlesex	14	13	168	124	124	12,621	1,989	1,691	1,804	1,621	1,162	66	228	10,099	4,154	10%	2 30	29,394 00	4,899 97	8,062 60	2,560 00	40,256 67	139	82	60	856	299																					
Morris	11	11	121	107	117	10,809	1,657	1,454	2,158	2,423	2,892	94	127	7,684	8,788	9%	1 50	17,886 68	4,413 60	3,093 00	28,897 62	130	87	49	498	289																						
Ocean	6	6	68	27	49	4,358	199	296	559	1,632	257	91	88	8,027	685	6%	2 00	8,200 00	1,745 02	663 83	200 00	6,748 90	45	82	16	285	185																					
Passaic	10	10	76	28	41	9,391	981	1,197	895	1,616	828	7	63	6,891	9,043	10%	1 90	14,781 42	8,487 50	630 00	18,460 92	81	26	63	407	220																						
Salem	6	7	69	70	79	6,761	891	1,176	1,031	1,329	1,365	62	103	4,457	1,708	9%	2 57	11,502 00	3,445 56	4,112 72	1,710 00	20,770 65	97	66	81	413	256																					
Somerset	13	13	139	94	134	8,499	1,931	1,419	1,618	1,659	1,444	181	82	7,334	2,116	9%	9 45	11,497 50	3,307 20	320 00	20,550 98	191	117	71	258	167																						
Union	6	6	84	84	85	7,152	1,268	881	1,169	1,169	616	8	116	6,459	2,559	10%	1 95	20,992 00	2,766 92	755 09	24,610 31	78	80	64	611	284																						
Warren	17	16	129	85	112	8,946	2,621	2,052	2,162	1,878	711	100	60	7,487	2,827	9%	2 30	16,165 00	4,125 18	2,181 46	1,959 76	24,432 00	139	81	68	351	218																					
	319	197	1,663	1,228	1,689	197,602	30,218	20,722	31,060	34,080	24,658	1,489	8,981	187,078	68,264	9%	2 00%	885,681 29	82,860 28	40,440 17	92,452 11	640,268 80	2,207	1,292	1,765	408	244																					

## INTERPRETATION OF THE SCHOOL LAW.

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*Question.* Can an annual district meeting be adjourned for one, three or five days, when the time set is general, as in case of elections of trustees for a definite time?

*Answer.* Section 6 of the act to establish public schools, approved April 17, 1846, provides that district meetings shall be held annually on the first Monday of April, ten days' notice, in writing, of the time and place of which meeting shall be given by the town superintendent; and section 8 of the supplement, approved March 14, 1851, provides for the election of trustees at said annual meetings. The law nowhere makes any provision for the postponement of said meetings; and I am of opinion that said meetings cannot be adjourned. In case the office of any trustee, whose term expires at an annual meeting, is not then and there filled, said office becomes vacant, and can be filled afterwards only in accordance with the provisions of the supplement approved March 17, 1854.

*Q.* Does the law make it obligatory upon the trustees of a school district to furnish accommodations for the schooling of all the children of said district entitled to the same; and in case they refuse to do so, what course should be pursued by the inhabitants of such district?

*A.* Section 7 of the supplement, approved March 14, 1851, provides that, "It shall be the duty of the trustees of the several school districts to apply the money apportioned to their respective districts, or raised therein, to the establishing and maintenance of free schools in said district, in which shall be taught, free of charge, *all the children* between the ages of five and eighteen, desirous of attending the same."

While the law here intends to provide against favoritism in the admission of children to the benefits of public instruction, it equally intends that each district shall have reasonable accommodations for the instruction of its children; and if the trustees of such district refuse to provide the same, it would be proper for the town superintendent to divide the district, and thus secure, through additional officers, the establishment of another school. The town superintendent has full power to do this in all unincorporated districts, though the trustees are entitled to a notification of his intention.

Q. Has the town superintendent the power to re-number the districts in his township?

A. Section 5 of the act to establish public schools, approved April 17, 1846, makes it the duty of town superintendents to divide their townships into convenient school districts, and gives them power to alter and change them as circumstances may require. While this power has been somewhat modified by subsequent acts of the legislature, there is nothing in these acts which can prevent a town superintendent from re-numbering or re-naming the districts of his township. In the case, however, of an incorporated district, he has no power to change the name. It is a matter of record; and incorporated districts can be altered by the town superintendent only with the assent of a majority of the legal voters of the district.

Q. Can a township committee compel a town superintendent to alter the bounds of a school district?

A. The law gives township committees no such powers. In case the town superintendent insists upon altering a school district, contrary to the wishes of the trustees, then such trustees may apply to the township committee to be associated with the town superintendent, and their action shall be final. This is all the authority that township committees have in such cases. School districts cannot be altered without the consent of the town superintendent.

Q. On the first Monday of April (April 1, 1861) the inhabitants of district No. 5 met, according to lawful notice, at 7 o'clock p. m., for the purpose of holding their annual district meeting; and having elected A B as a trustee for the ensuing three years, the meeting adjourned. At 8½ o'clock of the same evening, another meeting was held at the same place, and one of the trustees of said district having resigned his office, C D was then and there elected to fill his place. Is C D a lawful trustee of said district?

A. The supplement to the act to establish public schools, approved March 17, 1854, provides that, in case of any vacancy in the board of trustees of any school district, the election to fill such vacancy shall be held upon ten days' notice of the time thereof, to be given by the town superintendent of the township in which said district is situate, by advertisement in three of the most public places in said district. If, then, it were possible for a vacancy to occur in any board of trustees by the resignation of one of the members at an illegal, or even a legal meeting of the people, held on the first of April, no election to fill his place could be held earlier than the eleventh of the same month, as such election requires ten days' notice. It must be evident, then, that C D was not legally elected a trustee of district No. 5, and, in my opinion, he has no claim whatever to the office.

Q. The annual meeting, provided for by law, was not held last April in district No. 8, and A B, the trustee whose place should have been filled at that time, now claims that he is still a trustee, in consequence of the failure to hold the annual election; is he, or is he not, a trustee?

A. Section 8 of the supplement to the act to establish public schools, approved March 14, 1851, provides that the taxable inhabitants of the several school districts shall elect, annually, one trustee to hold his

office for three years; and there is no section of the law which provides that such trustee shall hold his office for any greater period of time, or until his successor shall be elected. I am, therefore, of opinion that A B is no longer a trustee of district No. 8, his term of office having expired at the last annual meeting.

*Q.* Can a trustee, whose term of three years expires at the annual meeting, be elected for the next three years, or for any number of years, provided he is elected every three years?

*A.* A trustee may be re-elected to office as often as the inhabitants of a district see fit to do so.

*Q.* Can the inhabitants of an incorporated school district vote at their annual meeting to raise money, by tax, for building or repairing a school-house, provided there be inserted in the call for said meeting the words: "and for the transaction of such other business as may be deemed necessary?"

*A.* By referring to the supplement to the school act, approved March 11, 1851, section 11, it will be seen that when the trustees of an incorporated district shall desire to raise money by tax for repairing or building a school-house, it is necessary that the purpose to raise such tax should be specified in the notice which calls the meeting of the taxable inhabitants of said district. It is not sufficient to use the words marked by quotation points in the question.

*Q.* If a trustee of a school district should go into business in another district, and should spend nearly all his time there, yet has his washing and mending done where elected, can he still act as trustee; and if the inhabitants, at their annual meeting, should declare the office vacant on account of such absence, and elect another in his place, which will be the lawful trustee?

*A.* Section 1 of the supplement to the act to establish public schools, approved February 15, 1860, provides that, "whenever a trustee of any school district in this state shall depart, or has heretofore departed from said district, with the intention of being absent therefrom for the space of six months or more, and has not returned, his office of trustee shall be declared vacant, and the same shall be filled by an election according to law."

The intention of the law is, obviously, to provide against embarrassments which must result from such a prolonged absence on the part of a school trustee, as may be calculated to render him useless as an officer of the district. The fact that a trustee's washing and mending are done in the district in which he holds office, is a matter of no moment, as this does not determine his residence, and even if it did, it could be of no consequence, as his place of residence is not the point to be considered; he might be entitled to vote in the district, and yet be disqualified to hold the office of trustee. The question is: has the trustee departed from his district with the intention to be absent for the space of six months? If such be the case, his office may be declared vacant, though in what manner, the law does not specify; but such office cannot be filled again without due notice having been first given of an election to fill the same, agreeably to section 2 of the supplement to the act approved March 17, 1854.

*Q.* Can the trustees give an order upon the town superintendent

for the state and surplus money of next year, to pay the salary of teachers for the past winter?

A. Section 7 of the supplement to the school act, approved March 14, 1851, provides that it shall be the duty of the trustees of the several school districts to apply the money apportioned to their respective districts, or raised therein, to the establishment and maintenance of free schools in said districts; and it is the intention of the law that a free school shall be maintained in each district, as many months during each year, as the money appropriated for that year will admit of. The law does not provide that the money appropriated for one year shall be expended for the maintenance of a school during some preceding or subsequent year. Said money is for the benefit of the children entitled to the advantages of instruction during the year for which said appropriation is made. The debts of a past year cannot, in my opinion, be paid from money apportioned during a subsequent year, if thereby any disadvantage results to those for whose benefit such appropriation is intended.

Q. A certain district is entitled to three hundred dollars a year; they choose, however, to keep their school open only a part of the time at an expenditure of one hundred and fifty dollars. Now, can they have this unapplied balance carried on from year to year, or is it proper for each succeeding town superintendent to throw all such balances in the general fund prior to making his apportionment?

A. The law does not declare in explicit terms *where* the money, divided among the several districts, shall be expended; but section 9 of the act of April 17, 1846, amended March 14, 1851, makes it the duty of the trustees of said districts, within twenty days after their election, to make out a list of the children capable of attending school, between the ages of five and eighteen years, within their said districts, together with the names of the parents or guardians of such children, and to transmit the same to the town superintendent, etc. The money then apportioned for any one year to a district, is intended for the education of the children of such district, then and there entitled to the same. The law does not leave it optional with the trustees of a school district to expend for educational purposes a part, or the whole of the money apportioned to said district, but evidently intends that the money, distributed each year to said district, shall all be applied for the benefit of those named in the lists, or otherwise eligible thereto, and it is unquestionably the duty of the trustees to provide, during each year, schools for as great a length of time, and as good, as the money apportioned to their respective districts will warrant.

Furthermore, section 10 of the act of April 17, 1846, provides that the town superintendent shall pay over no money appropriated for school purposes, except upon the written order of the trustees, or a majority of them, which order shall state the purpose for which it is given, and be made payable to the person entitled to receive the money, and endorsed by him. The town superintendent is thus made responsible for the lawful disbursement of the money placed in his hands, and he has no right to pay out such money, except for the purposes authorized by law. He must judge as to the propriety of paying orders made upon him by the trustees, and in case his opinion

should be at variance with that of the trustees, either party may appeal to the state superintendent, whose duty it is, according to section 14 of the act of April 17, 1846, to see that the laws respecting public schools are faithfully executed, and the moneys appropriated to their support fairly applied; and whose further duty it is, according to section 12 of the supplement of March 14, 1851, to decide any disputes or controversies that may arise respecting the true construction of the law.

I am of opinion that if the town superintendent shall, on settling the accounts of a school district, find, at the close of a financial year, that said district has expended a comparatively small portion of the money apportioned thereto, it is his duty to inquire into the reasons thereof; and if such reasons be lawful and satisfactory, he may hold the balance of the apportionment for the benefit of such district; but if such reasons be not lawful and satisfactory, he may appeal to the state superintendent of public schools, whose duty it will be, on learning all the circumstances of the case, to decide how such balance may be fairly applied.

*Q.* Can an incorporated school district use the public money, apportioned to it for school purposes, to pay present indebtedness?

*A.* Section 11 of the supplement to the act to establish public schools, approved March 14, 1851, provides that, in case the trustees of an incorporated school district shall desire to purchase lands, etc., or to pay existing debts, etc., such trustees may call a meeting of the taxable inhabitants, etc., and the said inhabitants, so met, shall have power, by the consent of two-thirds of those present, to authorize the trustees of said district to purchase land to build a school-house thereon, or to build, or enlarge, repair, sell or mortgage a school-house, or school-houses, and to appropriate the *money apportioned* to said district, or any part thereof, for that purpose, or to borrow money therefor, etc.

I am of opinion that this section of the law fully authorizes an incorporated school district to use the public money, apportioned to it for school purposes, to pay present indebtedness.

*Q.* Can the trustees of a school district retain, and pay a teacher in opposition to the wishes of the inhabitants of said district and of the town superintendent?

*A.* Section 9 of the act to establish public schools, approved April 17, 1846, provides that it shall be the duty of the trustees of the several school districts to contract with, and employ a competent teacher, having a certificate of license; and there is no section of the law that provides for the appointment of a teacher in any other way. When a teacher has been thus employed, such teacher cannot be discharged, except by the trustees of the district in which he may be engaged, and the town superintendent is bound to pay the salary of such teacher, on the order of said trustees, so long as such teacher may continue in the service of said trustees, and in possession of a lawful license.

*Q.* The superintendents of two adjacent townships determined to alter the boundaries of a certain school district formed of portions of their respective townships, and to incorporate the same. A notice of their intention was conspicuously posted within the boundaries of the

districts to be affected by such alteration. Said notice described the boundaries of the district proposed to be incorporated, and called a meeting of the inhabitants ten days from the date thereof, for the purpose of considering the same. Was such notice all that the law requires, in order to allow the trustees, of the districts to be affected by the contemplated alteration, an opportunity to become associated with the town superintendents, as provided for by section 17 of the act of April 17, 1846?

A. The law does not require the town superintendent, before altering a district, to serve a formal notice of his intention upon the trustees, but it intends that school districts shall not be altered without the knowledge of the trustees of such districts. While there is no necessity for calling a meeting of the inhabitants of a district, in order to incorporate the same, the notice of such meeting, if it contain a description of the boundaries of the district proposed to be incorporated, and if it be put up conspicuously within the limits of the districts to be affected by such proposed incorporation, is sufficient notice to all persons who may be affected by the alteration of the school districts contemplated by such proposed incorporation.

Q. The inhabitants of a certain *incorporated* school district met pursuant to legal notice, and resolved to raise, by taxation, the sum of \$2,000, for the support of free schools in said district. Within the limits of said district there is one public school which is free, and one school under the care of a religious society which is not free, but which was established prior to April 17, 1846, and is entitled to the benefits derivable from the provisions of section 12 of the act to establish public schools, approved on that day. The town superintendent excluded the school of said religious society from a share of the \$2,000, on the ground that it was not a free school; was he authorized by law in so doing?

A. By the provisions of section 12 of the act to establish public schools, approved April 17, 1846, certain schools, under the care of religious societies, or denominations of christians, are entitled to receive just and ratable proportions of the money assigned to the townships in which they are located, out of the income of the school fund, and of such additional sum as may be raised or appropriated by said townships for the support of public schools.

But section 9 of the supplement to said act, approved March 14, 1851, provides that the trustees of any school district may become incorporated; and section 11 of the same supplement confers upon said trustees certain powers, among which is that of raising, by taxation, for school purposes, any such sum of money as two-thirds of the inhabitants of such district, when duly assembled, may agree upon, in addition to the money to them apportioned. Such money may be raised for special purposes, such as for building or enlarging a school-house, paying existing debts, maintaining free schools, etc., and the money so raised must be paid by the township collector into the hands of the town superintendent for the use of said district, and by him disbursed on the order of the trustees thereof, for the purposes directed by the inhabitants, at the meeting whereat the money was ordered to be raised.



The law is very clear, both at section 12 of the act of April 17, 1846, and at section 11 of the supplement of March 14, 1851. Its intention at the latter section is, undoubtedly, to provide, as far as possible, free instruction in our public schools, to enable the people, wherever they may so desire, to elevate therein the standard of learning, and to secure the best means to this end.

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

The attorney-general, in a note accompanying his approval of the foregoing opinion, adds: "There is no provision of the law giving the schools of religious societies any part of the money raised in incorporated districts for the maintenance of free schools. The money raised by the townships (to which the schools of religious societies have a right proportionate to the number of their children between five and sixteen) has no connection with that raised by a district for one of the specific purposes stated in the act.

*Q.* Can a district, by vote, or otherwise, reserve the money assessed next spring until the next year, and keep a pay school open during the present season without the use of any public money?

*A.* The public money apportioned by the state, and paid during the months of January, May and November, as well as the money raised for school purposes by tax, is intended to be spent for such purposes during the year for which it is raised and apportioned. The township, or district school officers are not, however, obliged to open and maintain a school, if they have not at command the means to do so.

*Q.* Is it lawful to pay over the public money to a teacher who does not procure a license until after his term of service has expired?

*A.* The trustees of a school district have no right to contract with, and employ a teacher who has not been regularly licensed; and if they do contract with, and employ such a teacher, they do it at their own personal risk, as such contract cannot be binding upon the district. The intention of the law, in making it incumbent upon a teacher to procure a certificate of license before being entitled to receive pay, is to guard the district against imposition. When the teacher applies for his pay, it is the duty of the superintendent to require him to show his license; and if he have none, the superintendent may refuse to pay him; or may insist upon his being examined before so doing. It is not strictly the business of the superintendent to inquire whether a teacher is licensed, until such teacher shall apply for his pay; but it would, then, be a gross violation of duty to license him, simply that he might be entitled to receive it.



## THE NORMAL SCHOOL.

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NEW JERSEY STATE NORMAL SCHOOL,  
TRENTON, JAN. 20, 1862.

*To the State Superintendent of Public Schools :*

SIR:—The State of New Jersey has assumed the task of providing for the free education of “all the children whom her soil maintains,” through all coming time. This is no less her undoubted right than her bounden duty. The first law of the state, as well as of the individual, is the law of self-preservation. The state, which fails to preserve and perpetuate itself, is guilty of treason against mankind. The easiest, the cheapest, and the surest method of securing the integrity and perpetuity of a state, is that of educating the masses. The child is father of the man. The children—all the children of the commonwealth—must be moulded and fashioned to that order of ideas and of things which it is designed to perpetuate, if we expect to secure to our successors the rich inheritance transmitted to us by the patriots and sages of the revolution.

This work of training, and of enlightenment, is possible only through a well organized and efficiently conducted system of schools, established in every neighborhood, and opening its doors, “without money and without price,” to every child. The first step towards the realization of this scheme was taken by New Jersey in the year 1817, when the foundations of the present school fund were laid by an act of the legislature of that year. By successive additions this fund has been increased, until it produces an available income of \$40,000, which is annually distributed among the public schools.

No benefit was derived from the fund thus established, however, until the year 1829, which was signalized by the passage of “an act to establish common schools.” This act required the trustees of the school fund, which board had been created by legislation to that effect in 1818, to appropriate \$20,000 annually from the income of the said fund to the several counties of the state for the support of common schools. The law of 1829 also created township committees for the visitation of schools and the examination of teachers. It also provided

for the formation of school districts. This law is the foundation of the system now in force. Subsequent legislation has modified it by substituting town superintendents, increasing the appropriations from the income of the school fund, making a like appropriation from the treasury of the state, creating the office of county examiners and of state superintendents, and finally in making provisions for the supply of well qualified teachers through the county teachers' institutes and the State Normal School.

I have thus reviewed the legislation of the state upon this subject, in order to deduce therefrom the accessories and the vital necessities of a free school system which shall be equal to the great task which has been undertaken. These necessities are the following :

1. Ample pecuniary provision for the liberal support of the schools by means of a school fund and an equitable system, either of general or local taxation, or both, upon the property ; for the property of the state should educate the mind of the state, since it is the mind that gives to property its value.

2. Schools being established, they must be frequently and thoroughly supervised, and their teachers examined and duly licensed by officers who shall be held to a rigid responsibility for the faithful discharge of their duties. As no business enterprise can prosper without close and intelligent scrutiny, so a system of schools must languish and decay, if deprived of the life-giving power of a searching supervision, both local and general.

3. But the most indispensable of all the requirements of the system is that of a full and constant supply of well qualified teachers. As is the teacher, so is the school. An incompetent teacher fails to make a good school, and without *good* schools, the objects of all the other provisions of the system are defeated. A poor school is always a bad investment, however small the cost. A good school is always cheap, however liberal the expenditure for its support. Teachers' institutes and associations, educational books and periodicals, and normal schools, are true and efficient instrumentalities for meeting the greatest want of the day—that of the competent, faithful, devoted teachers. Teachers, like other professional persons, must be produced, and can be produced only by adapting means to ends. Hence the Normal School.

These principles cannot be too thoroughly understood by the community. Hence they will bear frequent repetition.

It was in accordance with the foregoing convictions that the Normal School of New Jersey was established. It is the fountain-head of the system, and absolutely necessary to the success of that system which it is gradually moulding into form and comeliness, by helping to produce a supply of teachers of which it has trained, for a longer or shorter period, about 500. During the past year, it has afforded instruction to —, in addition to the teachers' class in the preparatory school, which numbers 18. The total number, therefore, for the year under tuition is —.

The number in attendance during the year has been somewhat affected by the calamities of the times. The pupils are, for the most part, poor. Many of them are obliged to borrow the means with

which to prepare themselves for the duties of a teacher. Such persons are always the first to feel a financial pressure, and are always the first to succumb to the necessities of "the situation." The demand for normal trained teachers is still increasing, and the supply is inadequate to meet it. This is the best evidence that could be afforded of the appreciation with which they are regarded by an intelligent people. There are those who still clamor for the destruction of the institution, mainly on the ground of its expense, and of the embarrassments of the times. But the most instructive lesson taught by the troubles of the hour is, that ignorance and its concomitant evils are at the foundation of all our national woes. While such is the case, it is madness to talk of the annihilation of those institutions which are the fountains of that intellectual and moral life which ought to pervade our whole people.

Very respectfully, your obedient servant,  
WM. F. PHELPS,  
*Principal.*



## REPORTS OF TOWN SUPERINTENDENTS.

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### ATLANTIC COUNTY.

#### ATLANTIC CITY.

I am happy to say that, in reply to your inquiry as to the condition of our school (we have but one), it is in a more flourishing condition than it was when I sent you my last report.

The teacher who is in charge is the same who first opened our public school; has served a little more than two years, and has labored faithfully against every opposition.

When he commenced operations here there was no regular school in this city. The few who had attempted to teach, had soon become discouraged, and, as a natural consequence, the children had become wild and unruly. This, you are well aware, did not make the path of the teacher very smooth. Parents, too, were ready to listen to every report their children might put in circulation, because they were placed under a wholesome restraint. Obstacles were thrown in his way, which were hard to overcome, by men of standing, who should have been the last to oppose anything which had a tendency to promote the cause of education; but, through the efforts of some few of our leading citizens, and the untiring efforts of the trustees, and, I may say, the indomitable perseverance and industry of the teacher, I am happy to say that the school has become one of the public institutions of the city of Atlantic.

There is more interest manifested at the present time in education by parents and others. There has been a private school opened, which is conducted by a lady, who, I am informed, has taught a school in the State of South Carolina, and who appears to come well recommended. This will have a tendency to relieve the public school, as some of the larger scholars may be placed where they will not be encumbered with the crowd, which, you must perceive by my report, is the case in our public school.

The school system is good enough, if properly carried out. I cannot, therefore, offer any recommendation, or suggest any alteration or amendment.

WM. SOUDER,  
*Town Superintendent.*

EGG HARBOR CITY.

We would respectfully report, that we have only one public school in this city, in which are taught the common branches of education, principally in the German language. The school is in a flourishing condition—the people being alive to the importance of the great subject of education, as shown by the liberal appropriation made for school purposes. We consider it important that we should have a department attached to our school, in which the rudiments of the English language will be correctly and thoroughly taught.

So soon as business revives we shall endeavor to establish it. Our house, too, though large, is not well fitted for school; a new and convenient one is much needed, and we hope soon to have it.

Accompanying this report is "Series No. 2," from which you can gather the general information you desire.

MORITZ STUTZBACH,  
TH. KUNTHMANN,  
*Committee.*

GALLOWAY.

Enclosed you will find my report, but I cannot vouch for it being exactly correct, as I cannot impress the minds of all the trustees and teachers with the importance of making out their returns. We raised by tax in the township, this present year, twelve hundred and nine dollars for educational purposes, and received from the state three hundred and forty dollars and thirty-six cents.

There seems to be an interest manifested in the cause of education at present. In Galloway, eight of our school-houses have convenient desks and seats. All the teachers are lawfully licensed by the board of examiners.

GIDEON CONOVER,  
*Town Superintendent.*

HAMILTON.

It affords me pleasure to state that, notwithstanding the cause of education does not receive the attention which its importance demands, yet there is an increasing interest. The schools are in good condition, and most of them are taught by those well qualified to teach all that is required of them.

We have built one new school-house during the year, and are



about to erect two others. When these are erected, we shall have a good house in every district, except May's Landing. In this district there are two schools, each taught in the basement of the two churches. I should greatly rejoice if they would build a suitable public school-house, and unite the two schools in one graded school, with two teachers; this, I think, would greatly benefit the cause of education.

The board of freeholders appointed two examiners for public schools, and they have been discharging their duties with good results.

CHAS. E. P. MAYHEW,  
*Town Superintendent.*

#### MULLICA.

Owing to my inability to get reports from all the districts, it is impossible for me to make a full report to you.

Some of the districts have employed different teachers during the year, and those who have gone, have left no register, and most all of our present teachers have not finished a term yet, so that their reports are not of much value.

In some of our districts the people take a good deal of interest in schools, but in others the majority seem to care very little about them.

As far as voting for school money is concerned, we are quite liberal, but after that, the schools seem to be a secondary matter, as it seems that our officers pay township bills first, to such an extent, that when the school money is called for, there is never enough. The township is in debt, and has considerable paper out.

I have, so far, only received forty-two per cent. of our last year's appropriation, and none of the state money; there are also deficiencies from previous years, and the township seems to be the defaulter. What is to be done?

We have some very good teachers, and they are all licensed; but, owing to our not being able to keep them employed more than half the year, in most of the districts, they are obliged to look elsewhere for employment, and we are constantly changing teachers, often to the detriment of the schools—which is, also, principally the cause of our meagre reports—though the last might be obviated by requiring each school to keep a book, in which each teacher shall keep the records of the school, and transfer the same to his or her successor, or to the trustees.

JAS. H. CURL,  
*Town Superintendent.*

## BURLINGTON COUNTY.

## BEVERLY.

In consequence of the severe trial that the stability of our government is now undergoing, less attention has been given to schools in this township than for a few years past, though the want of interest, and of material support, is less than might naturally have been feared.

Our schools are all kept open nearly their usual length of time, and the attendance is nearly as good as usual, and some little retrenchment of expenses has been inaugurated.

For my own part, I am very anxious that the generation now rising up should *not* be compelled, as some of those of '76 were, to say, in extenuation of their want of education: "I was raised during the war, and so didn't get much learning."

One private school, of a high grade, for young ladies (Madam Clement's), has this year been removed from among us to Germantown, Pa.; but Rev. M. L. Hofford's private academy seems to be in quite a flourishing condition, and the Farnum School (state branch of normal) is in a more flourishing condition than it was last year. Under the efficient management of its present principal, C. R. Abbott, esq., it seems to be steadily increasing in usefulness.

From the absence of reports from trustees and press of engagements in the war direction, I have been compelled to give you estimates in answer to many of your questions, as well as to fail (which I much regret) to respond to your request in forwarding, as you wished, by the middle of October, the answers to your first series of questions.

A. H. NICHOLS,  
*Town Superintendent.*

## BURLINGTON.

I have little to add to my statistical report, which is herewith submitted. The school-houses in this township, under my superintendency, are well adapted to the purposes for which they were erected, and are in a good state of repair. The schools are generally in a prosperous condition, and are kept open during a greater portion of the year; but the neglect of the state to pay the moneys due from it to the schools, is a source of great embarrassment, as funds sufficient to pay the teachers the amount now due them must be raised by loan, or they will be compelled to wait until such time as the money raised by tax is collected.

The schools in the city of Burlington are conducted in an excellent manner, and will compare favorably with any of the public schools in the state, teachers of high attainments having charge of their various departments. They have been kept open during the whole year, and thorough instruction given in the following branches:

Reading, writing, spelling, composition, etymology, English grammar, geography, bookkeeping, arithmetic, algebra, mensuration, sur-

veying, analytical and synthetical geometry, navigation, physiology, natural philosophy, differential and integral calculus and United States constitution.

Some of the country schools—where the trustees can be made to take an interest in their welfare—are doing well ; while, in others, in consequence of the apathy and narrow-ideaed policy of parents and trustees, very little, if any, advancement takes place—yet, at present, much is to be hoped. Strenuous efforts have been made to arouse these sleepers, and there is now to be seen the germ of a new development, which may change the dark aspect of the districts referred to.

JOHN M. HIGBIE,  
*Town Superintendent.*

#### CHESTER.

In making out the answers to the questions furnished me by yourself, I have endeavored to do so correctly ; but, owing to the frequent change of teachers, and the loose manner in which the school registers are kept, it is impossible to do it properly.

There is no change in the minds of the people of this section in regard to education—it still drags its slow length along—and the report of last year will very well answer for this. The normal system is slowly, but surely, gaining strength in this section, and will, in a few years, I think, take the place of all others ; the schools are better disciplined and better attended—the teachers, having been subject to “law and order,” endeavor to carry out the principles in the schools over which they preside, and the consequence will be, our children will be better fitted to become teachers than they would under the *old* system. There is one point in the school law which, in my opinion (and others are of the same mind), should receive some attention or alteration : it is where it says that no teacher shall receive any money unless he has a certificate of license to teach from a board of examiners, or town superintendent, but, at the same time, allows the trustees of any school to draw the funds appropriated to such school, and pay them to any one they see proper, whether they possess a license or not. The trustees appoint whom they please to teach their school—probably some one not at all competent ; the town superintendent refuses to grant him license, but they tell him to go on, they will see that he gets the fund from the state, etc. They, agreeably to law, make out their order, and the superintendent is compelled to pay the money to the trustees, and they to any one they employ, whether competent or not. Such is the interpretation of the law here. Would it were otherwise.

EDWARD ALLEN,  
*Town Superintendent.*

#### CHESTERFIELD.

I have but little to say in regard to our schools ; they remain in about the same condition as last year, with the exception of one new

school. There is but little disposition manifested in some districts in regard to schooling. Our county has no board of examiners. There are two schools under the control of the Society of Friends, which receive the public money, and this fact causes some dissatisfaction in the district in which they are located; they are called public schools, and are generally well conducted.

AARON BUNTING,  
*Town Superintendent.*

#### CINNAMINSON.

The statistics herewith submitted are as accurate as it is in my power to make them. Examiners have not been appointed, which makes it fall to the superintendent's lot to examine and license the teachers; but, as far as I am capable of judging, they are very well qualified for the business, and appear to give general satisfaction. We have had some four female teachers, from the State Normal School, teaching in our township during the year, and have two at the present time. The employers are becoming more and more alive to the cause of education; so much so that they intend to have free schools the present year.

JOHN S. STILES,  
*Town Superintendent.*

#### LITTLE EGG HARBOR.

The expectation of improvement in our schools, expressed in my report of last year, has not been realized as fully as I had hoped; although I am gratified to state that the public mind is becoming better instructed as to the value and necessity of good schools and competent teachers.

The average number of months that schools have been kept is a trifle less than it was last year. The decline has been in the smaller districts.

In three districts, schools have been kept nine months; in one, eight months; in two, six months; in three, three months, and in one no public school has been taught during the past year. A private school was, however, sustained in the last-named district for a few months.

In district No. 2 (village of Tuckerton), in addition to the public school, which has been taught nine months, a select school has been in successful operation under the care of an excellent and efficient female teacher, for the same period; and a smaller private school has also been kept six months in the same district, by a lady, with apparent satisfaction to its patrons. The teacher of the public school in this district (No. 2) is a very excellent, thorough and systematic gentleman, and the standard of the school is rapidly rising under his management.

In a few of the districts the trustees have still adhered to their

ancient custom of considering pecuniary rather than educational interests in employing teachers; and in two instances in the past year I have refused to certify to the competency of a teacher while granting a license, saying something like this: "and finding him *not* competent as to scholarship, but of good moral character" (which was true in both instances) "we do hereby license him," etc. They were both employed, and had entered upon their duties, before examination, and the only apology which I have to offer for the doubtful propriety of such a course, is *expediency*.

In the larger number of the districts, however, the schools have been taught by competent and worthy persons, many of whom it would give me pleasure to particularize, if space would permit.

Free schools are fast growing into favor in this township. With only two exceptions, I believe, they are all kept free until the public funds are exhausted; and they are usually the only schools in the district during the year.

Every district, however, has sufficient funds to teach one term of three months, at least.

The indifference shown by the public upon the subject of education is wonderful, when we reflect upon it a moment. Parents almost never visit the schools, trustees very seldom, and in some districts the only visiter which the teacher ever sees inside the school-room, is the superintendent.

This fact is remarkable, when we consider what close attention men usually give to the proficiency and skill of those whom they engage in any other capacity. No one thinks of employing a mechanic, a laborer, or an artisan, and of leaving the whole direction and accomplishment of the work to him alone. He will, at least occasionally, visit it, and give it a partial supervision.

Another evidence of this lack of interest is found in the great deficiency of comfort, elegance, taste and convenience, displayed in the choice of location, and inside arrangement of school-houses.

Not one school-house in this township has a regularly enclosed playground attached to it; more than half are without the most needful and humane conveniences out of doors, and deficient in many comforts and useful appliances within.

Stuck away in some by-place in the woods, or on the side of a street or road, in some nook or corner which cannot be profitably occupied for any other purpose, and (with one single exception) without adornment and without paint, they stand forth the sorrowful and weather-beaten monuments of ignorance, parsimony, and public neglect.

The evils and sorrows which afflict our beloved country, will undoubtedly affect, in a measure, the interests of our public schools; but let us trust that He who holds in his hands the destinies of nations and of men will long preserve and continue to us, and to our children, our liberties and institutions.

THEOS. T. PRICE,  
*Town Superintendent.*

## MEDFORD.

In forwarding my report for this township, I would say, I have endeavored to fill up the blanks sent me as correctly as possible. In regard to attendance, it is impossible to give a correct statement; I have not received the reports as I should; the consequence is, I cannot report as I desire. There are six districts in our township; five of them have one school each, which are owned by the inhabitants of the district, and most of them are taught by females in the summer, and males in the winter; in one of them (Braace road district), the school-house is poor. We want a new one.

One district (Medford), has five schools, all owned by societies or individuals; three of them are taught by females yearly; one of them is a boarding and day school, taught by a male yearly.

The division of our township has taken off three districts, which can be seen by the money answers.

WM. COWPERTHWAIT,  
*Town Superintendent.*

## NEW HANOVER.

In presenting my annual report of the condition of the schools in the township, I have nothing of special interest to record. All the schools have been made free this year, and been kept open all the year, except the usual vacations. There are seven districts in the township, six of which have school-houses, and all are supplied with reasonably good teachers—three males and three females, who are licensed by the trustees and town superintendent. I cannot say there has been any marked improvement in our schools the past year; while some are kept up with an increased degree of interest, others are still moving on in the old way. There does not seem to be that interest on the part of parents which should prompt them to greater exertion in the education of their children. They are too willing to have the whole matter in charge of the teachers, when they should be co-workers in the great task of training up their children in the way they should go. I trust the time is not far distant when all will see the great necessity of renewed energy in the cause of education in our land, and not spare their time nor means in accomplishing the great object.

DANIEL LAME,  
*Town Superintendent.*

## PEMBERTON.

I report as follows :

Public money received this year, \$200; money to be raised by township, \$400; scholars in township, 800; schools, all reported except one; nine schools in district; only three kept as free schools; the others, part pay, part free. About one-half the whole number

attend during the year. In those schools which draw public money the teachers are all licensed. The amount apportioned to each scholar has been twenty-three cents, so far, for this year. Registers are not kept in our schools, as you request. The teachers are changed so often, that in the summer the schools are generally taught by females, and in the winter by males. Our general salary for females is about fifty dollars per quarter; the males, as they can be employed. There are nine school-houses in the district in Pemberton township, seven of which have been taught this year; in the other two there will be teachers this winter. Our township voted last year to raise \$1,500, but only paid \$800; so you see that there is some uncertainty in our making a report of the state, county, and of the township money this year. We have only one teacher from the Normal School this year.

N. B.—There is not that general interest felt in regard to public schools in this township, that our favorable circumstances of location might lead us to expect. I believe the inhabitants of Pemberton township would be willing to raise more money, and thus make all our schools free, but it does not meet their expectations of permanent good.

JOS. J. SLEEPER,  
*Town Superintendent.*

#### SOUTHAMPTON.

I regret that the questions are so imperfectly answered; but our teachers do not, as a general thing, send in their report—consequently ours must be comparatively meagre.

I have reason to think that our people are manifesting more interest in educational matters. Teachers of a better class are sought after; school-rooms are being overhauled, and made more comfortable; trustees do not seem to think it of so little importance to visit their respective schools as formerly. In some cases, chairs—comfortable chairs—are being substituted for long, high, no-backed benches. Most of our schools can and do remain open all the desirable part of the year. Our funds seem to be nearly adequate for said purpose; in one or two districts the amount raised will not quite do it, but the people put their hands in their pockets and make up the deficiency.

ALEX. ELWELL,  
*Town Superintendent.*

#### SPRINGFIELD.

If I am bound to send a written report of the state and condition of the schools in the township of Springfield, in the county of Burlington, I can say I have endeavored to discharge my duty, according to my ability. I have answered the questions received from the state superintendent as near as I could, from accounts furnished me by our teachers. I have collected all the public money I could get, but have not been able to raise all that has been reported to belong to our

township. The teachers complain of not getting it in time; some of them have families to support, and no other source to depend upon. I think the trustees have tried to select the best teachers they could, and the schools appear to be doing well.

DANIEL S. KELLEY,  
*Town Superintendent.*

#### WASHINGTON.

I herewith transmit my report, exhibiting the condition of the public schools in this township, as near as I can, independent of any reports from the trustees of the several districts.

Our school interest remains very much as last year; there is but little alteration in the condition or management of our schools.

We raised by tax the present year, for school purposes, \$1,000—being an increase of \$200 over last year.

The interest of the inhabitants of this township, in raising money for the support of public schools, is manifestly increasing.

WM. SOOY,  
*Town Superintendent.*

#### WESTHAMPTON.

I have made out the answers for the second series of questions, so far as the imperfect information received from teachers has enabled me to do so, and I herewith enclose and forward them. In cases where I have received no report from teachers, I have obtained the most accurate information I could from inquiry, and I believe the summary, though not perfectly accurate, is nearly so.

There is great lack of interest in the schools of this township, and the salaries of teachers are too low to obtain those of the first class. Many persons send their children to Mount Holly, and some to other schools out of the township.

There are two schools at Rancocas not reported as public schools, because they belong to the Society of Friends and are under the care of committees of the society, which are as well supported and attended as any others in the township; they are both in one district. In another district, having trustees and receiving public money, there has been no school for several years. I suggested to the trustees to unite their district to the others adjoining, but they were not willing.

Three of the school-houses are very deficient in suitable desks, seats, etc., and need repairing. :

I think greater liberality and a deeper sense of the importance of education is what is needed to improve our schools.

Several of the districts use only the public money, and when that is exhausted, close their schools.

DAVID FERRIS,  
*Town Superintendent.*



## BERGEN COUNTY.

## FRANKLIN.

In accordance with my duty as town superintendent, I herewith transmit my report for the current year, which is as accurate as I can possibly make it, owing to the neglect of the trustees and teachers, in most of the districts, to keep the requisite registers. This being my first year's service as superintendent, I cannot judge of the condition of the schools in this township in comparison with former years. The change of teachers in our schools is too frequent for the interests of the pupils. No money is raised by township tax, which is the greatest cause of the frequent change in teachers, as we are thereby unable to pay competent teachers such salaries as they can get in other townships where tax is raised. We have four school-houses in good order, nearly new; the remainder are comfortable, although behind the age in outward appearance. The most of our teachers are well qualified for their work. I am pleased to say that some trustees have manifested much interest and satisfaction in visiting, with me, their schools, and if parents would do the same, much might be gained, and many complaints hushed.

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

JOHN STAGG,  
*Town Superintendent.*

## HACKENSACK.

School registers of attendance were supplied at the expense of the township to all the schools, in the spring of 1856. They show the names of the parents of the pupils, the names and ages of the pupils, and the number of days each one has attended school during the year. The registers, which are not expensive, will, with proper care, last twenty years or more. A full description of them may be found in my report to the state superintendent in 1856.

To secure from the several districts full and accurate reports, it is my practice to send to each teacher a printed form to be filled out by him on or before the middle of November. The form embraces the following particulars, in addition to those mentioned above, viz.: The average daily attendance; the number of months the school has been kept open during the year; the terms of tuition; the number of colored children who have attended; the amount of salary per year; the repairs done and improvements made to the school-house, and their cost; the branches taught, etc.

It gives me pleasure to say that these blank forms are returned to me completed, and in a manner to satisfy me that great accuracy has been observed in the keeping of the registers.

We have no county examiners. The school-houses are all in good

condition, and generally well supplied with the necessary apparatus.

The schools are well conducted, and unabated interest is manifested by parents, trustees, and the people generally, in behalf of public education. Three of the schools are entirely free.

There are in this township one female institute and two private schools—all prosperous and of established reputation.

Having long held my official position, I have had ample opportunity of witnessing the operations of our public school system. I am fully persuaded that but one thing now is needed to give it greater efficiency and strength than any other single improvement. It is to establish, by law, a county board of education in each county, to be composed of the several town superintendents.

An organization like this would be inexpensive, yet productive of beneficial results. While we have an affinity of *schools* in the several townships, we have none of *townships*. Each township operates independently of every other in the county, and thus there is no connecting link between county and state.

If the town superintendents should meet but twice a year, and make their duties and practices the subject of discussion, we might reasonably expect that all their duties would be better discharged, and uniform practice and harmonious action introduced. Any measure receiving the united support of this board, would command attention and respect, and could scarcely fail of success.

While the town superintendent of the schools of a township may have awakened the inhabitants of the several districts to the necessity of employing only well qualified teachers, and may have been more or less successful in supplying the schools of his charge with such, yet his efforts are of no avail beyond the limits of his township, except in so far as example may stimulate others to similar efforts. Again, the practice of the different town superintendents, though intended to effect the same object, may be so varied and conflicting, as to defeat, instead of securing, the end in view.

The law now requires the signatures of forty teachers to an application for a teachers' institute, before the state superintendent can appoint one, and thus secure to the county the benefit of the state appropriation. It, then, should be made the duty of the several town superintendents to see that the signatures to the application shall be those of *bona-fide* resident teachers, actually engaged in the public schools, whose motives, in signing the application, shall be known to them to be for the purpose of deriving all the benefits that an institute, properly conducted, can confer; whose usefulness is greatly impaired, so long as a door is left open for contention among rival teachers.

By granting to the board of town superintendents, in connection with the state superintendent, the power to select the time, place and conductors of teachers' institutes, a fruitful source of contention among teachers would be closed; and, since the exercises of an institute would develop the qualifications of attending teachers, one of the best means of selecting well qualified teachers would be presented, and, perhaps, obviate the necessity of a separate board of examiners.

JOHN VAN BRUNT,  
*Town Superintendent.*

## HARRINGTON.

You will see, by the presented series of answers, that we have had frequent changes of teachers during the past year, for which reason our schools have not made very rapid progress.

The board of freeholders again neglected to appoint county examiners, which, I think, is very injurious to the welfare of the schools.

We have only one district which maintains a free school, the tuitions of the other four varying from one to two cents per quarter.

It is impossible to furnish you with truly correct statistics, as our teachers are obliged to make their own registers, and they usually destroy them at the end of the quarter, thinking them of no value.

CHARLES TANNER,  
*Town Superintendent.*

## HOBOKUS.

Owing to the frequent changing of teachers, and their neglect strictly to register the attendance of the children, the reports received from some of the schools are but approximately correct. Many teachers seem not to be aware that it is their duty to pay particular attention to this point, and consequently there arises some difficulty, on my part, to give absolutely correct answers to the entire series of questions demanded in the report. I shall endeavor, for the future year, to obviate this difficulty, by introducing some form of a school register in all the schools, and urging the teachers not to disregard this subject.

All the schools but one are supplied with teachers, who seem to be diligent in their business; but the manifestation of popular interest does not appear to be so great as the important subject of education should demand.

The school-houses in general are in good condition; and, within the past year, there has been one erected which is commodious, and lacks in none of the essential qualities which might render it a proper model for other districts, in which new buildings may be required.

The branches of education commonly taught in our schools are reading, writing, arithmetic and geography. It is to be regretted that, either owing to the unyielding prejudice of parents, or the lamentable neglect on the part of teachers, grammar does not constitute a more prominent feature in the course of study adopted in the schools, as well as the pleasing and profitable study of some of the natural science—such as natural philosophy, chemistry, physiology, etc, which, by a simple mode of instruction, with the assistance of the lucid explanations of suitable text-books, might be made comprehensible to quite young scholars.

The introduction of mental arithmetic has become universal to our schools. It is astonishing with what alacrity even small children arrive at the solution of intricate and difficult problems. For pure mental discipline it cannot be surpassed by any other study.

Penmanship, although a universal branch of study, is not generally practised or taught according to system, but on the principle of imi-

tation, or the mere option of the scholar ; hence there are but few who write neatly, correctly or systematically.

For maintaining discipline, corporeal punishment is not, in trivial cases, resorted to ; but the winning of the affections and the respect of the scholars, and a rational appeal to their sense of right and wrong, are almost unexceptionably sufficient. I take pleasure in saying that in all our schools, good order and good manners are quite characteristic.

The zeal and energy of our teachers are properly stimulated by their attendance at the institutes. And in proportion as their services are appreciated by their employers, do they labor more diligently and cheerfully, and the condition and success of the schools advance. There is nothing more effective as a stimulus to exertion than a deserved appreciation of labor by those for whom it is expended. It, therefore, would greatly increase the prosperity of our schools, and advance the grade and progress of education, were the feelings and interest of the people more alive on this subject. It is to be hoped that the reacting influence of teachers upon society, and of society upon teachers, will become more harmonious, and tend to the same object—the steady and increasing improvement of the schools.

ALBERTS. ZABRISKIE,  
*Town Superintendent.*

#### LODI.

When I forwarded you my last annual report of the state of the schools in the township of Lodi, I did hope, by the lapse of another year, to be able to send you a more encouraging report than I am able to do. To report to you “the interest manifested by the people in educational affairs” is to me a very discouraging duty—that is, for me to report as things really are.

Our township is divided into three districts, in each of which there is a school-house. No. 1 is situated in a very thinly populated part of the township ; and I am sorry to have to report that it is closed, and has been for the past seven months. Not for want of funds, nor for want of children to attend, but simply because there is not enough interest among the people living in the district to provide a teacher. I must admit the school-house is a very unpleasant place, both for teachers and scholars, but the people will not elect trustees, so that it might be improved. There is, therefore, no one to report to me the number of children in the district. I think that something should be done, so that the money should not lay idle. There seems to be no vitality left in the district for education. School-house No. 2 is situated in a more populated part, with much brighter prospects ; the number of children attending the school is forty-three, and they pay a fee of \$1 50 per quarter for tuition. I have been much pleased with the progress made by the children at the school during the last six months. The trustees have been fortunate in securing a teacher well qualified for his work, and one who takes a great interest in the progress of the children. These things are gratifying to the superintendent, but he is sorry to have to report so little interest manifested

by the people of the district in the school. None ever visit—not even the trustees—to encourage the teacher in his laborious work.

School-house No. 3 is situated in the more populous part of the township, and has therefore the largest school. During the past year, 222 children have partially attended. We have one teacher of each sex, the female taking the junior scholars. The average attendance has not exceeded eighty-one. This school is free, and has been for the past two years, and we hope to keep it so. The print works, which are situated in the district, are very detrimental to the progress of the children in our schools; for, as soon as the child is able to earn a dollar, he is taken from school by his parents and placed in the factory, and the teacher often becomes discouraged in losing a scholar he had looked upon with bright hopes. The teachers of this school, as well as in the other districts, complain of the want of interest exhibited by the parents in their non-visits to the school. I am glad to be able to report an increase in our school tax this year (twenty-five cents more than last), making it \$1 75 per scholar.

ROBERT W. FARR,

*Town Superintendent.*

#### NEW BARBADOES.

I hereby submit my report as superintendent of public schools for the township of New Barbadoes, together with enclosed answers to printed questions, which have been compiled from reports of the several teachers in this township, the request of answering those reports being complied with by the most of the teachers; and those not answering, I presume, were not able to gather the statistics correctly. You will notice, in the first place, that the number of children between the ages of five and eighteen has been somewhat increased, the whole number now being 993; and out of the 993, there are 790 who have attended school during some time of the year; and again, out of the 993 children, 304 have attended school during the whole year, vacations excepted, which is not quite as well as last year.

Our school-houses are all in ample order, with modern improvements, and well ventilated, with few exceptions.

Our teachers are, in general, what we of New Barbadoes have aimed after for many years; to supply our school rooms with competent, discreet and suitable teachers; for, as the teacher, so the pupil.

The teachers' institute, which was held for the county of Bergen in October last, was largely attended by the teachers of the county, and particularly those of New Barbadoes township; and, I can say for the credit of this township, it was supported with a hearty good will, and more particularly by the inhabitants of New Bridge, in which locality it was held.

With reluctance, I report to you the failure of our board of chosen freeholders to appoint county examiners for the year 1861, for the county of Bergen, the neglect of which has been the cause of many complaints from those who have taken a special interest in the cause of education; and who were highly pleased upon the appointment of

examiners for the year 1860, for the very reason that they were teachers that had been appointed to that office. Although they did neglect this important duty at their last sitting, I hope they will not allow prejudice to override duty at their next! Although those they had appointed proved themselves wanting in discretion, and thereby called forth the disgust of the incumbents of said office; not only by the patrons of our schools, but even by the teachers themselves, and more particularly by the female faculty.

I think we have other persons teaching our common schools, undoubtedly as well qualified as respects intelligence, and with, perhaps, a little more discretionary powers to fill that office; and it would, perhaps, to this end, not be out of place for you to give this matter a consideration in your report of good old Bergen.

PETER ROMAINE,  
*Town Superintendent.*

#### UNION.

Enclosed you will find the statistics in answer to the questions you transmitted to me. I am happy to be able to report that the schools in this township are in a very good condition, attributable, in a great degree, to the employment of the same efficient teachers for nearly two years past.

The examinations are very creditable indeed, alike to teachers and pupils. The patrons of the schools are much disposed to visit the school-rooms, well knowing the encouragement it gives to both teacher and pupil. Education is considered by them a thing of first importance, indispensable to all in every walk of life. The free school system meets with more favor among our people every year; one of our school districts has been free for the last four years.

I am glad to find the people awakening to the importance of giving a liberal education to the masses, thereby securing to themselves and posterity a higher standard of morality. I hope soon to see means raised to enable all to enjoy the benefit of a free education, so that the people of the Eastern States may no longer have power to say to us that they furnish us our instructors.

JOHN GOW,  
*Town Superintendent.*

#### WASHINGTON.

I herewith transmit the second series of questions, with the answers thereto, as required, as nearly accurate as circumstances allow; but owing to the frequent changes of teachers, together with the neglect, in many cases, of keeping a register, except on a loose sheet of paper, has rendered it no easy matter to make anything like an accurate report; and until some steps are taken making it obligatory on teachers to keep and leave with the trustees a register of the prescribed form, to be presented with the order for money to the town superin-

tendent, it will be impossible for the superintendent to make a true report.

Although in our schools there is vast room for improvement, on the whole, they may be said to be in a very gratifying condition. The teachers are all competent, intelligent young gentlemen and ladies, who endeavor to discharge the duties of their profession with credit to themselves and their employers.

Our school-houses are all new ; built and furnished with a view to the health and comfort of the children. The old red school-houses, with slabs nailed to the walls for desks, have passed away, and with them the cheap masters of their day.

Although there is not that interest manifested in the schools that might be desired, yet the people are showing that they are coming up to the times by selecting intelligent men as trustees, and employing competent teachers, and paying for their services. The days of hiring a teacher because he will teach cheap, with us are gone by.

H. G. HERING,  
*Town Superintendent.*

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## CUMBERLAND COUNTY.

### BRIDGETON.

I enclose my report as school superintendent of this township for the current year. The interest manifested for public schools seems to be partly lost sight of, in consequence of the war spirit that now prevails ; still the good work goes slowly on, and the scholars, in the public schools, are progressing in their studies, and, I am convinced, after several years' experience superintending the public schools, that a large portion of the children would be deprived of getting the education they now get, were it not for the access they have to those schools. They are entirely free in this township, and the scholars have an opportunity of learning nearly every branch of a good English education. We still see the utility of public schools, and hope they will be sustained, and are not willing the general government should withdraw the surplus revenue, unless under extreme necessity.

LEWIS McBRIDE,  
*Town Superintendent.*

### DOWNE.

No very material change has taken place in the schools of our township since my last report ; seven of our districts are supplied with good school-houses, and only in two are they deficient, and in these new ones will be erected, in all probability, during the coming year. All

the teachers employed have been licensed according to law, and they have been considered competent, faithful and laborious in the work of instruction, and have given general satisfaction to the districts, and have advanced the interest of education among the pupils of their charge. The larger districts of the township can sustain the best schools, because they obtain all the year competent teachers without change. Though very considerable and important improvement has been made within a few years past in our school operations, yet much more remains to be done, and we hope each year will speak for itself in advancing the interest of the same.

WM. BACON,  
*Town Superintendent.*

FAIRFIELD.

I herewith transmit you the annual school statistics of the township of Fairfield, Cumberland county. There are a great many educational subjects, suggested by the year's experience, of which I had intended to form an *addendum*, but it has not seemed convenient for me to do so. This hastily written and exceedingly plain letter must answer the purpose of a carefully prepared report.

I have found that the school law has not been observed, in all of its requisitions, by even the school officials of my township. I have found that unlicensed teachers have been employed, in some instances have been permitted to teach, without a certificate of license, and have, at the expiration of their term, derived the full benefit of the public fund. No person should be regarded as a candidate for any of our common schools unless he present with his letter of application a certificate of license from the properly constituted authority or authorities. If it be admitted that the law is a good one in this particular, it should be of universal application, and every teacher—irrespective of the grade or character of the school to be taught—should be required, first, to pass a satisfactory examination. Parents, or even district trustees, are not always competent to judge of the qualifications of a candidate, and if they were, they are not legally authorized to do so. Besides, sir, a knowledge of text-books does no more constitute a person a good, successful and trustworthy teacher, than a knowledge of astronomy constitutes a person, *per se*, an astronomer. There are finely educated men of my acquaintance to whom I should be quite unwilling to trust the tuition of a child, because they have no well defined idea of the theory and art of teaching.

It is the business of a town superintendent or county examiner to satisfy himself that an applicant understands as well *how* to teach as *what* to teach. It is not every man that we meet upon the street, with a decent knowledge of the English and a smattering of the classics, who is qualified to assume the arduous and responsible position of an instructor of youth. We might as well say that every ragamuffin, by the application of a little soap and water, is cleansed of his filth and transformed into a philosopher, as to argue that every



person who has passed through Greenleaf's arithmetic and Bullion's grammar is qualified, by reason of these acquisitions, to have the charge of a primary school. Our common schools have been too long cursed with these unledged neophytes, who have much more of an eye to the expansion of their individual pockets than to the expansion of the minds of the little ones committed to their keeping.

But, while I contend that every teacher should thus be specially fitted for the profession, and legally licensed to teach, I do not see the utility of annual examinations thereafter as to qualification. A certificate of license should be valid in all parts of the county—and should be valid next year, as well as this. It might, with equal propriety, be argued that, in the prosecution of my profession, my diploma should be cashiered, and myself subjected to the ordeal of a fresh examination every time I drive from one township to another, as to contend that a teacher should forfeit his certificate every time he crosses a surveyor's line or passes a milestone. The diploma of every regularly graduated physician guarantees to him the privilege of practising his art anywhere and everywhere; the license of a teacher, when granted by an intelligent—and, if you please, state-appointed—board of examiners, should have the same unquestioned validity.

The board of chosen freeholders of this county did not appoint county examiners this year agreeably to section eight, of "an act to establish public schools." The appointments were made last year, and the system was beginning to prove its utility. In the running of a piece of new machinery, every mechanic will understand that it requires time to overcome the friction power. A wheelwright once told me that I must not expect a new carriage to perform well until it had been well used. If I have read history aright, I believe that every new system has demanded at least a trial before it has laid claim to public favor, and sought public adoption. Everything that promises good and achieves good, finds bitter opponents. The system would have given, if tried a little longer, entire satisfaction throughout the county; but it was thought to be innovative (is that a coined word?) and was, forsooth, discontinued. I sincerely trust, sir, that the day is not far distant, when the subject of education will be considered as of equal importance with the construction of a toll-gate, or the grading of a macadamized road. We are too much disposed, in this age of geometrical progression, to lose sight of the educational claims of the little ones who cluster around our firesides, and nestle in our bosoms.

The Cumberland county teachers' institute held its annual meeting this year in Cedarville. If I were prepared to admit that these conventions are of no practical benefit whatever to the teacher, I should, nevertheless, strenuously advocate their continuance, because they have a tendency to arouse, and do in reality arouse the public mind to the transcendent importance of the subject of education. But these conventions are directly advantageous to the teacher: in how many ways, and to what extent, it is not pertinent at present to discuss. "Teachers are made to feel that they belong to an organized and honorable profession; to attain a front rank in which they are stimulated by a laudable ambition, to put forth renewed efforts." I greatly rejoice in the organization of institutes of this character, and shall labor, if indeed it be necessary, for their continued existence.

I must not close my report without bearing testimony to the interest manifested in the subject of education by the people of my township. We number among our teachers graduates of seminaries and colleges of acknowledged and unsurpassed excellence, whose schools I should not be ashamed for you to visit, either in an official or non-official way. At no time within my recollection have our schools been better disciplined, and more successfully taught than at present. I feel, sir, that there is a great educational work to be done by devoted hearts and untiring hands, not only in this township, whose interests are so dear to me, but in every township throughout the State of New Jersey; and I feel, moreover, that "*honored will be the humblest man permitted to raise a finger in the work.*"

ROBERT M. BATEMAN,  
*Town Superintendent.*

GREENWICH.

The schools in this township, I think, are in much better condition than at this time last year, having been kept open more regularly, and being better supplied with the books they need; though, I think, if the committees of the different schools would purchase no other than leather-bound books, they would be the gainer by it, as the spelling-books, particularly, which were purchased this year, have been very inferior, they having nearly all fallen to pieces with one term's use.

There seems to be a difficulty in our township in regard to the payment of teachers. The teachers have been teaching the present year on the money that was assessed last spring; consequently, there is no money to pay them for their summer's work, until the taxes are returned—which brings it about the first of January, 1862; except a small surplus from last year.

Now, I know of no better way to avoid this difficulty than to let our teachers teach the next year by the scholar, and raise our tax just the same, and then the next year we shall have the money on hand to pay them when their work is done. As it is, I think the teacher's lot is a hard one in our township.

R. S. DARE,  
*Town Superintendent.*

MAURICE RIVER.

The schools in our township are all in full operation, and better attended than in the past year. In one of our districts we have erected a large, comfortable school-house, where there is a school now open, and very well attended. The inhabitants of the township are taking more interest in the cause of education, and I firmly believe that we are progressing slowly, but surely.

Our teachers are, I believe, fully competent for the task before them, and most of them employed, are persons who consider teaching their

profession, and they labor with much greater skill than those who make teaching a temporary resort. The teachers are all regularly examined and licensed by the superintendent, in connection with the trustees, as we have no county examiners this year to perform that duty.

Upon the whole, I believe we are making advancement, and our motto must ever be upward and onward.

J. EDMUND SHEPPARD,  
*Town Superintendent.*

#### MILVILLE.

Although the interest manifested in education in our township is in no point equal to the importance of this subject, still it is source of encouragement to know that it is increasing, and, I trust, the report next year will be much in advance of the present.

S. A. GARRISON,  
*Town Superintendent.*

#### STOE CREEK.

I have nothing of special interest to communicate with regard to the state of education in this section. I would state, however, that there is a growing interest manifested by the community in the education of the youth, and fitting them for usefulness in society.

GEO. TOMLINSON,  
*Town Superintendent.*

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### CAMDEN COUNTY.

#### CAMDEN.

I have the honor, this day, to mail to your address the information desired by you in series Nos. 1 and 2. I regret my inability to have complied, at a much earlier period. You forwarded your papers to the president of the board, and, as a consequence, sometime elapsed before they came to me.

You will doubtless remember that our school matters are governed by the board of education of the city of Camden, a body corporate and politic, composed of nine members who hold their office for the period of three years, requiring three members to be elected each year. The interest of our community, in public school education, is very strong. Our schools are all crowded, and large numbers of children are awaiting admission. We feel the loss of our school de-

stroyed by fire some year and a half ago. We anticipated building a three-story brick school-house last spring, but the present unfortunate crisis arose just in time to destroy all our hopes for the present. We have adopted a plan, embracing all the improvements in school building, and having an especial view to the safety and health of the scholars, intending to have it as near fire-proof as possible. We hope to be able to build the same during the coming year, having obtained a law to raise, by loan, a sum not exceeding \$12,000. All we want is the money.

I cannot speak of the number of teachers that have attended the teachers' institutes during the past year. Our teachers all manifest great interest in the state teachers' association and teachers' institutes.

JAMES M. CASSADY,  
*Sec'y of the Board Education.*

#### GLOUCESTER.

There has been some improvement in our schools, both as regards the interest manifested by the public and in the services of good teachers; and we may safely say that when the first is secured, the next is sure to follow.

We have had lectures on education in some of the districts, with marked good results, and purpose having them continued in all the districts during the winter.

The chief aim of the lectures is to urge upon the public the necessity of so elevating our public schools that, in all, an education so thorough can be acquired as will fit a great majority so educated for every department of business or trade, or as teachers. We can see no reason why it should not be so. In fact, it must be so, or our public schools will be a failure. The cause why so many persons already so insist is to be found in the fact that those desirous of giving their children a good education fail to secure it in our public schools. This fact of failure is, in a great measure, owing to the erroneous waste of time in most of our country schools.

We find, on examination, that scholars (and of good natural abilities, too) are allowed to be years in going through an ordinary arithmetic; and, even then, it is true that there is scarcely any acquaintance with the elementary rules.

Again: the fact that the public generally do not—or so it seems—know what can be, or rather, what should be, acquired at school. For example: under the general term of ciphering, how few can, or do, estimate a thorough acquaintance with decimals; and, as if to confirm this, practical (or rather, claiming to be such) teachers have, on examination for license, utterly failed in this most important part of a teacher's qualities.

Applicants for license, who have been teachers for years (one for near thirty), could not understand the meaning of a geometrical series. Another, who came out in a circular, claiming to teach mathematics, knew nothing of the square root. Others, so little acquainted with geography that they know scarcely anything beyond the limits

of their own neighborhood; and, as for writing, an intelligible piece is something worth looking at now-a-days.

And here I might ask, should not legal provision be made to remedy this great evil of bad writing? should not a law be enacted that every document should spell what is intended it should read?—and perhaps it would be well for our legislators to make an appropriation for high officials to take lessons in chirography.

No wonder the standard of public opinion is no higher elevated, when those who teach, and those who presume to lead, are so lamentably deficient.

These remarks may appear presumptuous, and, perhaps, are so. However, your own views of the case, forcibly impressed upon our Legislature from time to time, will no doubt improve matters.

The school laws give general satisfaction, and the public wish to see them enforced; yet there seems, in some few particulars, an improvement could be made in the clause allowing a certain sum for repairs, etc.

We want many new school-houses, and, as a general thing, those who build the houses pay most of the tax for supporting the schools. In connection with this subject, here let me state an objection urged by tax-payers, that the burden of supporting the schools must be borne by the few; and could the general law be so amended as to impose a poll or other tax directly for the schools, without having to resort to special acts, this objection would be removed.

The sense of the public is got at by the oft-repeated assurance of those who pay no more than the poll-tax, that they are willing to pay considerable more to support the schools. In doing so, a double purpose would be gained—in relieving the public discontent, and in securing a much greater interest in the cause.

To revert: I should deem it often best, if practicable by law, to allow the money due a district to be used for a specified time, say one year's dues, for the purpose of building a house, than to continue year after year with none, or as good as none.

The clause requiring the trustees to provide a room or house is often very embarrassing; and should they be required to do what, as far as I can see, no legal enactment has provided the way or means?

Another clause, making the state funds to pass through the township collector's hands, often is the cause of much inconvenience and delay. Why not have the superintendent draw from the county treasurer?

SETH HILLMAN,  
*Town Superintendent.*

#### MONROE.

For the first time I have the honor to report the condition of the schools in Monroe township. This township is new by name, but recently it formed the lower portion of Washington township. Monroe is bounded on the south by Gloucester county, and on the south-east by Atlantic county. The capital of the township was formerly

known as Squankeem, an Indian name. At that day, its whole territory, which now embraces the new township, with some few exceptions, was covered with a dense forest. But as civilization began to break in upon it, the people commenced opening up farms; glass factories began to be built up, and there seemed to be general rivalry among all classes. It was then suggested that the old name should be dropped, and a new one given the place, which was done at a meeting of the inhabitants, who concluded to call it Williamstown. The place lays in close proximity to railroads on both sides of us, and we have a turnpike road, leading direct to Philadelphia, upon which mail-coaches pass daily. This township affords great inducements to the agriculturalist, as the lands are cheap, and of the first quality. We are loyal citizens, and are wide-awake to the present crisis, and I will hazard the assertion that we have furnished more volunteers for the army, according to population, than any township in the county—but pardon my egotism, when I state that we have built large and more costly churches, and raised more free money for public education, than any township in the state, according to ratio of the population. And all these things have been accomplished in a few years, and in a section of the country which was considered barren and almost worthless, and when a blade of grass was looked upon as a perfect curiosity; but now a supply is not only raised for home consumption, but for market. But in regard to the condition of our schools, they seem to be progressing very satisfactorily, with two exceptions. The inhabitants of district No. 1, Cross Keys, have built themselves a good stone school-house, comfortably seated, at a cost of \$500; the district is incorporated. The trustees, at a meeting held according to the act, raised part of the money, but since have made several attempts to raise the balance, which were ineffectual, on account of some opposition on the part of the people. The trustees, in order to pay the indebtedness on the house, have appropriated the school moneys to said object; this has caused some unpleasant feeling, but it seems the trustees are empowered by law to furnish a suitable place for school, and it is impossible to accomplish it without the means. Under the present circumstances, I think the trustees have acted judiciously; but the school will be open only one term during the year, and the teacher will be paid by its patrons.

Another district, No. 4, Washington Grove, has also built a new frame house at a cost of \$700, and the trustees have labored under the same disadvantages, as those described above, with the exception that they have one free term instead of pay. I presume, after the present year, we shall hear no further trouble in regard to these matters. The school-house belonging to district No. 2, Williamstown, under its present popular teacher, is giving general satisfaction. It is kept open during the whole year, and averages one hundred pupils, all of whom are taught free of charge.

District No. 3, Brooklin, owns no school-house, but the room, occupied for the school, is owned by a religious denomination that has very generously furnished it for the use of said school without charge. Before the pressure of the times was so seriously felt, the inhabitants of this district had it in contemplation to erect a school-house, and

this, I presume, will be accomplished at no distant day. The school will be kept open three terms the present year; the attendance of pupils is very good. It is conducted by female teachers, who have given general satisfaction, I believe; the school is free.

District No. 5, Cole's Mill, numbers but few scholars; the school is open two terms—one in the summer, and the other during the winter. This district has always maintained a free school; it is incorporated, and they are thus afforded the facilities of raising money, and consequently pay good salaries.

District No. 6, Union, is small, but is connected, by parts of other districts from adjoining counties—Gloucester and Atlantic. I might state here, however, that Atlantic district seceded a few months since, but still Gloucester remains, and the two districts combined form a very respectable school, as to numbers; it is taught two terms—one in the summer, and one in the winter; the school is free; the house is a good frame building, and recently constructed. The six districts named comprise the whole, and some of them, I regret to say, labor under serious disadvantage, in regard to the non-uniformity of "books," etc., which some effort is making to correct.

The people of the township very generously voted us \$1,200, and what we shall receive from the state and other sources will be \$300 more, which will be sufficient to defray all expenses.

GEO. W. ALLEN,  
*Town Superintendent.*

#### NEWTON.

The answers to printed questions, I hope, will prove satisfactory, though to arrive at much precision in regard to the attendance of the pupils at school, in some of the districts, seems almost impossible, owing to change of teachers, which has occurred since last year.

The teachers are all licensed, and I am inclined to believe there is an increased interest taken to conduct these institutions in a becoming manner by both teachers and trustees. It will be perceived the township has agreed to raise \$3 per child on all between five and eighteen years of age, thereby materially lessening special taxation. The districts have all been incorporated, with one exception.

I cannot divest myself of the belief that popular education gains strength among us, and that the time is not far distant when it will be rightly appreciated.

B. W. BLACKWOOD,  
*Town Superintendent.*

#### UNION.

I herewith transmit to you the school statistics of this township, which can be relied upon as correct, being an accurate transcript from the registers of the different schools.

An acknowledgment is here due the teachers for the correctness

of their reports, and the promptness with which they have been furnished.

We have two districts in this township, Nos. 2 and 3—No. 1 having been set off to Centre township several years since.

No. 2, Pine Grove district, has but one school. The system of instruction has been *good*, and the inhabitants are favorably impressed with the result. The school-house is a small frame building, somewhat dilapidated by the progress of time—very inconveniently located, and decidedly behind the spirit of the age. They had designed erecting, this season, a fine brick structure, but the pressure of the times has caused an indefinite postponement of the enterprise.

No. 3, Gloucester city district, has three schools—primary, secondary and grammar—the two former taught by females, and the latter by males.

The female schools are filled to their utmost capacity. The district erected last year a fine, large, brick school-house, forty-five by seventy feet, two stories high, convenient of access, thoroughly ventilated, and enclosed with a spacious playground. The house is finished with glass partitions, recitation-rooms, etc., and furnished with the latest improved iron seats and benches, adapted to the age and convenience of the pupils of the different departments—with maps, globes, blackboards, etc. The schools are regularly organized and classified, the books are furnished by the districts, and the financial condition is healthy.

There is some disaffection in the district in regard to the teachers; but, upon the whole, I can cheerfully report intellectual progress.

The Catholic school is not included in my statistical report; it is under the exclusive control of the church—free; attendance from seventy to eighty.

J. H. BANKS,  
*Town Superintendent.*

#### WASHINGTON.

In consequence of the neglect of the teachers in furnishing me with the registers required by law (notwithstanding they were requested to do so), I am unable to answer correctly in series No. 2 your questions Nos. 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14. I have, however, submitted my opinion, which will not vary far from the facts in the case. I find the trustees neglect their duty to a lamentable extent. The first I hear of a school-house is a teacher engaged, without any attention paid to his or her capability. I am then called upon to license, in connection with the trustees, and the consequence is that too often we have incompetent teachers. The trustees seldom attend at the schools, hence the superintendent's influence is unsustained, and the teachers and scholars have it too much their own way. While giving my list of complaints, I am compelled to say that the school funds are often used for township purposes, the schools having to wait; the county funds are retained for township delinquency, etc. Now, first, should not the teacher be compelled to furnish the registers previous



to his pay? Second, should not the trustees be compelled to attend monthly, one-half day, at least, and perform all their duties, under a fine? and should not the state and county funds be paid at once to the superintendent?

IRA BRADSHAW,  
*Town Superintendent.*

## CAPE MAY COUNTY.

### CAPE ISLAND.

In complying with your request, in making out and transmitting you my report for the present year, I find myself altogether unprepared to furnish you with any statistics that will be found as correct as most of the reports you are in the habit of receiving.

Notwithstanding I reported so favorably of our teacher, who had just made a commencement one year ago, and presented our district school in rather a flourishing aspect, I cannot do so now. I did not receive anything in the shape of a report from the teacher, nor did I receive any report from our school trustees till one month after the eleventh hour, supposing that mercy and leniency would secure to them their quota, notwithstanding their neglect. Since my last report, our district school has been open for three terms, but at present it is closed, without any immediate prospect of its being reopened for free instruction. We have no school-house, as I stated in my last, which belongs to the district, and when we have a school, we hire a room which was fitted up for that purpose—the property of the city, at ninety-six dollars per year; we need a house of our own, to belong to the district, but having no school funds on hand, things must remain in *statu quo* with us so far as the house is concerned; but we have two subscription schools opened at this time, one by a female, and the other a select school of a higher grade, which is conducted by a young man who is a graduate of Carlisle College, Pa. The number of children who are entitled, according to law, to receive instruction from our district school, stands at the same figure as last year, judging from the late and imperfect report as received from the trustees. The children who attended while our district school was open made, perhaps, as much progress as could reasonably be expected under the circumstances, with the exception of now and then a topsy-headed urchin, which will be found in almost every school. Here allow me to correct an error made in my last report, owing to incorrect information. I stated that the school was opened and closed with prayer, which was not the case; it was only opened with prayer. Our people seem to take, perhaps, as much interest in the cause of education as most others, but at the present time, when rebellion is rife in some portions of our glorious republic, and consequently war has fol-

lowed, which deranges and embarrasses every department of life, they, the people, feel almost compelled, though very reluctantly, to suspend for a season, in some measure at least, school operations, owing to the contracted condition of their finances

JAMES S. KENNEDY,  
*Town Superintendent.*

#### LOWER.

There are 441 persons, between the ages of five and eighteen, in the township. The tax for schools, raised by the township, is \$2 per head, amounting to \$882; received from the state, \$184 90; surplus interest, \$64 50; apportionment to each scholar, \$2 50; appropriated to the school, \$1,102 50. I have paid quarterly visits to the different schools of the township, and have endeavored to ascertain the condition of the schools. So far as I can judge, there is not any marked progress in their condition, generally. This is owing, no doubt, in great measure, to a want of suitable books in most of them. The scholars have to be classed according to the number of the different kinds of books; or a whole class have but one or two books to use. There are no maps or globes in any of them, and no apparatus of any kind, except blackboards.

The people generally are not as much interested in the cause of public schools as they should be. County examiners have been appointed the last year, and our teachers are licensed by them with grades, so that the trustees can know what are the qualifications which a teacher possesses before they employ him; but it sometimes happens that a teacher of the lower grade is employed, and paid as well as one with a higher grade. This matter lies with the trustees, and they are responsible, so far as securing good teachers are concerned.

DAVID EWING,  
*Town Superintendent.*

#### MIDDLE.

Herewith I forward the required statistical report, which is as correct as can be obtained at present. The absence of proper registers, and the failure of teachers to report, render it impossible to make my report positively correct. Examiners have been appointed; our teachers are all licensed, and are giving general satisfaction. A gradually increasing interest in the cause of popular education is clearly apparent. Public education, compared with what it was ten years ago, presents a marked change for the better. Notwithstanding the many alterations recommended in our school law, we believe that when that law can be properly executed, and the people maintain, support and carry out its provisions in a proper spirit, our schools will be much in advance of what they are at present, and will come up to the standard which the friends of popular education so much desire to see.

JOHN W. SWAIN,  
*Town Superintendent.*

## ESSEX COUNTY.

## BELLEVILLE.

We have the satisfaction to report all the district schools in the township of Belleville to be in a healthy condition.

All the schools in the several districts, under the care of the superintendent, are free.

All have been kept regularly open during the year, with the exception of the usual vacations; one excepted, the South Belleville, where some interruptions have occurred on account of the interference of a young man commencing to teach without license. The trustees have so arranged the matter, by placing their school under the care of a competent teacher, that they hope to have no further trouble.

The trustees of the several districts have been faithful, and are generally alive to the interest and comfort of the pupils.

All the districts, but one, have good houses, and are well taken care of; some are well furnished, and all have comfortable seats.

The South Belleville district has no school-room, their school being at present accommodated in private rooms, which has heretofore been kept in the village chapel.

The attendance of the scholars is not as punctual as to give satisfaction to teachers.

School registers are generally looked to, but are not as complete in detail as desirable.

With the people generally, our free institutions are approved and in favor.

Parents and guardians are not as much interested as the importance of the proper education of their children demand, and are too much inclined to leave the responsibility with the officers of the school.

The superintendent and trustees receive too little encouragement from the public in the important work committed to them. The care of having a place in school, in many cases, has by no means a salutary effect on the pupil or parent, for, as a general rule, that which costs nothing is little prized.

The superintendent is perfectly convinced that more decided measures should be adopted to wake up the people to the great business of disseminating learning among the masses, for the promotion and preservation of our institutions.

The superintendent is aware that the present is not the proper time rightly to estimate the public mind as interested in domestic institutions of learning. He would express his hopes, however, that a more propitious time may soon come, when these schools may receive the care and attention which their importance deserves.

We have, in the bounds of the second river district, a school under the care of the Catholic church, which is respectable in numbers, but the superintendent has no knowledge of its internal arrangements.

There is also a private school in South Belleville, under the care of a female teacher, which, I believe, is doing well, and favored by re-

spectable families in the neighborhood, who are better satisfied to have their children educated in a more private way.

SAMUEL L. WARD,  
*Town Superintendent.*

CALDWELL.

A few remarks, in addition to the statistical report (which is as accurate as I can make from the data furnished), is herewith submitted.

Seven of our schools have been in operation for the greater part of the year. The eighth, which is located in a small district, has been closed; but the people have availed themselves of school privileges by sending to districts adjoining.

Though we may not be behind other rural sections of the state in our estimate of education, the mass of the people are not sufficiently awake to its importance to make our schools as vigorous, efficient, and thorough as they should be.

In comparing the present with the past, however, I am glad to announce progress. Two hundred dollars, in addition to the township tax, have been raised by the inhabitants of one of the districts, which enable them to maintain their school free. Our school-houses are in better condition, but more remains to be done to them and their surroundings, to make them attracting and pleasing. Our schools are better supplied with books, and our teachers manifest a zeal which is truly praiseworthy, when we consider the meagre encouragement they receive from their patrons. They rarely ever honor the schools with their presence, and the trustees seldom visit the schools to inspect the work they have engaged the teachers to perform, thus manifesting an indifference far from commendable.

A better day, we trust, is dawning, and we hope no retrograde movement will take place, and that our system of instruction will soon be so perfected, that an opportunity will be offered to all, rich and poor, to acquire an education sufficient to exercise, intelligently, the rights of freemen, and to discharge, creditably, all the duties which may devolve upon them as citizens of a republican commonwealth.

A. O. KENT,  
*Town Superintendent.*

LIVINGSTON.

I do not know that there is anything in addition to my statistical report, which specially needs to be laid before you, but will briefly add, that I have found some difficulty in making the table as correct as it should be. The difficulty arises (in my opinion), from a too frequent change of teachers, those leaving generally taking their lists of attendance away with them. And here, let me inquire if the state superintendent is not authorized to furnish each public school in

the state with a blank register, at the expense of the state? If not, I would suggest that he should be, in order to obviate this difficulty. Our schools are much in the same condition as reported last year, with, probably, a slightly increasing interest in the cause of popular education. I regret to say that there is still too much neglect on the part of trustees to visit the schools, because I believe it is a great encouragement to teachers and scholars to have them, and parents, also, visit the schools frequently, thereby showing they are deeply interested in the matter. And I hope and trust that the increasing interest, though small and slow, will soon be greatly augmented.

ANDREW TEED,  
Town Superintendent.

#### MILLBURN.

In making this, my annual report, to you of the condition of public schools in this township, I am unable to find anything that can be said in reference to our wants and shortcomings, excepting what was reported in my last annual communication to you. Our school affairs remain in *statu quo*; the same apathy on the part of parents; the same negligence on the part of trustees; the same number of small, feeble districts, still exist, and in consequence we have teachers of the same grade, ill-paid, and with no inducements to exert themselves in their duties. As the result of financial embarrassment, no money has been raised but that by taxation; as it, however, amounted to a very considerable sum, it has sufficed to keep most of the schools open a reasonable length of time. Upon the whole, it is fair to suppose that in this township the children have been taught as well as their *parents desire*; but not as well as they *might be* by a re-arrangement of the districts, a diminution of their number, paying the teachers larger salaries, and procuring better teachers. There is no child among us who cannot learn the rudiments of an English education, if he choose, and his parents wish it. On the other hand, nothing but the elements are taught, and no child can hope to get beyond the confines of spelling, geography and arithmetic.

The statistics which you desire are all, I take it for granted, embodied in the questions you sent me in the form of circulars. I have replied to them all, with the exception of Nos. 5, 6, 7, 8 and 9, of series No. 2. These I have found it impossible to get in a proper manner from the teachers. In consequence of the frequent changes which we have had this year, there are none of the schools but whose teachers are utterly ignorant of the statistics of the school during the earlier part of the year, and, as I was unaware that such questions would be asked, I did not request the teachers in the first quarter to report such items. I hope the report, such as it is, will be satisfactory.

EDWARD T. WHITTINGHAM,  
Town Superintendent.

## NEWARK.

The cause of public education in the city of Newark, instead of receiving a check from the disturbances that have agitated the nation, has been making a good degree of advancement. The derangement of business has driven many of our boys and youth from the workshops to the school-room.

The attendance has been larger than during any previous year in the history of our public schools. There has been opened before us the Book of Providence, from which all classes have been disposed to derive lessons of wisdom.

The effects of disobedience to wholesome laws and regulations have been inerasably written upon the minds of pupils and parents, and we have had held up before us, in bold contrast, the superiority of a law-abiding over a disloyal community. There has never been a period in the history of our state in which the proper discipline and culture of our children have assumed such magnitude.

It is the pride of our citizens that our schools have not suffered from the calamities that have befallen the nation. Parents may submit to the loss of property, but very few are willing to sacrifice the educational interests of their children. Our schools have been conducted as economically as is consistent with their efficiency and stability.

Though they have made rapid advancement in everything that pertains to usefulness, we think it is not a mere mushroom growth.

Our commissioners have labored in perfect harmony—no one has manifested any disposition to sacrifice upon the altar of party the welfare of schools. The cost of tuition, including fuel, books, and every item pertaining to our expenditures, except for building purposes, has been \$8 70 per pupil, including pupils of all grades.

The average number on the roll, including the normal and evening schools, is about six thousand, giving an average to each teacher of fifty-four pupils.

The interest in the schools manifested by the visitation of patrons, though not as great as is desirable, continues to increase, year by year. The exercises and discipline in most of our schools are really attractive.

One primary school building has been erected during the year, at a cost of \$3,600, which will accommodate four hundred pupils; besides this, very little has been done for increasing school accommodations. Some of our old school-houses need to be modernized.

The character of our teachers is above suspicion in regard to moral and intellectual qualifications, and I believe they enjoy the confidence of the community. There are some, however, who are more ambitious to excel in their profession than others, and when this element exists in the teacher, it is manifest among the pupils.

With all these favoring circumstances, we may reasonably hope for the best results from our system of public education.

GEO. B. SEARS,  
*City Superintendent.*

## ORANGE.

In making my report for the year 1861, I have to say that there has been no special change with reference to school-books, school-houses, teachers, or mode of conducting schools, since my last annual report.

By the erection of the township of South Orange, one part of a district is wholly taken from us. We now have nine whole ones and one part of a district. In one they have had no school during the year. Being on the mountain, the population sparse, and not very strong in means, they have waited and reserved their money, that they may be able to have a better school, and for a longer time than heretofore, at any one period.

By the accompanying statistics, it may be seen that of the two thousand and fifty-five children reported between the ages of five and eighteen years, only nine hundred and fifty-six have attended the public schools at all, and that the average attendance has been only four hundred and sixty-one.

When it is recollected that there is a large parochial school, numbering from eighty to one hundred children, and that there are no less than six private schools within our town, it will appear that more than nine hundred and fifty-six of the whole number have attended school, although not found in the public schools. Notwithstanding the fact that the average attendance has been so small, I think the public schools are taking a stronger hold of the public mind, and are exerting an influence that will soon be more strongly developed than ever before. A large number of our citizens, of position and influence, are turning their attention to them. The subject of graded schools is under discussion among us; and it is in contemplation to take immediately some preliminary steps that shall finally result in a regularly organized board, and a more efficient system of education for our town, at comparatively less expense, so that a larger number of children may be benefited at less cost per scholar. It is proposed to make the public schools so efficient and desirable that the private schools will be dispensed with, almost, if not altogether. It is thought that two or more districts, by and with the consent of the voters thereof, may be abolished, and a new one organized from them, under the present law; and when the proper time shall come, that a law that will meet our wants may be framed and presented to the Legislature for its sanction. I trust that the time will soon come, when, in our town, the children of all classes, high and low, rich and poor, shall have afforded them facilities for acquiring, in the best possible manner, an amount of useful knowledge that will fit them, at least for any of the useful walks of life.

H. INGALSBE,  
*Town Superintendent.*

## SOUTH ORANGE.

The township of South Orange was organized from Clinton and Orange, at the last session of our legislature. Its first election was

held in April, and about the first of May last I entered upon active duties as town superintendent. My report, therefore, embraces a period of six months, except as to attendance at school, which I have from information for a year past. The statistics furnished you are the result of personal examination and inquiry of teachers. I have had no distinct reports.

I examined thoroughly all the schools soon after entering upon my duties. I found all, except one, in good condition, and was much pleased with the method of instruction and discipline. The exception, under the judicious management of the present teacher, has improved beyond my expectation. One of the schools in my township exhibits most strikingly the benefit derived from fair salary, to, and continued engagement of, teachers. I have seen something of the public schools of New York, and, in its little way, I would not hesitate to submit that school to the examination of any commissioner of New York.

I have made several visits to each school, extending each through an entire session. I have examined the children, by classes, in all their studies; have required each one who was learning to write, to bring to me the book for inspection, and am pleased to say that my last visits have shown a very decided advance in all the schools.

There is not yet a sufficient interest in the school taken by parents. It is increasing; and I think my successor will not have cause to complain of this as much as I at first had.

I have endeavored to bring about uniformity in text-books, and have succeeded pretty well. Another year will see this important result accomplished. The books used are those formerly approved by you, and, in great part, adopted when I assumed duties.

The school-houses are in good order, well cleaned, and pretty well ventilated. Two of them are furnished with modern desks and seats. Blackboards are provided in all, but no outline maps. Map drawing, with colored crayons, is successfully pursued in one of the schools. Music is not taught in any; but, in one, singing closes the school every day, and in it all the children unite.

JAMES S. SANDFORD,  
*Town Superintendent.*

## GLOUCESTER COUNTY.

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### CLAYTON.

In preparing my third annual report of public schools in our township, I find the same difficulty as in the past, in regard to reports from teachers, having received but two out of five.

This arises mostly from such frequent changes of teachers. I might give a correct statement from these two, but this would not show the



number attending the specified time, nor the average attendance for the whole township. Therefore, I have made my table from what I have seen, and from my former reports.

The whole number of scholars, between five and eighteen, as reported to me, is seven hundred and ninety-five—a decrease of fifteen from last year.

There is but one district in which there is a free school.

In district No. 1 there is a new school-house built, and a small school is in successful operation. This is a private enterprise, and they have not called on me for any of the public money.

In district No. 3 they have divided their school and employed a female teacher, and expect good results therefrom.

In districts Nos. 2, 4 and 5, they are pursuing their own course, and have school while the public money lasts, yet there seems to be a determination on the part of parents that their children shall know how to read and write; and, in fact, there seems to be an increasing interest in schools.

The different schools have been open the usual time the past year, ranging from six to eleven months.

Schools, like individuals, have their friends and enemies, but I think I can safely say the schools in districts Nos. 1 and 3 will compare favorably with any in the county.

The teachers have all been licensed by the superintendent and trustees. We have no county examiners.

While we cannot boast of great improvement in education, we are, nevertheless, gratified to believe that there is some progress. But while parents, trustees (yes, and superintendent), pay so little attention to this important matter, we cannot expect very rapid advancement. I must confess I have not given that attention the case demands.

When I was elected to this office there were financial difficulties to overcome, arising from a division of the township. These things are properly adjusted, and if the people are disposed to elect another in my place, at the coming town meeting, I shall have the satisfaction to know that I have acted impartially, and in a good degree performed my duty.

While it is desirable the state would furnish ample means to educate the children, I suppose we need not look for any extra appropriations this year. The money is being used to teach our enemies they must be obedient to the constitution and laws; and I believe New Jersey will furnish means to educate her children, and men to suppress this wicked rebellion.

EDWARD T. LUTZ,  
*Town Superintendent.*

DEPTFORD.

In attempting to report the state of our public schools, I feel there is little to be said without repeating what has been said on former occasions. The same indifference on the part of parents still plainly

manifests itself in various ways—one of which is the almost entire neglect to attend the annual meeting for the election of trustees; in some instances, not more than three or four, and seldom more than six or eight, persons attend.

One great difficulty in the way of our teachers, is the great variety of books, which adds greatly to their labors, and, at the same time, detracts from their efficiency by preventing a proper classification.

The irregularity of the attendance of many of the children is a subject of serious complaint; for, when children attend irregularly, it cannot be expected they will reflect much credit on the teachers themselves, or their parents, by their advancement in education.

The freeholders of this county do not appoint examiners. I do not think we have suffered any loss on this account. Our trustees employ such teachers as they think fit, without going through the formality of licensing. Taking our teachers as a whole, there is a decided improvement over many we formerly had, even though they held a license.

It would not be justice to the inhabitants of this township to close this report without remarking that we have two organized schools and one private school that are well conducted, and are kept open all the year, with an average attendance of eighty scholars. When we compare these schools with our district schools, we are forced to the conclusion that our free school system does not meet the wants of our most intelligent inhabitants.

B. I. LORD,  
*Town Superintendent.*

#### GREENWICH.

I hereby transmit to you my first report as town superintendent of schools in Greenwich township, Gloucester county.

By reference to statistics in your possession, it will be seen that the whole number of children is six hundred and fifty.

Of this number, five hundred and sixty-two have attended school, leaving, as appears by the register, eighty-eight who have not.

This, however, is not the fact, inasmuch as there are several who attend private schools, over which I have no jurisdiction, which, I am happy to state, would greatly diminish that number.

Terms of tuition vary from \$2 40 to \$5 per quarter of seventy-two days, according to the branches taught. There are five public schools, all of which have been open most of the year, averaging nine and a half months.

The amount raised by tax is \$800; school fund for this township, \$272 06; amount of surplus revenue interest, \$148 92; making the sum of \$1,220 98, which will be expended for schooling purposes.

Allow me to suggest that the state superintendent, or the state, through him, should furnish every town superintendent a book of registry for every school in his township, to be the property of said school district, in which every teacher should be compelled to keep his register, according to law. By that method the state superintendent

would have more accurate answers to series Nos. 1 and 11 of questions, and the town superintendents could obtain them with much greater facility.

JOS. C. WEATHERBY,  
*Town Superintendent.*

MANTUA.

A period of about nine months only having elapsed since my appointment as town superintendent, I find it somewhat difficult to make a full report, having but scanty material to work upon. This being my first attempt, I expect to fall short of my worthy predecessor in this particular duty. I have visited all our schools twice or more, and, from observation, feel a comfortable degree of assurance that there is a gradual improvement in the children's department, in the system of teaching and the abilities of teachers. I always give them a brief lecture, at the close of my visits, on the subject of education. The children listen with proper respect, and appear to appreciate what is said. The school-houses in the township are in good repair, except one, which is old, yet pretty comfortable; all have yards or playgrounds, with outside conveniences, and the schools are furnished with blackboards, maps, &c. The grade of education is not very high, nevertheless, it is promising. The schools have been small a part of the season, particularly in the rural districts, but have generally revived, and are at present pretty well attended. The district trustees, in three of them, give proper attention; in the others they are not very particular. A great variety of books are used, though one very important one is rare—the holy scriptures. I wish they were more generally encouraged and read in all our schools, as I believe they are the moral basis of a good education. I have examined and licensed five teachers, renewed the license of three others, and rejected one.

I have just received, for examination, from B. D. Bozorth, one of our skillful teachers, a plan of his "Key to Mitchell's school geography and atlas, with an additional lesson of geographical curiosities," wherein answers to questions on the maps are pointed out by the aid of parallels and meridians, and I think it to be an ingenious and very useful work.

WM. HAINES,  
*Town Superintendent.*

WOOLWICH.

In accordance with my duty as superintendent of public schools in the township of Woolwich, I send my report for the present year. It is as near the truth as I can make it. Owing to the want of attention on the part of the trustees and teachers in the various school districts, I find it almost impossible to obtain an accurate report from the various schools. The teachers and trustees generally guess at the matter.

Our usual plan is to employ a teacher competent to teach the school, for which he is paid a certain price per scholar, according to agreement with the trustees. Some of our schools are very small; consequently, a very competent teacher cannot be employed.

I think our schools are generally in as prosperous condition as they have been at any former period, and some of them are progressing finely.

Instead of making the school entirely free, we have been in the practice of dividing the public money among the scholars, in proportion to the time of attendance at school.

No county examiners have been appointed, and consequently the superintendent and trustees are obliged to fulfil the requirements of the law.

No money has been raised by tax to build or repair school-houses, although some of them much need it. Reason why—hard times and the war.

In some cases the trustees employ teachers who will work for the lowest price, which is detrimental to the cause of education. My own opinion is, we had better employ teachers who are fully competent, and pay a price in proportion.

We have an excellent school in Swedesboro', under the care of an experienced teacher, and the attendance has been large through the year.

Upon the whole, I think we have reasons for encouragement and increased exertion in behalf of common schools.

SAM'L A. GROFF,  
*Town Superintendent.*

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## HUDSON COUNTY.

### BAYONNE.

The statistics furnished in answer to your two series of questions are the first you will have received from our township. By an act of the State Legislature of last year, we were set off from the old township of Bergen, to constitute a new township, under the style and title of the township of Bayonne. This gives to my superintendency but a small territory, in which there are three districts and three schools.

You will perceive by the statistics that the number who have attended school is small, compared with the number reported between the ages of five and eighteen years. This is greatly owing to the fact that there are three private schools in the township. Some do not seem disposed to patronize the public schools; while, in one neighborhood, which is principally composed of Germans, they have a private school, as they have not yet been able to become a separate

district according to law, they being part of an incorporated district. It is probable, however, that they will before long be set off, as there appears to be a growing need of it, which, I think, is beginning to be sensibly felt in the district to which they belong.

Our schools all have licensed teachers. The order and discipline are generally good. The people of the township, on the whole, manifest considerable interest in our schools. Two of our schools have not changed teachers, the one for over a year, and the other, as it respects the male teacher, for about five years.

It is our desire to conform to the requirements of the laws of the state, and to see constant improvement in our several districts under the operation of these laws.

AARON L. STILLWELL,  
*Town Superintendent.*

#### BERGEN.

At the annual election, in April last, I was elected town superintendent for the township of Bergen, in Hudson county, and very soon thereafter gave the required bond to the town committee, and entered on the duties of my office.

By virtue of an act of the legislature of this state, the southern part of the township of Bergen was erected into a township to be known by the name of Bayonne. Before this act was passed, there were eight school districts known by the following names :

Columbian district No. 1, Franklin district No. 2, Washington district No. 3, ——— district No. 4, ——— district No. 5, ——— district No. 6, ——— district No. 7 (colored school); Communipaw district No. 8.

Of these Nos. 4, 5, 6 were within the territory of the new township of Bayonne; of the other districts within the present township of Bergen I now make report.

Columbian district No. 1, a few years ago, erected a commodious brick school-house, three stories high. There are three departments at present—four teachers—one male and three female; and there is a vacancy which will probably ere long be filled. The condition of this school, I may freely say, is excellent. The school-house is in good order, well fitted up with modern school furniture; is well kept, and everything is inviting to the children.

During the August vacation new privies were erected, and other conveniences provided. A large addition to the furniture was also made.

The teachers are all licensed, and are competent and efficient. Good order is maintained, and at the successive visits I have made, I have found fine progress made by the scholars. Their neat and comfortable appearance is pleasant to the eye and grateful to the heart. The attendance is large, as will appear in the answers I shall send to your series of questions No. 2.

The interest taken by the citizens of this district is manifest in the following facts, viz. :

1st. In addition to their quota of township school tax, they voted to raise, by special tax, for this year, twelve thousand dollars for the support of the school, and to borrow on bond five hundred dollars for erection of privies and additional school furniture; while by previous vote they also raise, by tax, five hundred dollars of principal, together with interest on \$2,500 debt, for the erection of the house.

2d. The trustees sedulously care for every interest of the school, holding frequent meetings at which their business is transacted in an orderly manner, and very frequently visiting the school. They provide the needed books for the scholars, and counsel with the teachers and town superintendent.

3d. The teachers all command the respect of their pupils.

4th. At the last public examination, which continued for two days, there was a large attendance of parents and friends of the school. I am sure it was increased in the confidence of the citizens to a large degree.

Franklin district, No. 2, has two apartments. At present there are three teachers, one male and two females. The building is in good order; some trifling repairs have been made. The one department, well furnished with modern desks and seats, presents a cheerful aspect. All the teachers are now licensed, and I have found them actively employed.

The district was divided in 1860, by setting off what is now Communipaw district, No. 8. This new district having no place in which a school could assemble until their school-house could be built, was obliged to continue the children in Franklin district, No. 2, until the second day of September last. This was amicably arranged by the trustees of the two districts.

The school is, on the whole, well arranged. The trustees feel interested in its prosperity, and accordingly visit the school. A good degree of order is maintained. The attendance is fair. The district rely on the township tax and state school money in their legal quota, but raise no special tax.

Washington district, No. 3. Two apartments—one male and one female teacher. This district has not yet provided modern school furniture, nor has the building been in good condition. During the vacation some repairs have been made. The teachers have been honorably and usefully employed. The primary department in charge of the female teacher has made fine progress. The department committed to the charge of the male teacher has labored under disadvantages, and during the summer term the attendance has been small.

Could this district be induced to more vigorous action and increased liberality, their children would be better provided for—improvement would be larger, and the children have brighter prospects of usefulness.

The trustees labor under difficulty in reference to needed improvements. The premises are small; more ground is needed for the comfort of the children; only \$20 per year can be expended on the property, which is insufficient to keep it in proper repair. No special tax has been raised during the year, and the way does not yet appear clear to augment the taxation of the district.

District No. 7. This district retains its numerical designation, as before the division of the township. The whole township is recognized as a district for colored children. The trustees are persons of color, who do what they can to regulate the school. The school room is in the basement of a church for colored people. The trustees own no property; the district is not incorporated. One female teacher, duly licensed, has charge of the school; she encounters many difficulties. The parents are poor. As far as their quota of township school-tax will carry them on through the year, they can go; but no further. They lack proper school-books and other conveniences; yet some of the pupils acquire a tolerable degree of knowledge in spelling, reading and elementary rules of arithmetic.

Communipaw district, No. 8, have just completed their school-house (a noble brick structure), which, with its furniture, has cost \$7,400. On the second of September last, it was opened with one male and one female teacher; the former licensed, and the latter without license.

The pecuniary affairs of this district have begun to call forth the liberality of the citizens. It is to be regretted that the trustees have employed a teacher whom the county board of examiners were not willing to license, after examination.

Only about six weeks have elapsed since this school was opened, and sufficient time has not yet been afforded to test the character of the school.

The keeping of school-houses in repair is attended with difficulty and inconvenience, in consequence of the trustees being limited to \$20 per annum. For the four school-houses owned by the respective districts, \$20 is utterly insufficient. Edifices costing for their construction \$2,500, \$7,000 and \$8,000, cannot be kept clean for that sum. The only alternative is special taxation in the district. This cannot be secured in some districts, and the property suffers until large repairs become indispensable, and compel a special tax.

As the number of teachers who commenced teaching without license is large, it is proper to state that several of them were examined and licensed by the board of county examiners very soon after entrance on their duty as teachers. The examination of others was too long delayed.

I submit the foregoing as my report, trusting that if, in particulars, you find it defective, you will advise me, and I will cheerfully supply the deficiency, if possible.

BENJAMIN C. TAYLOR,  
*Town Superintendent.*

HOBOKEN.

Enclosed you will find correct answers to series No. 2. Since my last report, this district has received the free use of a large brick addition to the school building, completely furnished with seats, desks, playgrounds, and outbuildings, of modern and approved style—cost \$15,000—owned by Edwin A. Stevens, esq. The number of pupils

has increased from nine hundred and nine to twelve hundred and forty-three; teachers from twelve to eighteen; the daily average attendance from four hundred and ninety-three to six hundred and twenty-one; the value of books purchased from \$400 to \$700; the appropriation raised on city property, by tax, for the use of schools, from \$3,500 to \$5,000. Poll-tax same as last reported. State appropriation from \$475 to \$532 40. Every teacher has submitted to a rigid examination, before the board of county examiners, and by them licensed. The school-rooms are well warmed and ventilated. The people are paying more attention to the cause of education, and the mental culture of their children is taking a deeper hold upon their thoughts and affections. This is the sunny side of the picture. Now for the reverse:

There are two thousand two hundred and thirty-seven children in the city of Hoboken, between the ages of five and eighteen years. There is a German academy, sustained by private enterprise, and giving instruction, of a high order, to two hundred children; there are other private schools in the city of more or less importance, affording instruction to about three hundred children, leaving four hundred and ninety-four to the influence of all the vices and temptations of an immoral city. A large proportion of the population are uncultivated and poor, migratory in habits—scarcely remaining one year in the same place, unmindful of the attractions of home, or, the manners and morals of their offspring. They are too lenient in insisting upon the submission of their children to the rules of the institution. They plead for the idle and shield the truant. They send frivolous excuses for the failure of regular daily attendance. The school-rooms are overcrowded. Teachers are insufficient in number, and in the aggregate poorly compensated. Funds for educational purposes, raised by tax, are not sufficient to defray the expense for carrying on the work vigorously. Yet, as time corrects or averts all evils, we are not without hope. The board of officers are faithful, energetic, and true to their trust. Light begins to dawn upon the infant mind. The combined corps of teachers possess the elements of talent, youth and purity, and, as our governing principles are gentleness and love towards this little flock, we leave the issue to "Him who tempers the wind to the shorn lamb."

L. W. ELDER,  
*City Superintendent.*

#### UNION.

Having been elected town superintendent last spring, I am unable to compare the present condition of the schools in my district with the former. Neither the trustees nor the teacher in Guttenburg were aware of the necessity of keeping lists. The teacher who was dismissed in the beginning of the fall, was so ill all the time that I could not even make an attempt at introducing a new order of things. The present teacher is very active, and responded promptly to my wishes.

As all the teachers of my district seem to have confidence in me, I



avail myself of the opportunities which frequent meetings with them offer, to make such suggestions as I think proper; they are always willingly and gladly received. The trustees, too, are ready to support the sacred cause of education as much as in them lies; so I have reason to hope that the schools in my district will continue in the healthy condition in which they are.

CHARLES SIEDHOF,  
*Town Superintendent.*

#### WEST HOBOKEN.

The township of West Hoboken has been but recently constituted. Until January or February last, it formed part of North Bergen township. Of course, the different departments having charge of the affairs of the town are, as yet, hardly in working order. This is true, particularly, of the public school department. We are trying to reform, by degrees, old practices, to remedy the effects of years of past neglect, and to introduce improvements in teaching and accommodations.

These things, as you know, can be done but slowly, and by dint of tireless appeal to parents and others to take the proper interest in them.

I have tried to render my statistical report as accurate as circumstances would admit of my doing so. It is my earnest hope that next year (if I retain my office), it will be my privilege to furnish a more correct report, as also one stating that a gratifying progress in educational matters shall have been made among us.

J. E. EGBERT,  
*Town Superintendent.*

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### HUNTERDON COUNTY.

#### ALEXANDRIA.

Every one who feels an interest in the welfare of the rising generation must have an ardent desire that such teachers should be secured as understand the tastes and capacities of the young, and the only way to obtain instructors is by holding out such inducements as will cause them to lay aside all other employments. Salaries are too low to secure good teachers. If higher salaries were paid, there would be less hesitation among young ladies and gentlemen in making teaching a business for life. Feeling that it would afford them the means of living, it would be sought after and entered upon as a permanent occupation, and not as a mere "stepping-stone" to other more honored and lucrative, but less useful employments.

Surely "the laborer is worthy of his hire." Surely, if the immortal mind is so well worthy of our attention, those who are engaged in cultivating it, ought to be amply recompensed. There is no calling requiring better preparation, or more care in the discharge of its duties; and no one is subject to more difficulties than he who engages in the business of teaching, and pecuniary circumstances should not be allowed to compel him to divide his time and attention while engaged in its performance.

Upon a calm survey of the condition of the public schools of Alexandria township, my firm conviction is that everything connected with them indicates an onward progress, and presents a favorable aspect.

An undoubted progress has been made throughout the township during the past four years of my superintendency, and there can be no good reason why the schools of Alexandria township, if nurtured by genial and proper influences, shall not continue to increase and spread the blessings of a liberal education among her youth, so as to enable them, in any condition of life, to acquire, at least, sufficient qualifications for all practical purposes.

When we look around us and behold the state of things in our beloved country—our rights, liberties, and precious institutions, for which our fathers fought and bled, and many of them died, likely to be wrested from us by lawless and barbarous ruffians and reckless demagogues, we feel more deeply the importance of our people being prepared by a sound and useful education properly to value and defend their liberties and institutions, and the need of the unflinching and persevering efforts of the friends of true liberty, to disseminate sound principles, as well as knowledge, trusting in Him who holds in his hands the destiny of nations, and who can "bring order out of confusion, and make war cease to the ends of the earth."

We enlisted in the town superintendency with a sincere desire to do good in our field of labor, and we have had much to encourage us. We have been kindly received and encouraged in our efforts to promote the intellectual and moral good of the more than thirteen hundred children under our charge.

My career as township superintendent is about to close, and in thus severing my official connection with the common schools of the township, I cannot but feel regret—a regret which would much increase, did I not believe the spirit, the mind, the soul, of the people of Alexandria was thirsting for like schools and more liberal education.

To the department of which you are the honored chief, I am indebted for much kindness, and to the teachers, trustees and friends of education, in Alexandria township, I return heartfelt thanks for their co-operation, sympathy and kind offices. I have done what I could to advance the interest of popular education, and my earnest prayer is that the choicest smiles of heaven may bless forever the public schools of our noble commonwealth.

T. M. BARTOLETTE,  
*Town Superintendent.*

## BETHLEHEM.

I herewith present to you my written report, as required by law, of the schools in Bethlehem township, over which I have supervision. I was installed for the first time as superintendent in the above-named township last spring. I have visited nearly all of the schools once in every quarter, and found some in quite a good condition; while others were found in a condition far below anything like a proper standard. The principal cause of the latter state of things seems to be due to a want of appreciation by the trustees and patrons of good and thorough instructors; hence, they employ most anything in the shape of a human being that comes along, and calls himself a teacher. They appear to prefer a teacher according as his salary is high or low—or, in other words, they prefer cheapness to real worth and natural capacity. Aye, instead of obtaining the services of a teacher of good acquirements and full of life, and who can properly organize, discipline and conduct a school for a salary of about \$400, they will employ some old-fashioned, sleepy and lifeless existence, for about \$15 a month. Then no wonder the patrons of the latter condition mentioned gather in such “unbountiful harvests.”

We have one quite prevalent evil in our township in regard to instruction, and I imagine that it is not confined to here alone, but extends into many other townships. It is the non-observance of the great and practical maxim—“That which is worth doing at all, is worth doing well;” and, as a consequence, we have a great many superficial pupils. For instance, I observed not a few in my school-visittings, reading (more properly, attempting to read) in Sanders’ second and third readers, who had not mastered even the primer. Again: I noticed quite a number “murdering,” in like manner, the fifth reader, who could hardly take the sense of a paragraph in the first reader. This is surely a fine (!) mode of conducting reading. Why not make reading a thinking as well as a vocal exercise? Why not train pupils more in the outset on the definition and analysis of words, and thus make reading a pleasant and profitable exercise, instead of a disgusting and unmeaning one?

Raised by tax for schools.....	\$1,130 00
Received from the state.....	259 27

We obtain no surplus revenue.

I might here state, on this subject, that some of our citizens predict that, at the next town meeting, school money will be voted down, because, they say, of the increase of taxes arising from the present war. Should this prediction be fulfilled, then we may truthfully say that the public schools here are doomed to a temporary death. But I do hope and believe that the day is far distant when Bethlehem township will be so averse to the great interests of her offspring as to allow the fulfillment of such a foreboding prediction. However, if she does fulfil this, we can consistently expect of her next to burn down her churches, destroy her bibles, and, finally, to secede from the Union.

The number of school-houses in this township, as was stated in answer to your second series of questions, is seven. None of the

school-houses have proper playgrounds attached to them; none are built according to recent architectural principles; none have all the means of proper ventilation; all have blackboards, but none have globes; heating apparatus, tolerably good.

The text-books principally used are as follow: Sanders' readers, Thomson's arithmetic, Colton and Fitch's geographies, Frost's histories, Davis' algebras, Sanders' spelling books and Smith's grammars.

I would not have you understand that there is perfect accuracy in my replies to all your interrogatories in the two sets of questions, since some teachers have failed to keep legal reports, while others have changed their place of teaching without leaving their register, to which I might refer. I think if we would approach nearer accuracy, so to speak, respecting our reports, we should prevail on our Legislature to furnish each school district with a blank book, to be kept as its property. I trust in the subsequent year I shall be better able to make a fuller and more accurate report.

HENRY M. VLIET,  
*Town Superintendent.*

#### DELAWARE.

I herewith transmit to you a statistical report relative to the condition of public schools in our township for the year ending December 1, 1861, which is as near accurate as I have been able to make it, owing to neglect, to some extent, on the part of teachers, in sending complete and reliable reports of their respective schools; yet I am happy to state that the neglect has very much diminished, and, consequently, I have much less reason for complaint than I had in making my last annual report.

Our township, at their last annual town meeting, agreed	
to raise, by tax.....	\$1,500 00
State fund being.....	381 80

Making a sum total of.....	\$1,881 80
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We report 840 children between the ages of five and eighteen years, all told, making a dividend of \$2 24 1-42 per scholar.

Our schools have been well attended during the year, and, in my opinion, are enjoying the advantages of careful and efficient teachers, and the children are making manifest progress under the course of instruction they have been undergoing.

In district No. 1 (Reading's) there has been, during the present year, a house erected, large and commodious, with modern improvements, in which school commenced June 10, after a vacation of about three months, in consequence of the old room being torn down. Here there has been a division among the employers, concerning which I will state the following: Last spring I received a petition from some of the employers to divide the district, and at the same time a list of thirty-four children, between the ages of five and eighteen years, as representatives of the proposed new district, which, since the district proper reports eighty-one, leaves forty-seven between the required ages

in the other end. This, in my estimation, is, in either case, too small a number to insure a school of sufficient size to sustain itself; hence I objected to gratify their demands; but there has been a small school at Raven Rock, which is within the limits of the proposed district, and comprises part of the present district proper. This is sustained at the expense of the employers, of course; otherwise, in most cases, there seems to be harmony in the districts, both among teachers, pupils and employers, and the action of all combined can scarcely fail of success.

GIDEON MOORE,  
*Town Superintendent.*

EAST ANWELL.

The condition of the public schools in this township is improving. We have districts where the people do not take enough interest in the education of their children. They send them to school, but they never visit them there, to see whether they improve or not. Still, we have districts where the people take an interest in education. I herewith transmit my annual report, exhibiting the condition of the several schools in the township, although the statistics are not as accurate as I would like to have them, because some of the schools have not reported. The figures are only approximations. I find it very difficult to obtain correct reports, in consequence of the very frequent change of teachers, and the absence of a proper school register.

In this township there are four whole districts and six parts of districts, with four school-houses, situated in the township. Three of them are comfortable, convenient ones, and have playgrounds attached. We have mostly good teachers employed, and in some of the schools there are teachers calculated to do credit to any common school in the state; and where they have met with proper compensation and the support of the patrons of the schools, the improvement in the scholars is very apparent.

ABRAHAM QUICK,  
*Town Superintendent.*

KINGWOOD.

In accordance with the requirements of the law, I herewith transmit to you my report for this township. With regard to the progress made by our schools whilst I have been in office (a period of eight months), it has been, on the whole, rather satisfactory. The schools throughout the township, with one or two exceptions, have been kept open throughout the year. There is no money raised in our township for school purposes this year, nor is the interest of the surplus revenue so applied. We receive from the state two hundred and fifty-six dollars and fifty-two cents, the half instalment of which has been received, and apportioned amongst the several districts, as the law directs. Our school houses are passable, and generally comfortable,

though proper regard has not been paid to the health and comfort of the scholar, through want of ventilation and more comfortable school furniture. The different branches taught are, reading, writing, orthography, English grammar, geography, arithmetic and algebra. I would suggest that the law requiring teachers to report should have a penalty attached to it, so as to compel them to report to the town superintendent. I would also further suggest that an appropriation be made to supply every teacher, trustee and town superintendent in the state with a copy of our school law, so that they cannot plead ignorance as the cause of their remissness of duty.

E. M. HEATH,  
*Town Superintendent.*

#### LAMBERTVILLE.

Our public school is in charge of a principal and five assistants, all of whom manifest a deep interest in the advancement of the pupils, and under their care the children are studious and orderly.

In addition to \$1,500 raised by taxation for our public school, there is a special fund of \$500 raised in the same manner, and divided *pro rata* among six private schools in the town. These schools are, to a certain extent, under the control of the trustees, and all the teachers in them have been examined and licensed. One of the schools, under the patronage of the Catholic Church, has 130 scholars, and the average daily attendance is 118.

I have received no reports from the other schools.

The replies given to the "series of questions," have reference only to the public schools, with the exception of that in regard to the money raised by tax for the support of schools, in which the \$500 raised for private schools is included.

CLARK PIERSON,  
*Town Superintendent.*

#### RARITAN.

It affords me much pleasure to be enabled to say, in my first annual report, that a decided improvement in the interest manifested in public schools in this township, during the past year, has been very apparent. The people of the township have done well in raising, by tax, \$1,982, which, in addition to \$461 65 from the state fund, has placed the means of sending our poorest children to school in the power of every one.

The people of the township are getting thoroughly aroused to the necessity of procuring competent teachers. They have found, from sad experience, that the *cheapest teachers* cost more in the long run, both in capital and time, than those having education and moral character enough to incite them to do their duty.

My experience teaches me that those teachers having but a superficial education are more apt to shift the responsibility of their position than those prepared for the profession of their choice.

Lady teachers are generally receiving the preference whenever it is practicable for them to be kept during the whole year. Their schools generally show the largest daily attendance in proportion to the children reported, and, in a few instances, when the ladies are graduates of the State Normal School, show great proficiency in school discipline.

I regret to be compelled to report that we still have four or five very ragged old school-houses in our township. But the people are generally waking up to the reality that they are decidedly behind the times, and I think they will soon obliterate those ancient landmarks. One has been demolished during the past summer, and another very fine building is appearing in its place.

There are two higher schools in Flemington, both in a very flourishing condition. The one, a male and female institution, is conducted by the well-known and proficient instructor, Mr. A. Rittenhouse, formerly of Trenton; the other, a female seminary, is very ably conducted by Miss Matilda Powless, giving perfect satisfaction, and filling very proficiently a position much needed in this place.

In all the public schools there is great need of a uniform method of keeping a register. I would suggest the propriety of these being furnished to each district in the state by the state superintendent, under the authority of the legislature. This would be the means of having the reports of the town superintendents much more accurate, and would also obviate many difficulties arising from the change of teachers so common throughout the state.

HENRY STOTHOFF,  
*Town Superintendent.*

#### READINGTON.

The schools in Readington township are in about the same condition now that they have been for some four or five years past. I can see no material change, for the better or worse, in the educational interests of this township. For several years past, \$2 per scholar has been raised by the township for the support of the public schools; this sum, in connection with the state appropriation and the interest of the surplus revenue, pays a large percentage of the cost of tuition, though it is not sufficient to make the schools entirely free. Due attention is paid to the comfort of our scholars, and the school-houses are generally in good condition. None of them have been remodelled or improved since my last report. One district has purchased a library for its use. The books used by most of the districts are of the improved kind; there is still a deficiency of uniform books. We have some experienced and effective teachers, but we have difficulty in procuring good teachers for all our schools. We have learned, from long observation, that, to have a good school, we must have a good teacher, and give him a sufficient time to show his capacity as an instructor.

GEO. W. VROOM,  
*Town Superintendent.*

## MIDDLESEX COUNTY.

## EAST BRUNSWICK.

I return you the paper marked series No. 2, with answers; I believe they are correct, or as near as I can get at them. In regard to a written report, I have but little to say. Our school-houses remain in about the same condition as last year. They are all supplied with competent teachers. The trustees seldom visit the schools, and the parents seldom or never. But I hope for a better state of affairs for the next year.

W. A. APPLEBY,  
*Town Superintendent.*

## METUCHEN.

The superintendent of the township of Woodbridge, Middlesex county, N. J., reports as follows:

There are within the township fourteen school-houses and districts; number of children between the ages of five and eighteen, as reported, 1,160; the number attending school is about 500. There are in the township school-houses Nos. 1, 3, 4, 5, 6, 7, 11, 12 and 13, in good repair, and in the main, conveniences annexed, well adapted to the uses for which they are especially designed, except ventilation. No. 1 has made this provision:

Houses No. 3, 4, 5, 6 and 13 are well provided with the modern improved seats; Nos. 11 and 12 are also good. No. 1 has been repaired at a cost of some two hundred dollars, and No. 6 has expended some twenty-five dollars, and both to much profit. The playgrounds for most districts are very deficient. Nos. 1, 3, 4, 5, 7, 11 and 13 are in operation during the year. Nos. 2, 6, 8, 9, 10 and 12 are in operation about two quarters, or so long as their portion of the school fund holds out.

Districts Nos. 9, 12, 13 and 14 employ female teachers, who compare favorably with the male teachers. The major part of the schools, under the direction of the male teachers, are the most advanced.

The salaries of the teachers vary from \$30 to \$80 per quarter. The various branches taught are all English, from orthography to algebra and book-keeping. Some of the classes in spelling reading, geography and mathematics, in Nos. 1, 3, 4, 5, 6, 7, 11 and 13, are highly creditable, both to the teacher and pupils.

I know of no teacher here engaged without a voucher for competency. Nos. 3 and 13 are taught by teachers from the State Normal School; No. 6 is taught by a Connecticut normal teacher; Nos. 4 and 5 are taught on the normal system with like success. The rest of the schools receive the root of the matter, on the more ancient form, though none the less thorough.

The amount of money raised by the township for this year is \$2



per scholar; full amount for the township, \$23 20; amount from the state \$531 29; sum total for the year, \$2,851 29. Up to this time the moneys paid have been exclusively for teaching, saving some \$25 for repairs on No. 6.

The superintendent would earnestly recommend a better supply, and more uniform system of books for the said schools; also, that the patrons, and especially the trustees, cultivate a deeper and more abiding interest in the schools.

D. DECKER,  
*Town Superintendent.*

MONROE.

In accordance with your request, and also in obedience to the law of the state, I again respectfully transmit to you my annual report, in regard to the state of education in the township of Monroe.

The schools have each been visited once per quarter by the superintendent, and, at some of the visitings, trustees and employers were present, manifestly showing that they take an interest in the welfare of the school.

I am very happy to state that a number of the teachers of the township are in the habit of sending me a written notice, requesting me to be present at the examination of their respective schools, and, at the same time, inviting the parents and trustees to attend said examination, which is, in my opinion, very beneficial and satisfactory, both to the teacher and pupil. And on many such occasions I have not unfrequently seen the houses filled to overflowing. The teachers have each received a license, and are, in my opinion, generally well qualified to instruct. In regard to the various books used, there has been but little change since my last report. The whole number of children between the ages of five and eighteen years amounts to 1,126.

The amount of school money raised by tax is.....	\$2,000 00
The state appropriation is .....	532 03
Interest on surplus revenue .....	60 10
	\$2,592 13

JAMES IVES,  
*Town Superintendent.*

NEW BRUNSWICK.

Enclosed you will find my report for the schools in the township of New Brunswick. The New Brunswick public school, the only one in the township, is well conducted by able and experienced teachers. The board of education have the management and general supervision of the school. A normal class, for teachers, has been established, by order of this board. This class meets weekly, and its members are instructed, first, in the subjects to be taught; and, secondly, in the

manner of teaching them. This class is of incalculable importance to our teachers. It develops a professional spirit, and is instrumental in securing a harmonious action throughout the departments of our public school.

The daily attendance of pupils is remarkably good, which shows the interest taken in the cause of education in the township. The school is in a good condition, and will compare favorably with any in the state.

J. ELMER STOUT,  
*Town Superintendent.*

#### NORTH BRUNSWICK.

There are in this township two whole school districts, and four which are partially in this and partially in adjoining townships. Having visited all of them during the year, I have included them all in my report. Three of the school-houses are built and furnished in modern style, and are nearly new; the other three are furnished in the old style, with forms against the walls and benches. Two of the three houses last named are still comfortable, and, with some repairs and new furniture, would do very well; the remaining one is very much dilapidated, and entirely unfit for the use to which it is appropriated. In all the schools, except the one last named, there seems to be an earnest desire on the part of the parents and guardians to have their children properly instructed in the common English branches, and the teachers selected are, as a general thing, competent and faithful; and I have been pleased to see, as I have visited the schools from time to time, that the children were making advancement in their studies. On the whole, I think I may say that the schools in this township are in good condition.

JAS. C. EDMONDS,  
*Town Superintendent.*

#### PERTH AMBOY.

The superintendent of schools in the town of Perth Amboy has little to add to what has been stated by him in former reports. Public attention has been so absorbed during the past year, by the events connected with the fearful trial through which the country is passing, that still less interest than usual has been felt on the subject of education among us. The department embracing the colored children has not been opened since the close of the summer vacation, on account of the failure of the private subscriptions which have usually furnished a part of the funds for its support, and the prospective deficit of the public appropriation, in consequence of the difficulty and delay in collecting the taxes. It is in contemplation to incorporate the children again with the other departments, if it shall be found not likely to interfere with the order and prosperity of the school. It is doubtless the best arrangement which can be made under existing circumstances, if it should prove satisfactory to all parties.

The probability of any movement towards the erection of a school-house suited to the wants of the community, is, of course, very much lessened by the existing state of public affairs.

How soon anything will be done in this direction, it is impossible now to conjecture. The school, however, must continue to labor under great disadvantages, until this essential want is supplied. With the exception of a globe, blackboards, and the common school atlas, there is almost no apparatus for the elucidation of the various branches usually taught here to a greater or less extent.

Irregularity of attendance continues to be a great evil; nor do I suppose it can be wholly removed, until the same authority which makes it obligatory on all, even those who have no children, or who send their children to private schools, to pay in proportion to their assessment, for the support of free public schools, shall make it obligatory on parents to send their children to school, and see that they are regular in their attendance. During the past season our teacher in the primary department, who had creditably filled the place for several years, resigned, and another has been appointed. She is doing very well in some respects, though, as yet, too young and inexperienced to accomplish all that is desirable, particularly on the score of order. Doubtless, however, the coming year will show great improvement in every respect. In the higher departments the order is good, and the progress commendable, particularly in the important branches of reading and spelling, so much neglected, or so imperfectly taught in many schools. In the upper department there are classes in natural philosophy as well as in the higher branches of arithmetic. They are doing well. On the whole, in view of our very imperfect arrangements for the successful prosecution of the work of instruction, the school is in a flourishing condition.

THOS. VERNON,  
*Town Superintendent.*

#### PISCATAWAY.

In forwarding to you my annual report of the condition of the schools of our township, I have to regret that, in consequence of the inattention of the teachers in forwarding their reports, mine has been delayed; although I furnished each school with a blank form to fill up and forward to me by December 1; but only one responded by that time; yet all are very prompt in presenting their orders for the public money. Would it not be well to enact a law making the payment of their salary contingent upon a proper attention to their duty in this respect.

Our schools generally are in an improving condition, I think clearly advancing upon that of last year. There have been changes among the teachers, principally from the male to female in the spring, so that for some months we had but two male teachers in the township; but the order is being reversed; now we have six. Two young men, who were among our most able and energetic teachers at the date of my last report, moved by a spirit of lofty patriotism, have given up

teaching, and are now doing service as soldiers of the Union, under the folds of our glorious stars and stripes, which flag also waves over the most of our school-houses, procured by the efforts of teachers and scholars, the raising of which was made the occasion of a public gathering of parents and friends, when the children sang patriotic songs, and delivered orations, followed with addresses by myself and other gentlemen invited for the purpose. The largest flag was raised in district No. 12, at which the audience was very large.

I have examined five teachers during the year, who came fully up to the average standard of qualification for their office. I have also visited the schools as required by law, and witnessed both the manner of the teacher and the conduct and attainments of the scholars, and have myself engaged them in exercises in grammar, arithmetic and geography, and other studies, especially in map drawing and the rapid use of figures; they all did well.

In district No. 2 there has not been any school through the summer, they being as yet without a school-house; but are now making arrangements to build one, and ere long will have their school in operation.

The trustees of each district furnished me last spring with the lists of children in their districts, in entire accordance with the law, save as to the precise time, a few being a few days later than the day named by law, and I have felt under great obligations to them for the care and promptness with which they have performed their important but gratuitous labors.

The teachers' institute for our county for this year was held at Metuchen, at which several of our teachers were present; it was also my privilege to be present part of the time, and was much gratified with the exercises. But facts lead me to express the opinion that either further legislation is needed, or that greater care should be exercised in regard to teachers' institutes. It is not very difficult for any one aspiring to conduct an institute to procure the forty names required by law from the teachers of a county, but it is very difficult to induce more than one-fourth of that number to attend its sessions. In such cases the public feel that they have a right to complain of the expenditure of \$100 from the public funds for such a meagre result, so far as any advantage to our schools may be concerned; and it is the opinion of many of our citizens that some guarantee for the attendance of a larger number of teachers should be had, or else the public money be withheld.

J. JAMES BAKER,  
*Town Superintendent.*

#### SOUTH AMBOY.

I send you a few lines relative to the condition of the public schools in the township of South Amboy. The last time I visited them they were all in session, and teachers all provided with the proper certificates of licence. Everything is going on quietly; the schools in good order; the children learning very rapidly; the houses all in good re-

pair, though rather small, but having proper playgrounds. Our teachers all take an interest in the welfare of the schools, and so do the trustees and inhabitants.

One half of our schools are kept open for twelve months, the other half for nine months; none for six or three months.

We raised \$100 from the township, \$524 87 from the county, but have had only one-third of the state funds; notwithstanding, the teachers go on with good courage, knowing that the money will come sooner or later. We use all our money for tuition, except what is needed to purchase fuel, etc.

TIMOTHY WOOD,  
*Treasurer of School Committee.*

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## MONMOUTH COUNTY.

### FREEHOLD.

In accordance with my duty, as town superintendent, I herewith transmit my report for the current year.

Schools have been kept open twelve months, allowance being made for vacations in districts Nos. 1, 2, 3, 7 and 11; nine and a half months in No. 5; nine months in No. 4, and six months in No. 6. The whole number of children in the township of Freehold, between the ages of five and eighteen, as reported by the trustees of the several districts, is 1,066—an increase of seven over last year; of this number ninety-eight are colored—an increase of two over last year. There are eight entire districts in this township, all of which are supplied with good teachers, and are in good working order. Our teachers are all licensed.

This township also furnishes parts of three districts in adjoining townships.

The trustees of district No. 5 are now erecting a new school-house, twenty-four by thirty-six feet, which will be a great improvement.

The trustees of district No. 4 have also fitted up their school-room in a comfortable manner, and at a very small expense. Much praise is due to the trustees of both districts, for the gratuitous labor they performed in having those improvements consummated.

The state, county, and township money, which will be received during the winter, will be sufficient to make most of the districts free, for the time they usually keep the schools open. Nos. 7 and 11 are the only two which have made assessments on the parents.

The amount of money paid into my hands since the 15th of December last, by Wm. B. Sutphin, esq., township collector, is \$2,500 township money, raised by tax for school purposes; \$418 55 state, and \$519-23 county surplus money, all of which has been appropriated to the several districts.

J. W. BARTLESON,  
*Town Superintendent.*

## HOLMDEL.

It would seem from my report—the low figures, the small number of scholars, children, and everything pertaining thereto, especially when in comparison with some other townships—we are in our infancy; and I need not state, as you are aware, that we are a new township, in our fifth year, with a small territory and sparse population, being altogether an agricultural community, in population not much over a thousand inhabitants; yet, in point of natural resources, wealth and other privileges, perhaps second to none, comparatively speaking. The inhabitants are descended from the first settlers of the state, and there has not been that change and advancement in education and public spirit that have taken place in many parts of the county, where strangers have come in more rapidly. We need a good deal of waking up in regard to education, as is doubtless the fact all over the state; yet a gradual improvement is evident. We do not lack enterprise in the acquisition of wealth, in the cultivation of the soil, improving our farms and stock—only in regard to our minds and those of our children. I do not feel inclined, at the present time, to allude particularly to, or criticise upon, the defects which are entailed upon us, as it is much easier to suggest than perfect a system of improvement. While many are desiring and suggest a more enlarged liberality on the part of the state, perhaps at this peculiar time of our national exigency, it would be politic and practical to feel our way, and attend more faithfully to home and individual duties. I am perfectly satisfied that if all our school officers and educational officers will be faithful to the responsibility upon them, and each community will do its proper work, a marked advancement will be evident, and both public and individual good be promoted.

GILBERT H. VAN MATER,

*Town Superintendent.*

## HOWELL.

In this year's report I have nothing especially important to offer. There has been no change in the number of the districts, or in their boundaries. In district No. 1, Blue Ball, \$450 had been raised by taxation—\$400 of this sum to be used in payment for the school-house lot, and \$50 for repairs, etc. The improvements, however, have cost considerably more than the sum specified.

New desks and seats have been put up, with a view to comfort, convenience and durability, and the house has been neatly painted, so that now it presents quite a different aspect, both externally and internally.

I am happy to state that improvements of a similar nature in district No. 5, White's S. House, have also been made. Here, too, they have erected new, convenient and durable desks and seats—which by the way were badly needed—and whitened anew the exterior of the house, making it correspond better with its name. An effort is being made in this district to defray the expense of these improvements

(about \$40) by contributions without taking the school money. This I take as an evidence of much interest in educational matters by those so contributing.

The schools generally throughout the township are advancing, though not so rapidly as I would like to see them. The same apathy and indifference, in too many instances, still exist among parents, relative to the education of their children. If they could by any means be induced to give to this matter more attention; to send their children to school more regularly; to encourage them at home, and to visit the school-room as often as possible, the effect would soon become strikingly manifest. The trustees also, in some cases—judging from their actions—are quite indifferent. They seem to care but little who is employed as teacher, how much salary is paid, how the school is governed, or the progress it makes. To be efficient and useful in any position, men must be interested, active and energetic. If an individual consent to act in any capacity with a knowledge that no recompense for service is rendered, he is just as much in duty bound to serve his constituents faithfully and honestly, as if the emoluments were thousands of dollars.

In visiting the school, I have usually made it a point, in my remarks, to make such propositions and suggestions to the teachers as the occasion seemed to demand. These visits have been gratifying, and, I think, have been the means of stimulating both teacher and pupil to stronger effort.

JOS. B. GOODNOUGH,  
*Town Superintendent.*

#### MIDDLETOWN.

I would only say, in addition to my statistical report, that our teachers have been licensed according to the school law, and the condition of the schools is much the same as last year. I think the interest taken in the cause of education by patrons and teachers is on the increase. Text-books are of a better class, and uniformity in that direction has been the aim of school officers, to which we hope soon to approximate. The evil so often complained of (the frequent change of teachers) is gradually passing away; some of our districts have had no change for two years, and we think others will be inclined to follow their example. An institute was held at our county seat on the 28th of October last, and was attended with profit by some of the teachers from this township. Formerly it was a rare thing for any person to visit the school, and frequently whole terms would pass away without an individual entering the school-room, save the superintendent. Now it is common for parents to call upon the teacher, and see how the school is progressing; and I hope the day is not far distant when we shall all feel a deeper interest in the education of those who are soon to be our magistrates and governors, who will make our laws, and give direction to all our affairs, both civil and religious.

DAVID B. STOUT,  
*Town Superintendent.*

## OCEAN.

Enclosed please find the list No. 2, which you desired the superintendents to answer. The replies are not as full as I could have wished, many of the teachers not having sent in any report during the year, and those having done so, not doing it very accurately in many cases.

The interest among the citizens in our common schools, I think, is rather on the advance, and Ocean township bids fair, ere long, to rival any of her sister townships in the intelligence of her instructors and the interest of the inhabitants in school matters. During the fall and winter, thus far, the town superintendent has been giving lectures in each of the school districts on the subject of "Common School Education," for the purpose of enlivening the energies of the people on the subject, and creating still greater interest, and, so far, it has been with good effect.

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

## RARITAN.

Excepting the gratifying fact of a steady, though slow improvement, there is but little new that I can adduce in this report.

The fact, however, stated above, is one full of hope. I would add, too, as matter worthy of congratulation, that the *home material* is becoming wrought out, and is eagerly sought. This has a promising significance, since it cannot be denied that, however excellent many of our eastern teachers are, not a few that might well be spared, have succeeded in securing patronage among us. These parts have long enjoyed a liberal immigration of parties of remarkable versatility of talent, equally qualified for the separate or combined callings of itinerant book-vender, pedagogue or clock-mender. Beyond the mere question of pay, of course, such persons are wholly disinterested, since they have no reputation to make, and none to lose. They lack that double motive, which utilizes and dignifies the teacher's calling, the desire for their pupils' advancement, and the thirst for their own progressive improvement. Our own teachers are winning good opinions for devotion and efficiency, and are thus crowding out this latter class.

It has seemed to me that, in this matter, the very excellent higher schools in our county town have exercised a salutary influence. To myself it has been a pleasant task to impart to a class of the teachers of my township, instruction once a week, in the higher departments of linguistic study. It must be admitted that teachers, thus ambitious to acquire, will be equally zealous to impart, thus becoming greatly more efficient in their schools.

We have in Monmouth county, besides an occasional teachers' institute, a teachers' county association, which holds a two days' session twice a year. It has been sustained for a number of years, chiefly by the zeal of a few active friends of education, and a few "live" teachers, intended for the teachers' good immediately, and that of educa-



tion reflectively. It is a subject of burning shame that, although in one sense a gratifying success, yet has it suffered shameful neglect from many such as most need its advantages. If it might be found practical and expedient, I would suggest to the worthy state superintendent, that due prominence be given in the annual report to such counties as sustain these organizations for the good of the teacher. Moreover, inasmuch as the district school teachers receive a portion of their pay from the funds supplied by the state, they are to that extent servants of the state. I would then further suggest, as a stimulus to the delinquent, and a fair exhibit of the earnest teacher, that the general report furnish a catalogue of names of teachers employed in the county, and that such list designate, by asterisk or otherwise, such as have attended teachers' institutes, associations, etc. Assuredly such statistics would be serviceable to the local superintendents.

The diversity of school books is still an evil great as ever. Uniformity of registration, and the making of the register a permanent record, and the property of the trustees of each district would be a desirable reform.

I must speak commendingly again of the general fidelity of the teachers under my oversight for the past year, and encouragingly of the growing estimate of education in this part of our state.

SAMUEL LOCKWOOD,  
*Town Superintendent.*

#### SHREWSBURY.

There are at present nine school districts in this township, three parts of districts, and one colored school under the supervision of the Episcopal Church of Shrewsbury. As the latter school does not come under my control, I cannot make any definite report of its situation, other than the number of scholars it returns and the amount of money it draws.

No. 1, or Port Washington. The school of this district is located about a quarter of a mile from the village of Port Washington, in a very pleasant wood; the room is large enough to accommodate the scholars attending without overcrowding them, but it is rather out of repair, which could easily be remedied with very little outlay. The trustees of this district have returned to me this year 123 children. This district has had two different teachers during the past year, both male, but it has not been in operation during all of that time.

No. 2, or Fair Haven. There are two school-houses in this district, one for white children, and the other for colored children. The school-house used for the white children is sadly out of order, and is entirely too small for the number of children attending. I am in hopes that the inhabitants of this district will, before long, see the advantage a larger and more commodious building will be to them. The school-house for the colored children is a very suitable building for the purpose intended. Both schools are under the supervision of the trustees of the district. They have returned to me 162 children as the number in the district—124 white, and 38 colored.

No. 3, or Parkersville, is a very good school. The school-house is located in the village of that name, in a very pleasant situation, and, I believe, is in good repair. It is under charge of a female teacher, who has had control of it for some time, and who has given very general satisfaction to the inhabitants. The trustees have returned to me 101 children.

No. 4, or Red Bank. This district is by far the largest district in the township. They have returned to me 448 children. They have in this district three schools, with four teachers—one male and three female. There is one school-house belonging to the district which is divided into two departments. They are under the charge of the male and one female teacher. The trustees rent two rooms for the accommodation of the other two female teachers. All these schools are in a very efficient state, which speaks well for those who have the charge of them. I sincerely hope that the citizens of this prosperous village will, before long, have enterprise enough to erect a large and commodious building for school purposes, which will be an ornament to the place, and a benefit to its respectable and increasing population. As it is the principal village in the township, with direct communication to the city of New York, both by railroad and steamboat, it would certainly be a source of gratification and pride to them, when strangers visit their place, to point with satisfaction to an edifice they have erected by their own exertions for the education of their children.

No. 5, or Little Silver, has a very good school-house, located at the intersection of two roads. This school has returned to me 73 children as their number for this year. It has been under the charge of a female teacher, but has not been in operation for some time on account of the ill health of the teacher. She has, I believe, given good satisfaction to the district.

No. 6, or Shrewsbury. The school-house of this district is located in the village of that name, and close to the highway; the children, as a consequence, during intermission, have to make use of the road as a playground, which is not very pleasant and rather dangerous. The school-house is in a very poor condition, both as regards comfort and convenience, but, with a small outlay of money on the part of the inhabitants, might be made a very respectable affair. This school is under charge of a female teacher, a graduate of the Normal School, and, for good order and decorum, I think, is not to be surpassed by any school in the township. If the pride of the inhabitants could only be aroused to the fact of the poor condition of their school-house, they would put their hands in their pockets, and, in a spirit of enterprise, contribute liberally towards the repairs of their school-house. They would, with the very efficient teacher they have, have a school which would be an ornament to the place.

No. 7, or Tinton Falls, situated in the village of that name, has a very good school-house, and is blessed at present with a very good teacher. The inhabitants of this district have always contributed liberally towards fitting up their school-house in a proper manner, and I think it is now about as well furnished, as regards the comforts and convenience of the scholars, as any in the township. The only fault

is, that the room is rather small for the increasing number of children attending school, which is a difficulty that cannot conveniently be avoided at present, owing to the small lot of ground belonging to the district, and which was devised to it, some years ago, for school purposes only. The location of the building is not what is required, being directly upon the road, which is liable to the danger that all school-houses are situated in like manner; but I live in hopes that the day is not far distant when it will be removed from its present location, and placed in a situation more pleasant and agreeable to the inhabitants, and more beneficial to the moral welfare of the children attending. This district has returned to me 111 children.

No. 8, or Rumson. This is one of the new districts which, I have formed, during the past year, out of the Parkersville district. The number of children returned is forty-eight; it is under the charge of a male teacher. The school accommodations are not what would be desired, but, owing to the fact of their just starting in the world, they are as comfortably situated as their circumstances will admit. The teacher appears to be anxious that his school should not be behind the others in efficiency.

No. 9 (Union), another new district, erected during the past year. As I have not had the pleasure of visiting this school, I cannot make any definite report of it. It has returned twenty-six scholars. Owing to the small number in the district, they have not been able to keep their school open but a short time during the year; its location is in a section of country but thinly settled at present, but I have every reason to believe that the inhabitants of the district are fully sensible of the advantages of education to their children; and, for that reason, will use extra exertions to make their school a credit to them. It has a male teacher.

The parish or colored school, which I spoke of as being under the supervision of the Episcopal church of Shrewsbury, is located in the Pines. As their school does not come under my charge, I cannot make any report of it. They have returned to me 102 children, and the school is in charge of a colored male teacher.

There are also three parts of districts connecting with the township of Ocean, adjoining Shrewsbury township, which, together, have returned to me sixty-seven children.

This I submit as a general review of the situation of the schools in this township. The people of the township of Shrewsbury have always been behind in voting money for public schools, and for that reason they should also see that proper persons should be chosen to act as trustees in the different school districts. If they are the proper persons for the place, it would conduce more to the advancement of education than any one thing I know of at present. The duties enjoined upon district trustees by the laws are very great, considering the remuneration they receive; and if they would only attend to the one-half, it would be a source of great benefit to their districts. I would respectfully enjoin upon them to be more attentive—to visit their schools oftener than they have been in the habit of doing, and thus to encourage the children, and cause them to show more respect and attention to the instruction of their teacher.

But of what use is all the expenditure of money—of what use is it to pay large salaries to teachers, when parents themselves refuse or neglect to encourage their children and their teacher by frequent visits to the school? They are too prone to believe the school-house a building to receive all the children who are in the way at home, and, as a matter of course, a child has hardly attained the age of five years before it is sent to school, not for the purpose of learning, but merely to get clear of the trouble of attending to it at home, thereby making the teacher a nurse for the children, instead of an instructor.

I would also call the attention of parents to the matter of getting their children prepared for school at the proper time; it is certainly very unpleasant to a teacher to have scholars coming into the room at short intervals for an hour or more after the regular time for calling school; it is very annoying, and causes an eternal confusion in the school.

The facilities for gaining proper information from teachers, as regards matters appertaining to their duties, are very poor in this township. I do not think there is a school record or school register belonging to the school in any one school-house in the township, and I would respectfully suggest that the trustees procure them immediately, as they greatly assist the superintendent in the discharge of his duties.

DANL. A. HOLMES.

*Town Superintendent.*

#### UPPER FREEHOLD.

Having been elected town superintendent in March last, much of my statistical report must, of necessity, be merely an approximation to the true estimate.

I received from my predecessor no available information respecting many of your inquiries, and was, therefore, not aware of my special duties, until I received from you the pamphlet containing laws relating to public schools.

There are, in this township, seven school-houses, owned by the districts in which they are located; three of these are in a good condition; the remaining four are entirely unfit for the designed purpose, being small, damp and ill-contrived. This township assists in forming school districts in four adjoining townships. The number of children, between the ages of five and eighteen, is nine hundred and eighty-five. Last year the superintendent disbursed the sum of \$2,524 94, and this year the disbursement will be about the same. The schools are free in all the districts, except one. One-half of our teachers are not licensed; and, as we have no county examiners, and many of the school trustees seem to prefer acting independently of the superintendent, I see no way to prevent this infringement of law. We have one superior female teacher, who is a graduate of the State Normal School; and so far as I have had an opportunity of judging, the system seems to work well, though it may be too mechanical for practical use, hardly adapted to fluctuating free schools.

I have noticed a great defect in many of our school-houses, viz.: a proper mode of ventilation. Teachers and trustees seem to forget

that it is as essential for children to inhale pure air, as it is that their food should be wholesome, and their drink free from impurity.

How depressing, both mentally and physically, for children to be compelled to breathe an atmosphere impregnated with carbonic acid gas, of which deadly poison we know respiration is a fruitful source.

I can see no plausible reason why a town superintendent should not receive a more liberal compensation for his services. He is obliged, by law, in many of the townships, to give security of from three to six thousand dollars; and his position, in many respects, is frequently one not at all desirable. To this, many of my brothers in office can testify, especially if presented an order for payment, when the fund in hand is 0, in consequence of the delinquency of others.

As you are doubtless already aware of the difficulties in obtaining good teachers, I think it unnecessary to repeat them. It seems a matter of regret, that such an amount of money should be distributed annually in our school districts, with so little benefit to the children. Is it not strange that such numbers of parents and guardians should be indifferent respecting the choice of preceptors who are to mould the minds of their children for this world, and, it may be, exert an influence on them for eternity?

A. ALEXANDER HOWELL,

*Town Superintendent.*

WALL.

In accordance with your request and the law, I send you a report of the schools of Wall township.

I shall not accompany it with a lengthy written report of suggestions, as I am satisfied that reports of superintendents of schools are rarely read by members of the Legislature.

We want more teachers, and competent ones, at fair prices. During the last six or seven years, I have had but one application from a normal school teacher. Why is it? We pay liberally, and more punctually than most other professions are paid.

We are principally indebted to our eastern teachers for a supply for our schools. Among them we have some excellent teachers.

Our schools are in progress, and in a healthy condition; the attendance larger and more regular than formerly. The interest taken by trustees and parents is not so good as it should be. Trustees should be paid a reasonable compensation for their services. From observation I find a large proportion of the visits at schools are by the females. I would suggest the school law be so amended as to allow females to be elected trustees of schools. I am satisfied the duties would be far better attended to in this district.

I send you a synopsis of the attendance and studies in one of our schools—E. A. Hyde, instructor:

On register, 53; average attendance, 41; spelling, 53; reading, 47; writing, 30; arithmetic, 29; written mental, 24; geography, 15; grammar, 10; history, 5; philosophy, 3; astronomy, 1; definitions, 17.

This school is visited by the officers and clergy; 49 visits by the parents. It is well governed, and in a flourishing condition.

Some of the schools are not visited either by trustees or parents. I observe the difference when I visit these schools officially. I address all the schools when I visit them.

R. LAIRD,  
*Town Superintendent.*

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## MERCER COUNTY.

### EAST WINDSOR.

I take pleasure in forwarding you, herewith, an answer to your series of questions, being as nearly accurate as the circumstances of frequent changes in teachers, and imperfectly kept school registers, will allow. In order to gain a correct idea of the condition and efficiency of our schools, I find that proper blank registers are imperatively required; and I would suggest that the state superintendent, if empowered to do so, should furnish town superintendents with a proper quantity of blanks, to be by them distributed among the schools, as required. Our schools being so generally occupied by transient teachers, it is exceedingly difficult to get a perfect register for a year; and I find it still more difficult where the schools are free, from the indisposition of many teachers to keep any register at all. In order to gain a satisfactory and reliable knowledge of the condition of our state educational affairs, I think the necessity of the above recommendation—which, I doubt not, is felt in a greater or less degree by every town superintendent in the state—will be apparent; the more especially as since this must be the main source from which all statistical information is to be derived.

The schools in this township are generally in a good condition. The teachers are careful and efficient, and only lack the encouragement of occasional visits from parents to incite them to still greater exertions.

Our school buildings, with two exceptions, are in fair condition, yet all are decidedly below the demands of the cause of education, and opposed to the spirit of the age. The idea that "anything" is "good enough for a school-house," is a sure index of a want of interest in education, and exactly the reverse of the feeling which gives New England her proud supremacy in the school system. Year by year, however, we notice a steady growth of the popular feeling in regard to the advancement of the cause of education, and we hope, ere many years pass, to see our public schools the pride of our people, and our progressive and favored state rank among the first in the cause of education.

C. M. NORTON,  
*Town Superintendent.*

## HAMILTON.

In making my annual report, I am happy to announce that our schools are in a prosperous condition, and that the people generally seem fully impressed with the importance of the subject of education.

Our teachers are well educated, and labor well, and, as far as I can see, are successful in securing, not only progress in the objects of study, but good order and cleanliness in the schools.

In our townships this year we have a great deficiency of money, which has caused me much trouble. If some law could be made to pay over the school money at certain times, and in certain sums, it would be a great improvement.

E. R. SHUBRICK,  
*Town Superintendent.*

## LAWRENCE.

Since my last annual report, but little of interest has presented itself to my mind to communicate to you. The unsettled state of our national affairs has induced some of our most efficient teachers to forsake the school-room, and give all their energies to the noble work of preparing our country for its own defence, and to teach those who sought its destruction that rebellion against the noblest government on earth is a crime of no ordinary magnitude. To such as have left, and desire, after serving their country, to return to their former sphere of usefulness, I trust places will be found vacant to receive them. Those who have continued teaching have, to the utmost of their ability, endeavored to instruct the young in studies advantageous to them in youth, and fitting for them to perform well their part in the drama of life.

In transmitting you my report, the statistics are as correct as can be obtained at present. The absence of registers in all the districts, owing to the frequent change of teachers, renders it impossible to obtain a more accurate one. We have erected a new and commodious school-house in the central district, reflecting great credit on the trustees and inhabitants of said district, for a building so well adapted for educational purposes, and discarding the old pine desks and benches, the introduction of improved seats and desks, tables and blackboards, maps and kindred things—all tending to increase the comforts of children—I trust a stimulus to exertion in the acquisition of knowledge. If parents would drop in the school-room, it would encourage both teacher and pupils, and be attended with much good.

The irregular attendance of children at school, aside from producing disorder among the different classes, is a source of much complaint, and often discouraging to teachers.

In conclusion, let us look with earnestness to the time when the sword will return to its scabbard, and man to his peaceful pursuits.

JAMES G. PHILLIPS,  
*Town Superintendent.*

## PRINCETON.

It affords me pleasure to state that the teachers have been attentive to their duties, and, I have reason to believe, have afforded entire satisfaction to the trustees in their respective districts. In every instance, they gave me a cordial and respectful reception, and replied to all interrogatories with promptitude and candor. In the discharge of their laborious and responsible duties, they have been highly successful. The same mode of instruction has been continued throughout the year. With respect to what is called the mental system, which has been adopted in two of the schools, its adaptation to all the various grades of mind may well be doubted. While some, who are possessed of strong memories, may find the system useful; others, whose memories are comparatively weak, are probably overstrained and injured by it. The system, while it cultivates that faculty, is of no special advantage in acquiring, for example, the science of arithmetic, and, by its difficulty, evidently impedes the progress of most pupils.

The good attendance of the children has been particularly gratifying, and they have made more than usual progress during the past year. In my repeated examinations of the schools, I have been pleased with the prompt and satisfactory manner in which they responded to the the questions proposed, and with the interest they manifested in their studies.

Although the parents of the children have shown some interest in the schools, and, perhaps, as much as exists in other localities, still we have reason to fear that their interest is not as great as it should be. They seldom visit the schools, and do not actively co-operate with the teachers to the proper extent. This remissness on their part not only discourages the teachers, but also impairs their usefulness. If they would feel and manifest a more lively concern for the progress of their children, and would more actively co-operate with the teachers, their efforts to instruct and discipline the children would be much more effective. All measures, therefore, adapted to enlist the sympathy and aid of parents are of the highest importance to the success of the schools.

I cannot close this report without reiterating my conviction of the vast importance of our public school system. The more intimately I become acquainted with the wants of the community, the deeper is my conviction of the necessity of such institutions; and the more I have seen of their effects, the more highly do I prize them. Without such schools, the major part of the young would grow up in ignorance, and a generation of men be formed incapable of discharging aright their civil, social and religious duties. Whether we contemplate, therefore, the temporal interests of the age, or the eternal welfare of men, the most strenuous efforts should be made to sustain and improve the public schools, for it is education that makes a man whatever he is, through time and through eternity.

G. MUSGRAVE GIGER,  
*Town Superintendent.*



## WEST WINDSOR.

Agreeably to your request, I have forwarded your series of questions, as far as I am able; in consequence of no registers being furnished to teachers, I am at a loss to gather correct information in reply to some of the questions. I would suggest the propriety of registers being furnished by the state to the town superintendents, and, through them, distributed among the different schools, which would enable town superintendents to lay correct information before you.

This township is composed of three whole and five parts of districts, taken from Lawrenceville, Middlesex, East Windsor, Washington and Hamilton townships. We have excellent school-houses, good and competent teachers, and are all licensed. The inhabitants appear to be alive in education—more than formerly, judging from the increase of money raised the past two years, and the interest they have taken in the matter; but the teachers complain very much of irregularity of attendance at school.

ELIJAH V. PERRINE,  
*Town Superintendent.*

## MORRIS COUNTY.

## CHATHAM.

The condition of our public school building is much the same as when last reported. Our teachers are becoming more and more interested in their work, and labor diligently to interest and improve their pupils. The people are waking up to the idea that school-rooms should be as convenient, as comfortable, and as attractive as possible; and that teachers for their children should not only be thoroughly educated but kind, and courteous, loving to teach, and loving children.

The teachers' institute held in Madison, so ably and agreeably conducted by Mr. Abraham Thompson, of New Brunswick, gave the teachers and the people universal satisfaction; and the lectures given each evening by the conductor, the honorable state superintendent, and others, were so acceptably amusing and instructive, that all were pleased—all were satisfied. Now, any reflecting mind would naturally conclude, that if these meetings could be well attended all over the state, the people would be so thoroughly stirred up to look after the interests of their children, that we could not long have any "bunglers" in our school-rooms, but must have skillful and accomplished teachers.

S. H. WARD,  
*Town Superintendent.*

## CHESTER.

I hereby transmit to you the yearly report of the schools of our township, with as much accuracy as circumstances will permit. The schools have been kept open during a greater part of the year, and the teachers, in all cases, so far as I can learn, are competent and faithful. I have visited each of the schools once a quarter, and in company with one of the trustees when I have been able to secure such company.

I still regret a want of interest on the subject of education among the mass of the people, and we find among us still the evils unavoidably incident to the free school system. In many cases what costs nothing is lightly prized. So far as I can see and learn, however, the community are rising in education and intelligence.

JAMES F. BREWSTER,  
*Town Superintendent.*

## HANOVER.

My term of office began in April last, and my report covers only the period since that date. I have visited schools beyond my official obligation, and find in all something to praise—in all something to censure. Within the year past several school buildings have been repaired or repainted, or both, and there is a growing regard for those propensities (in arrangements within and out of doors), which should attach to all human belongings; still the majority of our schools are far from reflecting much credit on the taste or liberality of patrons.

Our teachers have generally acquitted themselves well. The chief defect here is a lack of culture. Teachers are not far enough in advance of pupils to give that enthusiasm and thoroughness which otherwise might be imparted. This defect makes teaching laborious, and learning drudgery. The remedy for these evils I leave for wiser heads to propose. Parents do not pay for much, nor do they expect much, and we have here a result too common throughout the land; plodding children—for whom nature has done more than enough—still in the rudiments at eighteen, after, perhaps, ten or twelve years of what is called study.

LEWIS THOMPSON,  
*Town Superintendent.*

## MORRIS.

During the year embraced in the accompanying report, circumstances of a local character have very much embarrassed our public schools, and subjected the teachers of them to great inconvenience.

A system of reporting has been adopted among us, which brings before me, in a reliable form, the school work of the year, as condensed from the daily records. I have been very much aided in this part of my duty by the fidelity of the teachers. During the last two years, I

have failed in only one instance of receiving the proper report, and in that case the school-house was burned, and the records probably perished with it.

The desire for free schools is almost universal. There is a great and an [increasing] indisposition to raise money in the districts for school purposes; so that in many cases the alternative of suspending the school is preferred to taxation, and in all our districts many will withdraw their children from school, rather than to pay a moderate tuition bill, thus devolving upon an enlightened and liberal few, a burden which they are unable to bear.

The same penny-wise and pound-foolish policy is manifested in another way. I refer to the reluctance felt by many parents to procure books absolutely necessary for the improvement of their children. The consequence is, the mind, instead of being expanded by discipline, is cramped and dwarfed by the narrow tread-mill limits in which it is compelled to move. The doctrine of one of the legislative solons of our county is practically the doctrine of multitudes, viz:—that “a knowledge of the three R’s, ‘reading, riting and rithmetic,’ was learning enough for anybody.”

It would be unjust to deny that our people do, in some respects, exhibit a praiseworthy interest in regard to education. Our township appropriations are liberal; we have a number of excellent teachers, who are liberally paid. The demand for good teachers is increasing, and I think a more just appreciation of the benefits of education is growing up. But with all that is done, it is still painful to reflect how much is left undone—how far the present state of things comes short of accomplishing all that ought to be done in the business of education. It will indeed be a happy period when the school shall be the pride and ornament of every community—when they shall no longer be the same weather-beaten school-houses, with their desolate surroundings, destitute of all that can charm the eye or gratify the taste, and made dreary within by the absence of suitable furniture and apparatus, and all those arrangements for comfort and convenience which render the school-room cheerful and attractive. May that time soon come.

HERMAN MEAD,  
*Town Superintendent.*

#### ROCKAWAY.

The report which you receive from me is carefully compiled from registers which are kept in our schools, and which are the property of the schools. With one exception, our teachers have been faithful in keeping the registers. The exception is not guessed at in the report, which includes only the facts as recorded daily.

In examining the schools, the registers and the annual reports of the several districts for the last year, I am gratified to find the year one of the most prosperous which has fallen under my notice. Our schools would not bear a favorable comparison with the Model School at Trenton or the High School at Newark, yet they are good schools

for our purposes. I wish we had better schools, but am certain that our teachers are doing a great work for the children of this township. My wonder is not that they do no better, but that they do as well as they do. For, in the first place, some of them are expected in six hours to teach classes which range from A, B, C to algebra. In the next place, most of them have no great conveniences for teaching; several of the schoolrooms are too small, some of them are very badly arranged, and some either have no blackboards or very poor ones. And, then, all of them have to contend more or less with irregularities in the attendance of their scholars, and the want of uniformity in books, or the entire lack of books by some of their pupils. Under all the circumstances, our teachers as a general thing have done well.

Our people have constantly, and by heavy majorities, voted to raise such a sum of money as very nearly makes our schools free. With small exception—and this only temporary, I hope—our schools are free, and the increased attendance on them proves that the plan is working well.

We have twelve schools in eleven whole districts. The several fractional districts are included in other towns, and therefore are not reported by me. These twelve schools have been open on an average ten months, allowing at the rate of six weeks a year for vacations. The number of days taught in them during the year was 2,340. The expense of this labor, including all the actual expenses of the school, has been about one dollar and thirty-five cents a day.

One thousand and fifty scholars, out of 1,208 in the town, have been taught more or less in our schools at a cost to the town and state of about three dollars each. These 1,050 children have attended the schools about 84,000 days in the aggregate, so that it has cost the town and state three and three quarter cents a day to keep a scholar in school. For a cost of only about three dollars we give a scholar a year's instruction, including 1,440 hours of solid time in the school-room.

This is truly a great achievement at very little cost. Our schools are our cheapest institution. Our people appreciate them more highly every year, and they have reason, for in all of them the rudiments of education are well taught, and in some of them with great thoroughness. Our schools have obtained such a hold on popular esteem that it will be very hard to vote them away from a point which they have so nearly reached, that is, a point indicated by the little word free.

JOSEPH F. TUTTLE,

*Town Superintendent.*

#### ROXBURY.

In transmitting my third annual report, I beg leave to state that, with one exception, no teacher has given me a full report of the school under his charge, and as I find so little time to leave my occupation for that purpose, I can give you only an approximation to the real state of affairs; but it is as nearly correct as I can furnish it, without the teachers can be bound by law to furnish more correct reports.

We are often supplied with teachers usually from a distance ; some of them being superannuated doctors, lawyers, or men who are unfit for other employments, or perhaps some young scion who has cyphered to the rule of three, and, being out of a winter job, is willing to hold forth for a dollar a day to illuminate the mental understanding.

This last class of teachers being of this nature are seldom seen afterwards, nor are their labors in the school-room more apparent.

Trustees are sometimes chosen as follows : On the eve of election four or five of the nearest neighbors attend, and some four or five young men will enter, and, by their votes, control the election, and elect whom they please, and the man who is a favorite will get it, regardless of his qualifications, or whether he will interest himself in the schools or not. Other elections occur where only one or two attend, and they run in whoever will serve.

If a man had the power of Hercules, he would crush the hydra-headed monster with his utmost power, satisfied, like Sampson, if he could die with his enemies.

We hope there will be means adopted to reach and arouse those who are so grossly negligent of the welfare of their children as to neglect to send them to school, even though they are educated without expense. Then, and not till then, will the great object of school system be accomplished, and the dark pall of ignorance cease to overshadow so many immortal minds in our midst. We hope for a good time coming when light for the mind shall be as free as light to the senses, and that the present legislature may hasten the day when we shall have free schools and nothing less.

S. D. BUDD,  
*Town Superintendent.*

WASHINGTON.

I have the honor to transmit herewith my annual report, and, I would say, that you may rely upon it as correct. Since my last report there have been changes made in this township, which, I am proud to say, speak in language not to be misunderstood, that there is an awakening with regard to the education of the rising generation. In one of the districts we have built a new school-house, which, I think, will compare well with any in the country. Others have been repaired and furnished anew. And all have been supplied with good, honest, whole-souled teachers—teachers who labor not so much for pecuniary reward, as for the enlightenment of the precious immortal minds placed under their charge. We have had several teachers from the State Normal School, and I am happy to say that they reflect great credit upon that institution ; and my earnest desire is, that we may soon have a full supply of those “ teachers taught.”

TILEO. NAUGHRIT,  
*Town Superintendent.*

## OCEAN COUNTY.

## BRICK.

There is nothing of special interest to communicate in relation to the schools of the township of Brick. We have no changes for the better to note. We have seven districts and two parts of districts. A want of good school-houses in several of the districts operates much against schools.

Our financial affairs are not managed to the best advantage, which is another serious obstacle. There remains due the schools from the township, for 1860, about \$100, and for 1861 about \$200. The amount ordered for schools at town meeting, March last, was \$600. The amount of state fund and surplus revenue is \$338 16. Not having received *any* report from teachers, we are unable to render any accurate returns.

W. F. BROWN,  
*Town Superintendent.*

## JACKSON.

It becomes my duty to make a report to you on the condition of our schools in the township of Jackson. Our schools are not in as good condition as we would like to see them. Out of the twelve districts nine school-houses are frame, and in middling good order; six schools are young, and in a very good condition. The teachers appear to manifest quite an interest in this school. The people generally show quite an interest in educating the children.

On account of money matters our schools have been at rather a low ebb, but are beginning to revive again, and their prospects are very fair for this winter.

I hope that you will take it for granted that our schools are in middling good condition at present.

I would like to say that the committees of our township take the law in their own hands concerning the school money, using it for other purposes, and not paying it back again. Please look into this matter when you make your report to the legislature.

HENRY MALSURY,  
*Town Superintendent.*

## PLUMSTEAD.

It devolves upon me, as town superintendent, to give you a general idea of the schools in my township, and I design to be as brief and pointed as possible. First, then, I am glad to inform you that the people in this locality, generally speaking, during the time that I have held the office of town superintendent, have manifested much interest

in the subject of schools; and, for the time being, the cause of education is quite extensively progressing; and will, without a shadow of doubt, if properly cared for, in this section of country, where its efficacy and power have long been needed, strongly develop itself upon the minds of the young and rising generation. Second, The schools have been kept in session for nearly an average of six months during the year; we have in the township eight district schools, and three out of that number are continued open from nine to ten months: the other five, from the fact that their number of children in the districts is smaller, and that causing their apportionment out of the school fund to be less, and insufficient to pay for tuition, are therefore obliged to vacate for a length of time. I would very much like to see the time come when the Legislature of our state would give us an additional appropriation sufficient to keep our schools entirely free for the whole year; I would ask this, from the simple fact, that in many sections of our state the patrons of our schools are composed of the poorer classes, and therefore are unable to contribute their money to the support of the education of their children, and, consequently, are dependent upon free schools for their education; or, otherwise, they are left destitute of that which qualifies them to be useful in society. Third, Our teachers during this year have all been natives of our own state, and well qualified for their positions, manifesting great interest in the work by the faithful discharge of their duties to their pupils, as it has been very evidently discovered by the advancement they have made generally. I have made it a point of duty to visit each school once in each quarter, and some, where I was inclined to believe necessity demanded it, I have visited oftener; I have labored to secure everything which I thought would be of advantage to the schools; advised and consulted with the teachers; addressed and encouraged the children; urged upon them the importance of striving to develop their minds, and become educated men and women, assuring them, that in order to do so, they must apply themselves to useful studies. We have in the village of New Egypt a select school, which is very much esteemed by the citizens of the village and surrounding vicinity. I regret that town superintendents generally, in other townships of our county, as I am apprised of the fact, have not been more engaged in the work of education; and thereby discharge the duties incumbent upon them in furnishing reports, and all other necessary information required at their hands relative to schools.

MILLER W. REYNOLDS,  
*Town Superintendent.*

#### UNION.

Enclosed you will find an imperfect statement of the doings of our schools in this township. I have nothing new to say in the matter, as we are moving on in the old way of indifference with employers and district trustees, on whom I consider nearly the whole responsibility rests as to the prosperity of our public schools. The teachers, I think, have been qualified for their duties, and have mostly given

satisfaction, and would no doubt, have done better if they had received proper countenance and support from the persons above named. There seems to be almost an impossibility in getting teachers to make full returns without the superintendent spending more time than the public are disposed to compensate him for, and I have, under the circumstances, done the best I could.

JAMES EDWARDS,  
*Town Superintendent.*

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## PASSAIC COUNTY.

### ACQUACKANONK.

In the absence of the reports of the teachers, I have filled the blanks from such facts as I have obtained when visiting the schools. I regret it is not more perfect. With the exception of one or two of our school-houses, they are very comfortable: some are new and others have been repaired. Our teachers are all well qualified for their duties, being both moral and well educated; the schools are in far better condition than formerly. There is a deeper interest felt in the township for the improvement of the schools and the instruction of youth, as well as to their moral character as to their education. I should like to see parents, as well as trustees, visit the schools more frequently. Such a course would encourage the children as well as the teachers. It would strengthen some of our weaker schools, could two of the districts be united, but the wide-spread territory they embrace forbids it, especially in winter season, for small children, at which time the schools are best attended. There is but one district that has closed its school for the present, and that depends almost upon the manufacturing interest, which is doing too little to maintain it; the other schools all go on steadily.

CORNS. G. VAN RIPER,  
*Town Superintendent.*

### MANCHESTER.

It is but little I can say in regard to the schools of our township, except that I think the teachers are fully as well qualified as those of last year to bring the children forward. I notice hearty attempts at making the children realize the importance of their studies as well as of improving their capacities, but the parents and trustees hardly do enough to back the teachers in their endeavors to make the children understand the importance of being thorough in whatever they learn. Showy surface work is what many want and too many get.

DONALD ALEXANDER,  
*Town Superintendent.*



## PATERSON.

In compliance with the provisions of the law relative to the public schools of the city of Paterson, I beg leave to submit the following report:

The past year has been one of marked interest to the friends of popular education. Owing to the extraordinary political agitation of our national affairs, producing a commercial and manufacturing crisis throughout our country, and the almost total depression of every branch of industrial pursuit, the corporate authorities of our city were led to conclude that it would be impossible to collect the taxes out of which our public schools were to be sustained, and they recommended to our board of education to suspend the operation of the public schools, for one quarter at least. This act called forth a public expression of the appreciation of the vast advantages of our public school instruction to some four thousand children in our city. The almost universal cry was, do not close the public schools. Our board of education came to the conclusion to cut off all expenses not absolutely necessary, and continue the schools in operation. The teachers themselves nobly stepped forward at this critical period, and offered to sustain the public schools at any reasonable sacrifice on their part, and cheerfully submitted, subsequently, to such sacrifices as the board required.

Our schools are all in a prosperous condition; the interest manifested by the board of education and teachers to advance the public instruction in this time of our country's peril, has aroused the dormant feelings of the community at large, as was manifested by the large attendance upon the exercises of our teachers' institute, which has just closed its session. All the information I am required to give in reference to the schools and scholars, attendance, &c, will be found in the accompanying answers to your queries.

WILLIAM SWINBURNE,

*Town Superintendent.*

## POMPTON.

I am happy to be able to report that in three of the districts of our township school has been in operation the whole year; and in the other four they have had school three terms each.

It is a gratifying fact, too, that the amount of tax raised, with what is received from the state, has made schools free in five of our districts, and nearly so in the other two.

The schools generally have been well conducted, and the scholars have made improvement. But there is great reason to deplore the fact that so small a proportion of the children are daily in our schools. For the irregularity in attendance, parents are evidently to blame; and they certainly are doing their children a great injury.

Two teachers are now at work in our township who were taught at our State Normal school, and they are doing well.

No change has been made during the year in the condition of our

school-houses, though in some of the districts the internal arrangements greatly need improvement.

JAS. E. BERNART,  
*Town Superintendent.*

WAYNE.

In compliance with the request in your circular, I annex a statement of the condition of the schools of our township with regard to their efficiency.

They are conducted in part by teachers who manifest a zeal in the cause of education creditable to themselves, and promotive of the best interests of society. There is, therefore, a manifest improvement of the scholars; yet our schools do not receive the encouragement from the people of the township, and particularly from the state, that they should. True, the people of our township have provided convenient and substantial school-houses, much to their credit; but there are those in our community, as in all others, who cannot avail themselves of those advantages for the want of means; consequently, the children are deprived of the inestimable privilege of obtaining a proper education. Were the state to take measures for raising a fund sufficient to make our schools accessible to all classes, *without charge*, it would be placing us upon an equality with some of our sister states, and be a happy state of things for the commonwealth of New Jersey. I recommend such a measure.

GEO. G. RYERSON,  
*Town Superintendent.*

WEST MILFORD.

Enclosed I return your series No. 2 of questions, with answers annexed, which are as near correct as they can be obtained at present. Owing to the frequent changing of teachers—the same teacher seldom remaining in the same district throughout the year—it is impossible to obtain a more accurate one.

The condition of the schools in this township has not materially changed since my last report. Some of the districts manifest considerable interest in the cause of education, while others, I regret to say, do not show as much interest as could be desired; yet there is a marked improvement when contrasted with what they were some years since, enough to warrant us in saying that we are making substantial progress. We have completed one new school-house the past year, and most of our school-houses are quite comfortable; and, all things considered, I think the cause of education is moving on in the right direction.

HORACE LAROE,  
*Town Superintendent.*

## SUSSEX COUNTY.

## BYRAM.

Herewith I send you the report required by law as to the condition and operation of the schools in this township for the past year.

In making up these statistics, I have approached as near correctness as the imperfect character of the reports from teachers and trustees will allow. As I stated in my last annual report, I still am of the opinion that the law should be so amended as to give superintendents authority to refuse the payment of teachers until they make their monthly reports of attendance, in writing, to the town superintendent.

The schools in this township are generally in a prosperous condition, and the interest manifested by the people, in the cause of education, is a gratifying one. We have but one school in our township that is kept open the whole year (the school at Stanhope), and this is done by extra contributions on the part of its patrons, over and above the amount of public money apportioned to its support; the other districts generally divide their funds in such a manner as to give them school for part of the summer and part of the winter, but raise no money beyond their portions of the public funds; hence their schools are closed for part of the year, as the public fund is not sufficient to ensure a whole year's teaching.

The whole amount of money for the use of schools in this township for 1861, is \$964 14, derived from the following sources: township school tax, \$650; state school fund, \$231 92; interest on surplus revenue, \$82 22; whole amount, \$964 14.

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

E. A. REEDER,  
*Town Superintendent.*

## GREENE.

Imperfect statistics, respecting the public schools of this township, may be found in your excellent series of questions duly sent me by you. The assistance thus afforded the township superintendents, in compiling the required information, is invaluable. But one of the schools of our township is supplied with suitable blank forms, for keeping required registers, and they are furnished by the teacher thereof. The statistical information possible for the superintendents to furnish must, therefore, be very incomplete. The greater number of the teachers in New Jersey of the present day are employed by the month or year, at very low salaries, and may very naturally feel that, while it adds to their labor, it adds nothing to their pockets, to keep the required registers—with which requirement, too, I have good

reason to believe, there are many teachers, as well as parents, very imperfectly acquainted. Could proper blanks be furnished them, the necessary labor would be much diminished, and the work, in my opinion, much more thoroughly and satisfactorily performed. At the annual township meetings, a small appropriation could be made by each township, and the superintendent thereof authorized to have printed the required blanks, and thus they could be furnished to each school. This course I would recommend to each township, and that they use all pains to select their most competent men for superintendents of their schools; and then that they make a suitable appropriation, in addition to that provided by statute, to recompense them for a faithful discharge of their vitally important duties. Let me here, also, recommend that one or more of the valuable reports of the state superintendent be furnished to, at least, each school in a township. I feel assured that a most important service would thus be rendered to the cause of popular education throughout the state. But too often, indeed, are both school officers and teachers found almost totally ignorant of the law, and without any convenient access thereto, prescribing their responsible duties. How, then, can we reasonably expect that the duties of either, much less those of the people, whose servants they are, will be efficiently performed? A superintendent but seldom can secure a full audience of the patrons of a school, and in case he could, supposing him to be an intelligent, but poor man, with a family to support, at a compensation of a dollar a day, when, perhaps, at his own legitimate business he could earn two or three, would not always feel called upon to read and digest very copious extracts of the school law, unless more patriotic and philanthropic than the large bulk of mankind. How often, too, do we find our most capable men, declining an acceptance of the office of township superintendent—the election of utterly incompetent persons, and the consequent saddening results, everywhere visible, in the supervision of the public schools. What work or enterprise ever yet prospered without an intelligent and energetic supervision? And shall we longer continue to expect impossibilities? The age of miracles is passed. All credit be given for what has been and is still doing, to advance the great interests of popular education by state legislation. But the root of the evil must be reached—*the masses of the people must be aroused to the work*, by means of *more direct* and awakening influence. It is then, and then alone, in my opinion, that they will act in earnest. It is quite impossible for the state superintendent to visit every township even, much less, every district in the state. This can only be done by more intelligent and efficient township supervision, or, as in the state of New York, by county superintendents, which latter plan possesses many claims for consideration over that of the former. The time of the county superintendent would be given to the work, and after spending the day in the school, he could call together and meet the parents and friends of the school, in the evening, pressing upon their attention the wants and interests of the school.

With regard to the condition of the schools in this township, I feel justified in stating, that there is an increased interest felt throughout the township. They are supplied with competent, and, I believe,

successful teachers, all of whom have had considerable experience in teaching, and one with the system of normal school drilling.

Of the five school-houses in the township, three are in good repair, but not large enough; one, so that it can be used, and therefore is; and the fifth wholly unfit, and, consequently, no school is taught in the district; and the school in the adjoining district, too large. I think one or more good buildings, for school purposes, will be put up the present year. We have also one school in which the languages and higher branches of mathematics are taught.

E. M. WHITE,  
*Town Superintendent.*

#### HARDYSTON.

Owing to the fact that I have been unable to procure teachers' reports from all the districts, I have been obliged to make estimates in several cases based upon my own notes and observations. Therefore the statistics furnished may not be in every respect absolutely correct. I have acted on the presumption, however, that a complete compilation, though somewhat imperfect, would be more serviceable to you than one comprising only a part of the requisite matter, even though it were otherwise perfect. School registers have been quite unknown to our public schools until the present year, and teachers' reports are an actual novelty; but both are absolutely indispensable. From the data at hand it appears that there is a decrease in the number of scholars of school age, notwithstanding which there has been an increased attendance at school. In many respects there has been an evident improvement in the public schools of this township during the past year. The greatest difficulty experienced is to obtain teachers of sufficient ability and experience for our smaller schools, where the public fund is necessarily limited. I humbly suggest that, if those parts of our school law relating to the qualifications of teachers, and the duties of examiners and superintendents were altered, so as to require the former to possess certain specific qualifications, and the latter to enter upon the duties of their office under oath or affirmation faithfully to observe these provisions of the law, the cause of education would be infinitely benefitted thereby throughout the state.

HORACE E. RUDE,  
*Town Superintendent.*

#### NEWTON.

There has been but little perceptible change in the condition of our schools since my last annual report. The township, at its last annual meeting, voted to raise \$2 50 per scholar, which is an advance of fifty cents from last year. Some of our lawyers denied the legality of raising by tax a larger sum than, with the surplus revenue, would amount to \$3 per scholar. There seems to be some ambiguity in the language of the statute upon this point, which I hope you will elucidate in your

next report. I have visited the several schools throughout the township, more or less frequently, as I thought necessary, in order to gain correct information of their condition, and as I thought my visits would be of service. We have teachers of nearly every grade of qualifications and capacity; some, who, for literary attainments, tact in the art of instructing, and enthusiastic devotion to their work, I am satisfied would not suffer in comparison with any district school-teachers in the state, while there are others of whom it would not be safe to boast. Yet we may congratulate ourselves that this latter class is growing beautifully less from year to year. In some of our schools that have not been so prosperous as they should be, I am confident the fault has been more with the parents than with the teachers or scholars. In order that a school should be successful, the teacher *must* have the sympathy and co-operation of those for whom he is laboring. Scholars will never confide in and respect a teacher unless they believe him to have the respect and confidence of their parents; and if a teacher is not respected and loved by his pupils, he may never hope for success. If he has no *claim* upon their love and esteem, it is high time that his labors as a teacher were closed, and his attention directed to some other pursuit for a livelihood. But if he be a man of unexceptionable character, well qualified for, and earnestly devoted to his work, the duty of parents is plain. They should extend to him their hearty co-operation and support, and cheer him on his way by the assurance that his arduous labors are duly appreciated by them. They should consult freely with him upon the character and disposition of their children, and the most salutary methods of influencing their conduct and improving their minds. How different is this from the cold and distrustful manner in which the district teacher is received in most communities? How seldom is he encouraged by words of kindness, how seldom stimulated to higher endeavor by the assurance that his labors are appreciated? How often is some slanderous report respecting the teacher or school caught up and made the theme of remark in some "sewing circle," or other gathering? and how often do parents and others listen to the passionate, prejudiced, and often false statements of bad scholars, and sympathize with them against the just severity from which they have suffered; denouncing the teacher in the presence of his pupils, and thus taking the most effectual means to destroy his authority?

A great embarrassment under which our schools labor is the miserable and shameful condition of our school-houses. I have so often referred to this subject in my reports that I intended at this time to make no allusion to it. But a sense of duty forbids my keeping silence upon a subject that so deeply affects the educational interests of the township. The wretched condition of these houses is the more inexcusable from the fact that they are located in communities that are abundantly able to have tasteful and commodious structures in which to educate their children. In district No. 7, Newton village, with 600 children between the ages of five and eighteen years, the shiretown, and by far the largest village in the county, where every department of industry and useful enterprise has flourished almost beyond precedent, there is not a single school-house, which is the property

of the district. The old academy, used for district purposes, is a miserable, dilapidated structure, utterly incapable of accommodating one-fourth of the children of the district. Hence we are obliged to depend upon the select schools of the place, and allow them their due quota of public money, although they are in no way subject to the control of the district trustees or town superintendent, and are not legally entitled to a single dollar. It is passing strange that in a community like this such a state of things should be allowed to exist, yet I fear it will continue until the laboring men of the district are sufficiently imbued with the importance of primary school education to demand that their children shall be placed on vantage with the wealthy in the great struggle in pursuit of honor, usefulness and happiness; that the avenues to useful and honorable positions in life shall not be closed to them through any neglect of theirs to foster the district school. And if our wealthy men and those who have no children to educate have a spark of patriotism or philanthropy, not to say regard for their own ultimate interests, they will not longer neglect the society about them, but will use their influence to secure the erection of such a school building as shall satisfy the educational demands of the village.

An exceedingly interesting and profitable session of our teachers' institute was held at Deckertown in September last, under the instruction of Professor William F. Phelps. The inclemency of the weather, and the location of the institute being in one of the remotest towns in the county, prevented the attendance of many who would gladly have been present; yet the fifty teachers that did attend, were furnished with an intellectual treat seldom, if ever, afforded to the teachers of this county. The exercises were of the most useful and practical kind, and no teacher could have been present without being greatly profited thereby. Prof. Phelps was enthusiastically devoted to his work, and his clear and logical explanations of the various subjects presented for discussion, elicited the hearty commendation of all.

HENRY D. CHAPIN,

*Town Superintendent.*

#### MONTAGUE.

The several schools within our township are kept in good condition; the average number of scholars taught in our township is two hundred and twenty-five; the schools have been kept open six months; the amount of money received by me is one hundred dollars; the money is apportioned to the several districts, and the apportionments paid to each school; the people take quite an interest in having their children educated, and manifest much care in selecting a teacher.

JACOB SHIMER, JR.,

*Town Superintendent.*

## SANDYSTON.

The schools in Sandyston township appear to be in a thriving condition. The people have not the spirit of education as much as they might. You will see by my report that they did not raise any money by tax for schools this year, and on that account we have not had school in some of the districts the past summer; but at present they are all taken up, except one, and the school-houses are in a comfortable condition.

O. COSS,  
*Town Superintendent.*

## SPARTA.

In regard to the condition of the schools of this township, I think I can safely say that we are making some progress in the right direction. And if we take into consideration "the evil times upon which we have fallen," I think we are doing well. Our teachers, generally, are interested in their work, and considering the limited pay they receive for their services, are discharging their duty nobly. They are all true patriots, I believe, and lovers of their country, of their calling, and of their race. I think they all go in for a free country, and free schools, which they consider the rights of the young. Our schools have been better attended during the year that has just closed, than the one preceding, and been kept open a longer period of time, which you will perceive by my statistics of the township. Although the schools have been better attended, yet a large number of the children of the township have not been found within the walls of a school-room during the entire year. A lamentable state of things, truly. If there could be some plan devised to remedy this evil, it would be very desirable. I think the Legislature might do something which would greatly promote the efficiency of the schools, and add to the prosperity of the state. There is a growing desire in our township for free schools. Last spring an effort was made to raise more money for school purposes, but it failed. The same amount was raised as was the preceding year. No county examiners were appointed by the freeholders for this county, and therefore the superintendent and trustees have had to discharge the duties which would have devolved upon them. There have been employed in the township during the year nine male and seven female teachers. All have been duly licensed. The time the schools of the different districts have been kept open has varied from five and a half to ten and a half months. The average has been eight months. No particular change of school-books in the township since last year.

MOSES DELANY,  
*Town Superintendent.*



## WALLPACK.

In obedience to the state law requiring the superintendent of public schools in each township to render a written report to the state superintendent, I now would respectfully beg leave to report to you that I was duly elected to the office of superintendent of public schools of Wallpack township in April last, but, in consequence of my predecessor in office giving me no report or information concerning the condition of the schools in this township, when he retired from office, I am utterly unable to give anything but an account of the school under my care during my own incumbency. The general state of public instruction in this township, I regret to state, is, in my opinion, not either what it ought to be or what it might be made to be. I have been obliged to notice, on the part of parents, that they do not feel willing to pay the wages to teachers they should pay, in order to obtain first-class teachers. The highest wages paid to teachers in this township is fourteen dollars per month and board; the lowest wages is ten dollars and board, averaging twelve dollars per month; and all the teachers now under employ are males (although I must admit the teachers who have been employed since I have been in office have been qualified to teach in the districts that they have been employed in). Another fault on the part of parents is in sending their children to school irregularly, and oftentimes complaining that their children do not learn, and have a careless and indifferent teacher. Sending children to school one day and keeping them home two, is a slow way of obtaining even a common education, and then it is so difficult for a teacher to keep his school in well organized classes. The offspring of parents are thus permitted to go to school irregularly and carelessly; nobody assists them in their efforts, or insists on their learning but the teacher, and he or she does not see the face of a parent inside the school-room once a quarter, during school hours. Thus, with parents, by their actions, not wishing their children to learn much, and not helping them to learn any, how can the best qualified teacher teach well? If children, belonging to parents who do not show them at home the importance of obtaining an education, get a sufficient education to fit them to fill the places they will be called upon to fill when they become men and women, they, their teachers and the school officers, are to be thanked for it, and not their parents. Another fault in parents is not purchasing proper school-books, so their children may be taught in classes. On the part of trustees there is little attention or care given to the cause of education, beyond performing the legal duties incumbent on them. They do not appear to feel as much interested for the welfare of the youth of their districts as they should. In visiting the schools I have it publicly known in the district, and the trustees and employers are invited to be present, but I have not had the good fortune of meeting any employer—and have met the trustees only on two occasions, and that was in district No. 2, yet they generally find fault at being obliged to pay high prices to teachers. The children in this township are generally active and intelligent; and, where fair opportunity has been offered them, they have done exceedingly well. There is no fault to be found with them; and if they do not progress in their

studies, the reason is to be looked after, and it will be found that their parents have neglected the duties incumbent on them. All the teachers that have been teaching since I have been in office, have been licensed by myself and the trustees of the district that they were employed in, except in two cases; and in these cases I could not get the trustees present, although I was satisfied the teachers were qualified to teach the scholars of the districts. The teachers of this township are much better than could be expected, considering the wages they receive. Out of the five now teaching, three are excellent teachers; and, in my opinion, capable of teaching almost any common district school in the state. Upon the whole, this township is very fortunate in having good teachers this year, and they are working for very small salaries. The school-houses in this township are reasonably good; none are so good but that very great improvements are obviously desirable, and none are so poor as to be positively uncomfortable; the houses not being properly ventilated is the greatest objection I see to them; and, in the most of them, the ceiling is too low; there is a good playground attached to each house. The number of school-houses in this township is five; there are six districts. No. 5 is connected with a district in Sandyston township, and in that township the school-house is situated; consequently I have not much knowledge of the manner in which the children are taught. I have visited the schools, according to the laws of the state, each quarter once; spend a half-day in the school-room, and converse freely with the scholars, and tried to show them the importance of paying strict attention to their studies, and obeying their teachers' commands, generally making some remarks to the school before leaving; and if I have any suggestion to make to the teacher—thinking to better his plan of teaching—do it to him in a friendly manner, and in the absence of his scholars. I have found negligence in the teachers of this township, that is, those who have closed their schools, in not giving me a written report of their school; although I have invited them all to do so, none have given me a report except the teacher in district No. 3. I would suggest that the state superintendent be authorized by the legislature at its next session to furnish each district in the state with a register, to be the property of the district. If this can be done, I think no teacher will close his school without leaving a written report; and without a report, it is difficult for the superintendent of the township to perform his duties to any degree of exactness. We have 253 scholars in this township, and the amount of money apportioned to us is \$180 89, which is about 71 cents to the scholar. I hope the people of the township will wake up to a sense of their duty, and at the next township election, raise at least two dollars tax for each scholar in the township. In conclusion, let me say, I hope the day is not far distant when the whole people of this state will take a deeper interest in the education of their youth.

JOHN S. SMITH,  
*Town Superintendent.*

## WANTAGE.

In sending you this, my annual report, you will perceive by the accompanying statistics that the township of Wantage is divided into twenty-one and a half school districts. The school-house in the half district is not in this township, and the number of children between the ages of five and eighteen years is 1,372; and the number attending school twelve months is 726; nine months, 239; six months, 63; and three months, 57; and the number of colored children 10—making, in all, during the year, 1,095. The number of months, on an average, that the schools have been kept open, is eleven and one-seventh, that being a little gain on the average months; the number of teachers licensed during the year is 39—26 males and 13 females. The terms of tuition per quarter are from \$2 to \$2 50 per scholar. The money raised by tax in the township for schools is \$1,500; that received from the state, \$580; surplus revenue, \$445, 14—making, in all, \$2,525 14.

The teachers' institute met with us again this year, in the village of Deckertown, and was well attended. The lectures in the evenings were fine, and it passed off admirably.

I have but one suggestion to make in reference to the school law at present, and that is, the licensing of teachers should be left alone to the town superintendent, and that license should be confined to the township, instead of the district, so that when any one made application for a school, all the trustees would have to do, as far as qualifications are concerned, would be to examine the license and see that it was sufficient; for, in the license granted, should be mentioned the branches he or she may be qualified to teach. This would prevent, in my estimation, teachers commencing school without license.

You will see by the average number of months the schools are kept open that the people take a reasonable degree of interest in education.

MOSES STOLL,

*Town Superintendent.*

## VERNON.

In making this, my annual report, I am sorry to state that reports have not been made by teachers to me of some of the schools, although a portion of the teachers have supplied me with a brief account of their schools; yet, so many have failed to comply with the request I have made, that it obliges me to leave blank what I would wish to furnish.

For the neglect of teachers making their reports, I can assign no motive, unless it be shame for the very small number of pupils. There must be actually a neglect on the part of the parents in those districts in not sending their children; for, in visiting some of these schools, where the daily attendance ought to be from fifteen to twenty-five, I have found from one to twenty. In those schools, the money furnished by the state and township is the only money that such districts use for all their educational purposes; while others support their schools in part by rate-bills. The former are far inferior to the latter in point

of education, and will remain so, unless the wisdom of our legislative body can devise some means to bring around some measure by which parents will be induced to be more punctual in sending their children to school.

There is considerable interest manifested in a majority of the districts of the township, and the schools are steadily advancing. But in others the people are less zealous, and have considerable difficulty in keeping teachers—making frequent changes, and by so doing, retarding the progress of education, and not unfrequently causing dissensions in the district, which are still more detrimental to the cause of education.

The schools in the township, in the aggregate, have not been quite so full in attendance as last year. The school-books in use are the same as for several years past.

No new school-houses have been built. One has been repaired, at a cost of \$63 36, and one has had the grounds enclosed by a good, substantial stone wall, ornamental trees set out, wood-shed built, etc. All these necessaries have been built voluntarily, by the enterprising inhabitants of the district (No. 7), without taxing the district, or using any of the public moneys; and they keep up their school at a greater expense than any district in the township, in proportion to the number of children reported.

I would suggest that each, or any township, that might deem it just towards its citizens, may be empowered, through the action of the township committee, to apportion the school moneys in this wise: That each district shall receive in proportion to the time the school has been kept open during each year, and the daily average attendance during that time, which shall be ascertained by the reports of the teachers, who have taught therein; and no teacher to receive his public money until he shall first produce a report of the daily attendance, and length of time taught by him in such district.

N. B. GIVEANS,  
*Town Superintendent.*

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## SALEM COUNTY.

### ELSINBOROUGH.

I have complied with your request as near as possible. The teachers have rendered me their report, and the same sets forth the statement, as made in my report accompanying this. The schools have, as far as I can perceive, been in a healthy condition, and better attended than usual. The trustees, as a general thing, employ the teachers without consulting the superintendent. The female teacher for the summer term is a graduate of the Normal School, Trenton.

HIRAM HARRIS,  
*Town Superintendent.*

## LOWER ALLOWAY'S CREEK.

I believe my information to you this year is more full and correct than ever before. You will, doubtless, observe that in licensing teachers we have paid no attention to the law. I am sorry for it. There is a *private* difficulty in my relations with the trustees concerning applicants, who are sons or daughters of the trustees, or personal friends of mine, and perhaps related to more than one of the parties. Strangers could perform the duty more effectually, and a refusal of a license would be borne with more grace. I have but little doubt this is the experience of every superintendent in the state. I believe the license system is right. Teaching should be performed by those only who are qualified, and not by any one who happens to have a little leisure, and seizes the opportunity to force himself into the school at the risk of personal friendship; when, if he were required to obtain a license from some one duly qualified to give it, he would not think of teaching. And as the board of freeholders, by whom this difficulty might be remedied, refuse or neglect to appoint a suitable person, I propose that the law be amended, to authorize the superintendents of the various townships, in each county, to be a board of superintendents, and hold an annual meeting, soon after their election, each and every year, and select from their own number, or in case they deem it proper, *some one else who will act*, and let the teachers, or as many as possible, meet at the same time by a public notice of the time of the annual meeting; and, if one meeting should not be deemed sufficient, let another be appointed by said board, the same as is now required by the county examiners, and be paid for their services in the same manner. This thing will never be attended to by the freeholders, but I think it would be by the superintendents, in order to relieve themselves of the personal obligations now resting on them of licensing said teachers.

THOMAS A. MASKELL,  
*Town Superintendent.*

## LOWER PENN'S NECK.

I have visited all the schools regularly; the behavior in three of them is unexceptionable; in the two others, only tolerable; the fault, I believe, is owing partly to some of the parents not desiring to have their children properly disciplined during school hours, but I am happy to say there has been quite an improvement within the past three months. Three of the schools are free—at the other two each pupil pays at the rate of one cent per day. The school-houses are all comfortable, and supplied with good stoves. We have not, as yet, had any teachers from the Normal School this year. Those employed are considered very good by the trustees. The free school system ought to be highly prized in this part of the state, as it has proved a great blessing in our district.

DANIEL I. GARRISON,  
*Town Superintendent.*

## PIESGROVE.

I have endeavored to answer your series of questions to the best of my knowledge. As respects the state fund, I have received it but for three-quarters of a year, having been elected to office in March last. The county collector informed me there would be another instalment due in January next. In district No. 4, in this township, we have three schools, two of which are under the control of committees of religious societies; one of them belongs to the Friends, to which is appropriated about one hundred and twenty dollars per year, for the payment of school bills for poor and orphan children; they also have funds to repair and keep in order their school-house; the other belongs to the American African Church, which raises some money to purchase fuel, etc., for the benefit of their school. District No. 1 has two schools. The public money is divided in the ratio of the children attending said schools.

The school-houses are generally repaired by the patrons of the several districts.

As to the teachers, I consider them as competent as could be expected, taking into consideration the salaries the patrons are willing to pay.

JAMES WOOLMAN,  
*Town Superintendent.*

## PITTSGROVE.

Accompanying find the annual report for Pittsgrove township, Salem county. I regret that the report is so meagre. It is almost impossible to get reports accurately made from the teachers. The amount of money appropriated is not sufficient to support a continuous school, and the result is, that we are without schools a part of the year; and, from the small sum furnished, many districts persist in employing incompetent teachers. The female teachers employed during the year have been better qualified than the males, and have given general satisfaction.

J. S. WHITAKER,  
*Town Superintendent.*

## SALEM.

My second annual report, which I now have the honor to make, as superintendent of public schools in this district, will not manifest much change, for better or worse, from that of last year. The whole number of children who have attended school, in the present year, is large; but a proportionable amount of benefit is not to be looked for, because the attendance of many is very brief, and of others very irregular. I consider the public school in this district as certainly in a prosperous condition, taking into consideration the difficulties under which we labor. For fidelity and close attention to duty, on the part of the teachers, we are not surpassed by any similar institution in the

state. And it is to be regretted that the small salaries they receive, are by no means a proper compensation for their arduous and untiring labors.

I cannot say that the interest manifested in our public school is at all general. The efforts of some few members of our community to promote its prosperity, are worthy of all praise; and there is no doubt that, if a larger number of our prominent and influential citizens could be induced to visit the school, and show some interest in its welfare, the advantage would immediately appear, in more regular and constant attendance by the pupils, and a stronger desire to gain the full advantage of the facilities thus afforded them.

If I might take the liberty of suggesting an improvement in the system of public schools, I would say that an *annual visit* by our state superintendent would have a most happy effect. It would stimulate both teachers and scholars to make a favorable impression, and would give an impulse to the whole work, which would not soon be forgotten.

As was remarked in my last report, there are schools in this city of every class and grade, varying in their terms from \$50 per annum to three cents per day. Facilities for learning are, therefore, enjoyed by all; but the general effect is unfavorable to the public school, which is not always regarded with the respect to which it is fully entitled. I hope that brighter prospects will open upon us during the coming year.

THOMAS F. BILLOPP,  
*Town Superintendent.*

#### UPPER ALLOWAY'S CREEK.

I was elected superintendent in March last, and entered upon my duties on the first of April—consequently, I cannot make as full and correct a report as I would like, as the teachers, previous to that period, had made no report. Since that time I have done the best that I could under the circumstances. As to the number of scholars, and the amount of funds, etc., my report is, in the main, correct. Our teachers, with one or two exceptions, during the summer terms, have experience, and make teaching their occupation. The schools are all free in this township. They have been kept open upon the average of ten months. I have endeavored to be in each school at least once each quarter, and have been well pleased with the advancement some of them are making. The school-houses are all comfortable, and in very good condition at the present time. The first school district have made an addition to their house by private contribution. I have some cause to make complaint of the too unfrequent visits of the trustees, parents and guardians of children in some of the school districts; parents and others should visit the schools often; it would have a more beneficial effect, and inspire the children to greater advancement. There are five graduates of the State Normal School in my township—one male and four females—and everything seems in a healthy condition.

WILLIAM HOUSE,  
*Town Superintendent.*

## UPPER PITTSBORO.

I have nothing in particular to say, more than I have on former occasions. The inhabitants raised \$200 more last town meeting than ever they did before, and some little more interest is manifested in a few of the districts, but not as much as ought to be. The class-books are much better this year than ever they were before. Our school-houses nearly all need repairing or remodeling inside, to make them comfortable for the scholars and teachers. You will see, by my report, that only one teacher from the State Normal School has been employed—a female. I heard Mr. Phelps' lecture at the Salem county teachers' institute, and he recommended gymnastics to be introduced in schools—but I differ from him in opinion on that subject. In our country schools, where some of the scholars have to walk two miles to school, and where the school-house is located in or near a woods, the little antics practised by the scholars, together with the chores of work many of them have to do, I think is exercise enough; but in town I am willing to admit that it is necessary. The blackboard is used this year more than formerly.

JAS. COOMBS,  
*Town Superintendent.*

## SOMERSET COUNTY.

## BERNARDS.

The schools in this township have been kept in operation with about the usual interest and success. The change of teachers has not been quite so frequent as in former years. Of those trained in the State Normal School, not one has been employed. The school-houses, with two exceptions, are in a very good condition—mostly new and comfortable. A successful effort to erect a new house will be made in one or both the districts excepted above.

Several of the schools are at present vacant, and one or more of them likely to continue so through the winter.

The general interest of our community in the cause of education is advancing, we trust, though not very rapidly. The financial state of the country, doubtless, operates to some extent against an enlarged expenditure in that direction.

JOHN C. RANKIN,  
*Town Superintendent.*

## BRIDGEWATER.

The answers to the questions concerning the public schools of this township are as correct as the means at my command could make



them. Two districts failed to make any report, and two others only reported for part of the year; so that I had to rely on my own minutes of my quarterly examinations for the supply of the deficiency. The statistical matter comprised in the answers to the questions submitted to me, cannot therefore be regarded as strictly accurate. Indeed, I have no expectation that the matter sought to be embraced in the state superintendent's annual report can ever be correctly obtained till we have a more efficient school law. By our present law it is enacted, that "every teacher employed to teach a public school shall keep a register of all the children attending the school; their names and ages, and the names of their parents and guardians; the date when each child entered and left the school; their daily attendance, and the branches taught; also, to record the day of the month on which the school was visited by the town superintendent, school committee, or other visitors; a copy of which register shall be filed by the teacher with the town superintendent, or school committee, in the township in which the school is situate."

Now this is nearly an exact copy of enactments of at least three other states, with the *gist* or *vim* of the matter left out, which makes the act entirely worthless. Now, if it is intended that registers shall be kept, the state must furnish blanks, otherwise, if kept at all, they will be in as many forms as the colors of Joseph's coat—some of them in a shape to be understood—others, not to put too fine a point, doubtful. If it is understood that teachers shall file with town superintendents a copy of such register, then let it be enacted that the teacher shall file said copy before he shall be entitled to his pay, and that the copy of the register of the last quarter of the year shall be filed on or before the tenth of December.

Our schools have been more thinly attended this year than usual, owing to removal out of the village of families in want of employment, and also to difficulties arising from disagreements as to what and who shall be employed as teachers, so that in some few districts the cause of education seems to be retrograding, while three or four other schools in the township have made great progress in learning, and have more advanced scholars at this time than at any previous period of my superintendence.

The branches taught in these schools, beyond the primary studies, are higher arithmetic, algebra, geometry, theoretical astronomy, chemistry and botany. English grammar well and correctly in two of our schools, which is a good deal to say for any township in the state.

CALEB MORTON,  
*Town Superintendent.*

#### BRANCHBURG.

The spirit and progress of education in this township are not what they should be, yet there are several encouraging features. There is entirely too much apathy and indifference on the part of the patrons and supporters of our schools, in regard to the conveniences and com-

fort of our school-rooms; and the playgrounds are generally altogether neglected, instead of being kept in good order, and neat and pleasant to the scholars. These, properly attended to, would attract many little ones to the school-room to enjoy themselves. In most of schools, too, there is a deficiency as regards suitable blackboards, globes, astronomical and geographical maps, philosophical apparatus, etc. A few dollars invested in a proper supply of these would be profitable, we think, to the employers of every school, and would so encourage and assist the teachers that more knowledge could be imparted to the pupils in one quarter than there now is in two—consequently, the saving of one quarter's tuition. The right kind of teachers could, we think, remedy this deficiency, to a great extent, by visiting the families of their respective districts, and informing them of the incalculable benefits that would accrue from the use of such apparatus; or the same results could be obtained by inducing the parents more frequently to visit the teacher in the school-room, and there see for themselves the inconveniences a want of these produce.

We have a new board of examiners for this county this year, and I am happy to say that the standard of qualifications for teaching has been considerably elevated. No teachers are licensed unless the board are entirely satisfied as to their literary attainments, whether graduates of the State Normal School or the chimney corner. Our township was well represented at the teachers' institute last September. The following resolution was there adopted:

*Resolved*, That a committee of three be appointed to induce the teachers to take a more co-operative part in advancing the cause of popular education in this county, and, to that end, to procure their services to prepare and deliver one or more lectures on education and common schools during the present fall and coming winter and spring.

The examiners, the literary and professional gentlemen of the county, teachers and superintendents, all enter into this project with more or less zeal; and we have no doubt but that the result will be the awakening of the people of the county to more earnestness in this good and glorious cause. The lectures that have been given already in this township were well received and largely attended by the most intelligent of the community. The people begin to see that teaching is a profession, and that, by employing the right kind of teachers, and using the other necessary means, the district school can be made the district *university*. Our township appropriates \$200 more to school purposes this year than ever before.

THEODORE VOSSELLER,  
*Town Superintendent.*

MONTGOMERY.

The report of the schools in our township is mailed to you to-day. It is as full as I could make it from the information I could gather from the schools. I must repeat the suggestion I made in my last annual report, that, until the schools are furnished with blank registers, such as the law requires, no report, approaching accuracy, can

be made. These blanks could be furnished to the several townships by the state, and ought to be placed in the schools by the first day of December, or January.

The schools are very well conducted, having experienced teachers. I must award to the female teachers in our town the praise of having devoted their time and talents to the instruction of the youth, while some of our male teachers have aspired to the honor of commanding men, and instructing them in the science of military tactics. How far this duty can be discharged with a faithful performance of their duty as teachers, I cannot determine.

C. S. STRYKER,  
*Town Superintendent.*

#### WARREN.

In forwarding you the report of the schools in our township, I have only to add that all the schools are in session at present, and under the care of able and efficient teachers. I am happy to observe throughout our township a growing interest in the cause of education. Many are beginning to realize the importance and great advantages derived from having the mind well disciplined and stored with useful knowledge.

DAVID COON,  
*Town Superintendent.*

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#### UNION COUNTY.

##### ELIZABETH.

Since the last annual report, the new township of Linden has been formed in this county, which takes from this city about one hundred children who formerly attended district schools outside of the city limits.

The city comprises properly but one district, as all the schools are under one board of school commissioners. Two schools are sustained, designated as public school Nos. 1 and 2, besides a colored school, with an average attendance of twenty. Part of the year a school has been taught in the northern suburbs; but this has been closed because of the small attendance. As no register was kept in this school, the attendance is not included in the statistical report. The whole number on the roll was less than thirty.

Since the incorporation of the city, two substantial buildings have been erected, capable of seating about 1,400 pupils. No. 1, first erected, is a three-story building, and, at the time it was built, it was considered well adapted for school purposes. The first and second

stories are warmed by steam. This apparatus has saved the city fuel, but, from the beginning, has been a source of great annoyance. The heating surface, until recently, was sheet-iron radiators, which, from their tendency to rust, were constantly out of repair. These have been taken away, and substantial coils of iron pipe substituted. But owing to a defect in their construction, they are attended by a disagreeable noise. The evil will be remedied only when the commissioners call to their assistance some one familiar with warming buildings by steam. No. 2 building is two stories high, with a playground underneath. The arrangement of this building is a marked improvement on No. 1, and is a monument of the skill and good taste of those who constructed it. It is warmed by hot air furnaces.

The pupils are properly classified, and each school is divided into primary, intermediate and grammar departments. No. 1 has one male and nine female teachers. No. 2 has one male and ten female teachers. The male teachers, who have the sole responsibility of governing their respective schools, each receive a salary of \$850. The female teachers are employed at salaries of from two to three hundred dollars each. The total amount of salaries paid per year to the teachers now employed is \$6,375. The female teachers employed in the intermediate department formerly received \$250, and those in the primary department \$200 each. But the commissioners are beginning to perceive that the welfare of the school requires as good teachers in the primary as in any other department, and during the past year all new teachers have been employed on an equal footing.

Care has been exercised in selecting teachers. None are employed until they have passed a satisfactory examination, conducted by the superintendent, in the presence of at least two commissioners; and, I am happy to say those to whom are entrusted the instruction of our youth are competent for the task, and devoted to their duties. Some embarrassment has been felt from the children attending irregularly. To prevent this evil, the commissioners have adopted a rule that "when the absence of any pupil shall have amounted to twelve half days during the term, he or she shall be dismissed from school during the remainder of the term, unless it shall be shown to the satisfaction of the principal that the pupil has been sick, or absent from the city." This rule has improved the average daily attendance, but it occasions dissatisfaction among a portion of the patrons, particularly with those who do not appreciate the benefits of education, and are ignorant of the importance of regular attendance. In some instances a rigid enforcement of this rule would be a hardship, and is to a certain degree relaxed.

A lively interest on the subject of education is manifested among the citizens generally, and the system of free schools is daily becoming more popular among all classes.

JOSEPH ALWARD,  
*Town Superintendent.*

## LINDEN.

Ours is a small township, set off last winter from the city of Elizabeth and township of Rahway. It is divided into five school districts, in which are four school-houses, all destitute of either playgrounds, school apparatus or library.

The full amount authorized by law for the support of schools, is this year raised in this township, which is not sufficient to keep our schools free the whole year. In two districts the deficit is made up by assessments, per scholar, on those sending to school. In the others, school is kept until the money is exhausted, and the remainder of the year they are without school.

The irregular attendance of scholars is a fault much complained of in this township. The law relating to districts made up of parts of adjoining townships, proves to be very impracticable, owing to the unequal amounts raised by tax in the townships associated, and consequent inequality of the burthen of maintaining such schools.

ABRAM A. WARD,  
*Town Superintendent.*

## NEW PROVIDENCE.

I have visited the schools in the township, according to the law regulating schools, and have given you the results, in part, in my answers to the questions in the blanks forwarded to me for that purpose, as far as I have the information at command, the law not being complied with by all the teachers.

I would further report that the people have made advancement in the cause of education during the last few years, but are not wholly awake to the importance that the subject properly demands; while we have in general competent and faithful teachers, yet a large minority of the children are not regularly at school.

We have five school-houses; all are wooden buildings, each having but one room for school purposes; some of these need repairs, or should be rebuilt, and all are destitute of ample playgrounds attached to them, which is of no small importance in making the school-room attractive and cheerful; thus adding to the pleasure and happiness of the school. The school-books are the same as last reported.

J. N. DOUGHTY,  
*Town Superintendent.*

## RAHWAY.

In my last annual report, I mentioned that our public school boundaries had been considerably enlarged by the addition of that portion of the city of Rahway formerly lying in Woodbridge township.

I have now to report a further change in the other direction.—A portion of the former township of Rahway has been set off to constitute in part the new township of Linden, and the remainder, included

within the city limits, as the fifth ward of the city of Rahway. By this change, the number of children on our lists is reduced by about four hundred.

At the last session of the legislature, an act was passed incorporating the schools within the present city limits under a board of education. The board was duly organized last spring, and since that time they have endeavored, as far as possible, to promote and increase the efficiency of our public schools. Their efforts have been mainly directed to establishing a uniform grade of studies in the various schools, and to securing, as far as possible, uniformity in the method of instruction, and in the text-books employed.

The past year has not been very favorable to any improvements which involved expense, and our city has suffered as much, if not more, than any other in the state, from the depression caused by the unfortunate state of the times. Still our schools have been kept open with only a temporary interruption during the whole year, and our people, even under the pressure which is upon them, have not lost their interest in the subject of education, nor have recent events tended to lessen their conviction of its importance as one of the chief safeguards of the nation.

During the past year our schools have been well attended and well taught. There are one or two improvements, which, with the return of prosperous times, I would indicate as being desirable. We have now three very good schools, at opposite extremes of the city. Another school in some central situation, intermediate between the three, and adapted to the more advanced scholars from those schools, would be a great improvement, and would enable the board to carry out to advantage the system of grades they have adopted.

Another school-house for the fifth ward, which numbers quite a considerable number of children, is much wanted, the present building, which is nearest the centre of population, being altogether insufficient for the wants of the people.

I trust the time may soon come again, when the efforts and means of the people may be turned once more to providing for wants like these.

WM. E. BLOODGOOD,  
*City Superintendent.*

SPRINGFIELD.

Our principal school has suffered from a repeated change of teachers, and the distrust and discouragement resulting from that source.

All our schools were, for a time, affected injuriously, and seriously threatened by the great calamity that has befallen our country.

They have, however, in a measure, recovered from the depression at first experienced, and may now be said to be in a prosperous condition. The results reported are but little short of those last year. There are more frequent failures in the payment of term-bills, but an increase in the amount of tax raised during the year has enabled the schools to maintain nearly the same scale of expenditure as formerly.

O. L. KIRTLAND,  
*City Superintendent.*

## UNION.

There has been but little change in the condition of our schools since my last report. In one of our districts a new school-house has been completed, which is creditable to the good taste and liberality of the district. It is neat, commodious, well furnished, and surrounded with ample playground; and, what is better, it is supplied with an excellent teacher, who had charge of the school for more than a year before its removal to the new building. All our school-houses are in tolerably good repair, nearly all comparatively new, but nearly all are wanting in comfortable furniture and attractiveness.

It gives me pleasure to speak of most of our teachers, both male and female, as competent, laborious and successful. All but one have been in our employ the whole year, and one for nearly four years.

In addition to our public schools, we have two small private schools, taught by females.

The people generally take but little interest in the schools, seldom visiting them or inquiring about them. And yet there is a growing appreciation of good teachers, and, on the part of many, a strong desire to afford their children the best advantages.

ROBERT STREET,  
*Town Superintendent.*

## WESTFIELD.

I have visited the schools regularly through the year, and have found a larger number of children than usual in attendance. The schools are well taught, the children are making commendable progress, discipline is well sustained, the bible is used universally, and a kind, moral influence is manifestly predominant. There is room for improvement in the school-houses, apparatus and supply of books, and parents might, with advantage to all concerned, visit the schools more frequently. We need a uniform system of school registers. Cannot the department of instruction supply it?

E. B. EDGAR,  
*Town Superintendent.*

## WARREN COUNTY.

## BELVIDERE.

I am happy in being able to state that all of the schools in our town are in a prosperous condition.

The trustees of both districts have manifested during the year much

interest in the cause of education, and have been indefatigable in their efforts to place our schools upon a sure and prosperous foundation. To that end, they have, with the co-operation of the friends of common schools in our town, caused to be erected here two large and commodious buildings, amply sufficient for present and future purposes. These buildings are supplied with modern school furniture, such as desks, seats, etc. In the erection of these buildings, which have taken the place of a dingy, little crib, totally unsuited for a school-house, the trustees and citizens of our town have entitled themselves to the lasting gratitude of parents and children.

Our schools are kept open during the whole year, free for all the children of the town who choose to enter them. Although much opposition was encountered, at the start, to the system of free schools, on the part of those who have no children, or who refuse to send to these schools, because their taxes were slightly increased in consequence, yet free schools in our town are, I hope and believe, firmly established. In my judgment, the state ought to compel her citizens to raise, by tax, all necessary sums to make the cause of education as free as the winds of heaven.

During the past year none but first-class teachers have been employed in our schools. It affords me great pleasure to bear witness to their ability and faithfulness to the great and responsible duties devolved upon them. Under their care and management, great improvement and discipline and learning is plainly perceptible, and is the best evidence I can furnish of the qualifications and industry of the teachers. I must be permitted, in this connection, to bestow unqualified praise upon all of them.

The children who attend school, are, as a general thing, tidy in their appearance, respectful in their deportment to teachers and others, and most of them anxious to learn. I attribute the increased interest on the part of the children, in the subject of education, to the erection of new and suitable houses.

The male teacher in district No. 1 has caused to be erected in the school-yard, principally at his own expense, a large swing and several gymnastic contrivances, for the purpose of making the attendance at school attractive, and amusing the children during recess. I am satisfied that these things not only make school attractive and pleasant to the children, but contribute very materially to their health and happiness. As "all work and no play makes Jack a dull boy," so all study and no amusement render the school-room uninviting, and very uninteresting. The teacher who has contributed in the manner above mentioned, to amuse his scholars, promote their health and happiness, and render their presence at school voluntary and not compulsory, as is frequently the case, deserves, as he has received, the thanks of his employers.

We have in our town several schools of a high order of excellence, supported by private means, and, of course, not subject to any jurisdiction, which proves that our people are alive to the all important subject of education.

In closing my report, I beg leave to mention the fact, that all the



trustees and teachers of our town have unselfishly devoted themselves to their respective duties during the current year with a zeal which requires honorable mention by me.

J. H. NORTON,  
*Town Superintendent.*

## FRANKLIN.

Two of the districts of this township have neglected to file a copy of their registers with the town superintendent, as required by law; consequently the accompanying statistics are, in a measure, conjecture. Our schools have not enjoyed any unusual degree of prosperity the past year.

In regard to the practical working of the school law of New Jersey, I would say that to change it so as to make provision for free schools throughout the state would meet with the approbation of our people.

JAMES VLIET,  
*Town Superintendent.*

## GREENWICH.

All the schools in this township are in active operation at this time.

The township raises, by tax, three dollars per scholar, which, with the state appropriation and surplus revenue, is sufficient, with one exception, to keep the schools open during the year. In fact, how could it be otherwise, when the qualification of the teacher is compared with the amount of money on hand in the district. Some of the trustees wish to get along very "economically," and must have a teacher for "the money," for the patrons will "grumble" if they are taxed a little. Hence the trustees will apply to the superintendent to get them a "first-rate" teacher for "our money." Under the circumstances, the schools in this township are in good condition; well supplied with books and well classed.

In numbering the children the trustees are very diligent and active; certain to get all in their district, so that I find some do not get any older, having been "seventeen" for the past three years. When I find such, I remove them from the list. Is that right?

The gazetteer and dictionary are in nearly all the schools.

I have visited the schools once in every four months. In some cases the trustees accompanied me. All the teachers have been examined and licensed according to law. One teacher is from the Normal School of this state. He is well liked, and is doing well by the school.

N. JENNINGS,  
*Town Superintendent.*

## HACKETTSTOWN.

In transmitting to you my annual report for this town, I have the pleasure to say, our schools are in a flourishing condition, and under the care of efficient teachers, and a commendable interest is manifested in them by the attention given them by the trustees and patrons.

DAVID V. C. CRATE,  
*Town Superintendent.*

## HARDWICK.

I have visited the schools once while in operation. The inhabitants generally manifest but little interest in the education of their children. The school-houses in the township are five in number, four of them being in good repair. Four are frame buildings, and one is of stone. All have but one room, and no seats, excepting benches, and no writing desks. There is plenty of playground attached. The teachers are generally not well qualified, on account of the employers not taking any interest in education. They have employed very incompetent teachers. They have all been females, and most of them were employed as teachers before licensing. They have a very limited education, and therefore have been very incompetent. There have been but four schools in the township this summer, and there is none at present; and, upon the whole, my opinion is, that education is advancing very slowly in this town.

M. HETZEL,  
*Town Superintendent.*

## HARMONY.

The schools in this township are most of them in a prosperous condition, and school kept throughout the year. The exceptions are when the public money due, together with the amount raised by the people, is not sufficient to compensate a competent teacher for teaching throughout the year. If the same amount of public money could be apportioned by law to each school, irrespective of numbers, this defect would be remedied, since the schools that number the fewest scholars between five and eighteen years, that are generally the most scantily supported by their employers, could then be kept throughout the year. Yet this plan, although it might remedy the defect, would not meet with the approbation of all, since it might appear to some partial and unjust. Hence the most advisable and judicious plan would be, that public money be raised sufficient to make all schools free throughout the year in every section of the country. Yet a greater hindrance to the onward march of education than this, is the want of a general interest in the cause of education. Men generally patronize any cause that they approve of, and are liberal or parsimonious accordingly. The slow progress of youth in our schools in knowledge is owing more to the want of discrimination as to the worth

of education, than to incapacity or mental imbecility to receive knowledge. Hence, to agitate the subject of education is the secret of its advancement. Let parents stimulate their children to mental exertion by rewards and counsel. Let teachers do the same by prizes, and now and then a word of encouragement. Let children see that their parents are in earnest in respect to the worth of education by their prompt attendance to the examination of their schools, at least once in a quarter, and *excelsior* would be the motto of every scholar, even of those the most lethargic and least disposed to study. Let, also, a spirit of rivalry be encouraged, and merit always meet its just reward; and education, like the potent wand of the fabled Orpheus, would exert an influence that would affect not only communities, and every section of the county, but the nation at large.

JOHN W. CLINE,  
Town Superintendent.

#### HOPE.

The report which I herewith submit has been prepared with much care and labor. Owing to the fidelity of most of the teachers in the several districts, in keeping their records and forwarding them to me, I am able to prepare my report correctly. There are in the township eight districts, and each district is furnished with a school-house. Four of the houses are good, being constructed on the new plan, well furnished with seats, desks, blackboards, maps, etc., and well ventilated; the remaining four are old and much dilapidated. The teachers employed are generally good and efficient. The schools in most of the districts are kept open the whole of the year, allowing the usual time for vacation. The average time the schools have been kept open, this year, is about nine months and a half. The books used in the several schools are Sanders' series of spelling and reading books, Smith and Thomson's arithmetics, Smith's and McNally's geographies, and Smith's and Pineoe's grammars. Vocal music is taught in part of the schools, and is highly recommended. We have Webster's large dictionaries in part of the schools, but not in all districts. Districts numbers four and five are destitute of those books. I perceive the energy and enterprise of the inhabitants are more aroused to the importance of education, and it is to be hoped that free schools may be established in every district in the state. The increase of the amount raised by tax in the township, for the support of schools for the last two years, has been three hundred dollars, and this has had the effect to keep the schools open for a longer period of time, and has been the means of rendering the business of teaching more permanent, securing to teachers a more adequate compensation for their services, a thing which has been desired by those most concerned in education. It is to be hoped that no retrenchment will hereafter be made in the amount of means for the support of schools; but, on the contrary, that the amount may be increased, until the schools shall be entirely free. Good, convenient houses, and good, efficient teachers, and an increase

of the amount to support those teachers, will drive the mighty machine which diffuses knowledge and education among us, and over our entire state and country.

CHARLES H. COOKE,  
*Town Superintendent.*

#### INDEPENDENCE.

As this is my first year's service as superintendent, I cannot give as complete a report of the state of the schools in our township as is desirable.

Of their condition during the first part of the present year there have been no reports sent in, and the information I have gained from the teachers since April has been very imperfect.

With us there has been a lack of interest in our schools, and although there has been some improvement in this respect, yet we are far from realizing the true importance of the means of popular education.

Most of our schools are small, and those who have charge often hire teachers at a small salary, and consequently cannot expect, and do not obtain, competent persons; the consequences we can all readily see.

A very few of our schools, however, are in a flourishing condition, and reflect credit on all concerned in their management; a portion of our school-houses, also, are in good order, and all of them answer as well as the majority of ordinary school-rooms.

P. N. JACOBUS,  
*Town Superintendent.*

#### KNOWLTON.

I now take the liberty to give you a few items concerning the state of public schools in our township, but I cannot give you as full a detail as I would like, having been in office since last spring only. I have visited all the schools through the summer and fall time, except two, and these were only kept one quarter, while the rest were open about five months. I think they are all in good condition, the average number of scholars being from thirteen to forty-five. The ordinary branches are taught in most of the schools—such as grammar, geography, arithmetic, etc.

Our school-houses will pass very well. Two are of stone; the rest frame, two of them with entries; the others with one room only. As regards playground, there is plenty, for our township is not thickly settled yet.

Our teachers, I think, do well, with few exceptions. We had three male teachers during the summer and fall, but now they are all males; the salary is from \$12 to \$16 per month, with board found, except in two cases, where it is one dollar per day, without board. The salary of our female teachers is about \$10 per month, and board. The books

in use are Sanders' readers and spelling books, Smith's grammar and geography, and Thomson's arithmetic.

I think the public school system is growing into favor in our township. The management of the schools is all left to the trustees, the inhabitants of the township hardly ever visiting them. Still, there is quite an interest taken in schools, although there are some of the heavy tax-payers opposed to raising two dollars per scholar; they are not, fortunately in the majority.

PETER BELLES,  
*Town Superintendent.*

#### MANSFIELD.

Having been in office but a short time, I can say but little concerning the relative progress of the schools in this township. By the accompanying statistics, you will learn that there is something of an interest manifested by our people in educational affairs—at least, in providing funds for school purposes. There is, however, a lamentable want of that form of interest which constitutes, on the part of the patrons and officers, that fostering care by which alone good schools can be built up and maintained. Our school-houses are six in number, one of which is a two-story frame, tolerably well seated, and may be set down as No. 1.

No. 2 consists of one stone and one frame, one story each, playground and seats excepted—passable.

The rest are of the nondescript, seven-by-nine, order; sufficiently uninviting in appearance to counteract, in a great measure, the most accomplished teacher, and chill the ardor of the most ambitious scholar. Moreover, these unique cribs are either close up to, or actually in, the public highway, where, amid mud, dust and dirt, the scholars are expected to find refreshing recreation. I need scarcely add that those schools are not well supplied with a uniform size of books, destitute of blackboards and maps, and, from the fact that they are often closed when the public money is expended, and the teachers unnecessarily changed, are making very little progress.

I should mention, in this connection, however, an improvement in one of the schools, hitherto noticed as one of the first in the township, partly from the fact that a considerable number of its members have, for some unexplained reason, been drawing their funds for some years in an adjoining district; but, by a rigid recognition of the district's boundaries, these seceders have been brought back, and the school having been removed to a central and more acceptable location, and placed under the care of a normal teacher, is improving at a rate that will soon place it among the best in the township.

Prominent among the objections to the school law is that of limiting the power of town superintendents in regard to the alteration of district boundaries; this important duty, often necessary to perform in order to give a fair distribution of the public funds, is, under the present system, and in the most important cases, simply impossible.

THOS. KARR,  
*Town Superintendent.*

## OXFORD.

Much might be said upon the subject of public schools. Plans might be proposed and adopted for their management and support, and still we might fall far short of attaining the great object in view—the thorough education of the rising generation.

Unless the sympathies of the people be enlisted in the cause, it must of necessity languish under any system that can be devised, until its importance is fully appreciated and acknowledged. The best efforts of the most able, skilful and industrious teacher are, in a great measure, unavailing, if he has the misfortune to see that his assiduity in behalf of those under his charge, is met by the apathy and cold indifference of those who should be most interested and solicitous for the proper training and education of those to whom they are connected by the strongest ties of consanguinity, and who are shortly to be their successors upon the stage of action.

This apathy, however, formerly so prevalent in this vicinity, I am gratified in being able to state, has, in a great measure, disappeared, and a general feeling of anxiety is at present manifested in this township in regard to education.

Old and dilapidated structures (mere apologies for school-houses), are being replaced by large, convenient and beautiful edifices, furnished with furniture of the most recent and approved style; thus rendering the duties of the teacher more pleasant, and that of pupils far less irksome.

One elegant house has been built the present year, and it is in contemplation to unite two small districts, and erect a suitable house, with a view of procuring the services of a teacher from the State Normal School.

All the teachers in the township have been licensed, and each school has been visited, at least, once in three months during the time the school has been in operation, and, in most of them, a creditable improvement is plainly perceptible.

The support of schools by taxation meets with some opposition in this township, although the people are gradually falling into the measure; and we trust that the time is not far distant, when no one will consider the question, whether he has or has not children to be benefited by the education to which he contributes; but, on the contrary, regard 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.*

## PAHAQUARRY.

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

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

JAMES VANLAMPEN,  
*Town Superintendent.*

PHILLIPSBURGH (BOROUGH).

Since making my last annual report, the town of Phillipsburgh has been set off from the township, by an act of incorporation, containing now but two school districts. But these two districts do not constitute the whole of our educational advantages. Besides our two district schools, there are two select schools in which some of the higher branches are taught. There has also, been established here a Roman Catholic parochial school; the children, whose parents were strictly of that faith, have been withdrawn from the public schools, and have, thereby, been deprived of the benefits of the school fund.

During the past year, I think less interest has been manifested by the people in the cause of education than formerly, the great and all-absorbing war question having apparently diverted their almost entire attention from all other subjects. There has been no change in teachers for the past year. The schools are graded according to the attainments of the children, the males and females being in separate apartments. The branches taught in the school are reading, writing, arithmetic, geography, English grammar, book-keeping and algebra.

It is thought by some, and perhaps not without good reason, that the progress of the children has not been commensurate with the large amount of money expended annually for school purposes. The teachers have not, in all cases, been selected so much on account of their superior qualifications, experience in teaching, and adaptation to their profession, as from motives of sectarian policy, and considerations of personal friendship. It is believed that, were the teachers, by some means, thrown more upon their own merits for success, they would be more ambitious to excel in their profession. In one district, at least, they have generally been engaged by the trustees for the term of one year, at good wages, and having secured a competence for the year, their greatest object seems to be attained; and when a certain number of hours have been passed away in the school-room, it is feared that they are too apt to think their work has been all accomplished, while the precious time of the children is only wasted, and their education most shamefully neglected. This state of affairs, no doubt arises, in part, from the fact that the people, employers of the schools, including trustees, seldom or never visit the schools to see the manner in which the duties of the teachers are discharged.

As the people have been unusually liberal in their appropriations for school purposes, providing spacious school-rooms and other conveniences, it is to be hoped that they will be more guarded in selecting teachers, under whose guardianship their children are to be trained in the different branches of science, and their physical and moral

characters developed; when their liberality shall not be misapplied, and their desire for good schools shall be fully realized.

J. R. LOVELL,  
*Town Superintendent.*

WASHINGTON.

I herewith transmit the answers to your series of questions, as far as possible to collect them. The imperfect manner in which the school register is kept, renders it exceedingly difficult to collect information such as is desired, particularly with reference to some questions in series No. 2.

Some two years since I furnished each district with a blank book, as required by law, in which a record might be kept. On my again assuming the duties of town superintendent, for the year 1861, I was able to find but two, and they in the hands of trustees, the teachers not knowing where they were, or that any record was required to be kept.

In regard to the interest felt in the cause of education, the above is a fair criterion by which to judge.

To look at our school-houses a stranger would suppose that an unusual interest is felt by the parents in the education of their children, but beyond providing good, substantial houses, all is neglected. The great desire among parents, as well as trustees, is to disburse the smallest possible amount of money to teachers, the quality of the material returned being of no consideration. The trustees, in every case, being anxious to employ a teacher for the amount of money due their respective district, less a sum sufficient to cover incidental expenses, which they are sure to draw an order for, in favor of the treasurer, if there is any difficulty in obtaining it on an order in their own favor, the parents only feeling interested in the amount of salary paid, so far as to screen themselves from any tax coming upon them from any deficit which might otherwise accrue; and here, I would remark, lies the great difficulty in the appropriations made by state and township for school purposes. Whenever an annual fund is devoted to public schools, the impression at once takes hold of the public mind that their schools must be free. The trustees, acting under the same impression, endeavor to make it so, by employing cheap teachers; and when this fails, of closing the schools for three or six months. No greater error than this exists, and no greater harm can befall a school or community, unless it should be no school at all. I am not prepared to say that no appropriation from either state or township would remedy the difficulty; it might, if possible, make the matter worse. Any one can find fault, but it must be a wise man, indeed, who can always devise the remedy. I leave it to more experienced heads than mine in the cause of education.

JNO. B. MATTISON,  
*Town Superintendent.*



## TABLE OF CONTENTS.

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	Page.
ANNUAL REPORT OF SUPERINTENDENT.....	5
Statistics.....	9
Normal School.....	10
Teachers' Institutes.....	12
District School-houses.....	15
Teachers.....	16
School Moneys.....	19
School Fund.....	20
Surplus Revenue.....	20
School Tax.....	21
Tuition Fees.....	21
Atlantic County.....	21
Bergen.....	22
Burlington.....	22
Camden.....	24
Cape May.....	25
Cumberland.....	25
Essex.....	26
Gloucester.....	26
Hudson.....	27
Hunterdon.....	28
Mercer.....	28
Middlesex.....	29
Monmouth.....	30
Morris.....	30
Ocean.....	31
Passaic.....	32
Salem.....	33
Somerset.....	33
Sussex.....	35
Union.....	35
Warren.....	36
The School Law.....	38
ABSTRACT FROM RETURNS OF TOWNSHIPS AND COUNTIES.....	39
Atlantic.....	39
Burlington.....	39
Bergen.....	40
Camden.....	40
Essex.....	40
Cape May.....	41
Cumberland.....	41

	Page.
Hudson .....	41
Hunterdon.....	41
Mercer .....	42
Middlesex.....	42
Morris .....	42
Somerset .....	43
Sussex .....	43
Warren.....	43
Gloucester .....	44
Monmouth .....	44
Ocean.....	44
Passaic.....	45
Salem.....	45
Union.....	45
SUMMARY OF ABSTRACTS .....	46
INTERPRETATION OF THE SCHOOL LAW.....	47
NORMAL SCHOOL REPORT.....	55
REPORTS OF TOWN SUPERINTENDENTS.	
ATLANTIC COUNTY—	
Atlantic City.....	59
Egg Harbor City.....	60
Galloway .....	60
Hamilton .....	60
Mullica.....	61
BERLINGTON COUNTY—	
Beverly.....	62
Burlington.....	62
Chester.....	63
Chesterfield .....	63
Cinnamonson.....	64
Little Egg Harbor.....	64
Medford .....	66
New Hanover.....	66
Pemberton.....	66
Southampton.....	67
Springfield .....	67
Washington.....	68
Westhampton .....	68
BERGEN COUNTY—	
Franklin.....	69
Hackensack .....	69
Harrington .....	71
Hohokus.....	71
Lodi .....	72
New Barbadoes.....	73
Union.....	74
Washington.....	74
CUMBERLAND COUNTY—	
Bridgeton.....	75
Downe .....	75
Fairfield .....	76
Greenwich .....	78
Maurice River .....	78
Millville.....	79
Stoe Creek.....	79
CAMDEN COUNTY—	
Camden .....	79
Gloucester .....	80
Monroe.....	81
Newton.....	83
Union .....	83
Washington.....	83

	Page.
<b>CAPE MAY COUNTY—</b>	
Cape Island .....	86
Lower .....	86
Middle .....	95
<b>ESSEX COUNTY—</b>	
Belleville .....	87
Caldwell .....	88
Livingston .....	88
Millburn .....	89
Newark .....	90
Orange .....	91
South Orange .....	91
<b>GLOUCESTER COUNTY—</b>	
Clayton .....	92
Deptford .....	93
Greenwich .....	94
Mantua .....	95
Woolwich .....	95
<b>HUDSON COUNTY—</b>	
Bayonne .....	96
Bergen .....	97
Hoboken .....	99
Union .....	100
West Hoboken .....	101
<b>HUNTERDON COUNTY—</b>	
Alexandria .....	101
Bethlehem .....	103
Delaware .....	104
East Amwell .....	105
Kingwood .....	105
Lambertville .....	106
Raritan .....	106
Readington .....	107
<b>MIDDLESEX COUNTY—</b>	
East Brunswick .....	108
Metuchin .....	108
Monroe .....	109
New Brunswick .....	109
North Brunswick .....	110
Perth Amboy .....	110
Piscataway .....	111
South Amboy .....	112
<b>MONMOUTH COUNTY—</b>	
Freehold .....	113
Holmdel .....	114
Howell .....	114
Middletown .....	115
Ocean .....	116
Raritan .....	116
Shrewsbury .....	117
Upper Freehold .....	120
Wall .....	121
<b>MERCER COUNTY—</b>	
East Windsor .....	122
Hamilton .....	123
Lawrence .....	123
Princeton .....	124
West Windsor .....	125
<b>MORRIS COUNTY—</b>	
Chatham .....	125
Chester .....	126
Hanover .....	126
Morris .....	126

	Page.
Rockaway .....	127
Roxbury .....	128
Washington .....	129
OCEAN COUNTY—	
Brick .....	130
Jackson .....	130
Plumstead .....	130
Union .....	131
PASSAIC COUNTY—	
Acquackanonk .....	132
Manchester .....	132
Paterson .....	133
Pompton .....	133
Wayne .....	134
West Milford .....	134
SUSSEX COUNTY—	
Byram .....	135
Greene .....	135
Hardyston .....	137
Newton .....	137
Montague .....	139
Sandyston .....	140
Sparta .....	140
Wallpack .....	141
Wantage .....	143
Vernon .....	143
SALEM COUNTY—	
Elsinborough .....	144
Lower Alloway's Creek .....	145
Lower Penn's Neck .....	145
Pilesgrove .....	146
Pittsgrove .....	146
Salem .....	146
Upper Alloway's Creek .....	147
Upper Pittsgrove .....	148
SOMERSET COUNTY—	
Bernards .....	148
Bridgewater .....	148
Branchburg .....	149
Montgomery .....	150
Warren .....	151
UNION COUNTY—	
Elizabeth .....	151
Linden .....	153
New Providence .....	153
Rahway .....	153
Springfield .....	154
Union .....	155
Westfield .....	155
WARREN COUNTY—	
Belvidere .....	155
Franklin .....	157
Greenwich .....	157
Hackettstown .....	158
Hardwick .....	158
Harmony .....	158
Hope .....	158
Independence .....	160
Knowlton .....	160
Mansfield .....	161
Oxford .....	162
Pahaquarry .....	162
Phillipsburgh (borough) .....	163
Washington .....	164













OCT 3 1942

OCT 31 1942



