



ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS OF NEW JERSEY,
FOR THE YEAR 1854.

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

The State Superintendent of Public Schools, in compliance with the provisions of the law requiring him to report annually to the Legislature the condition of the public schools, with such suggestions for amending the law and improving the schools as he may deem proper, submits his third Annual Report, being the eighth report on this branch of the public interests under its present organization.

In this as in other departments of public interest, all good citizens desire such information as will inform them of the condition of our common schools, the number of children to be provided for, the number in attendance at school, the length of time the schools have been kept open, the number of teachers employed and their compensation, the amount of money raised and appropriated to their support, the improvement made in their condition, and what efforts the people are making to sustain an institution freighted with all the best interests of the future, and upon which their social, intellectual and moral well-being so intimately depend.

The past year has been one of special interest in the history of education in New Jersey; and I may unhesitatingly affirm that at no former period has so general an interest been exhibited on the subject. The active zeal and interest manifested by the people, as well as teachers, in regard to schools, teachers' institutes, and other educational meetings, is alike

remarkable, and indicates not only an increasing interest on the subject of common school education, but what is better, a principle, fixed, general, and earnest, has been begotten in the minds and settled in the hearts of the people, that the work is a good work, that it can and must be carried on.

An abstract of the returns received at this office, exhibits the following results as to the operation of our common schools for the year ending Dec. 15th, 1854.

The whole number of cities and townships in the State is one hundred and ninety.

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

The whole number of school districts in the State is fourteen hundred and twenty-six, being an increase of thirteen within the year.

The number of children between the ages of five and eighteen years, residing in the State, is 168,031.

The number of children reported as attending school the whole year (allowance being made for the usual vacations) is

26,658

Being an increase over the preceding year of three thousand eight hundred and eighty-seven.

Number attending nine months but less than twelve, 24,968

“ “ six “ “ nine, 26,958

“ “ any period but less than three, 25,380

“ “ over eighteen years of age, 1,076

Making the whole number of children that have attended the common schools for the year ending Dec. 1854,

105,040

Being an increase over the preceding year of seven thousand nine hundred and three.

The amount of money raised and appropriated to school purposes for the year ending Dec. 1854, is

\$388,571 86

Raised by tax as reported for schools,	\$210,023 44
“ “ building, repairing, and furnishing school houses,	44,925 99
Received from the State as reported,	85,250 00
“ from sources specified in the returns,	42,756 92
“ “ “ not specified,	5,615 51

This last item of \$5,615 51 (dollars) is taken from the last reports of those townships that have made no report this year, and in which the source whence it is derived is not particularly stated.

The sum of \$85,250 00 (dollars) reported as received from the State, exceeds by \$5,250 00 (dollars) the State appropriation; and this excess, with the sum of \$5,615 51 (dollars) received from sources not specified, is evidently derived chiefly if not entirely from taxes, so that the items composing the amount received and raised by the townships for school purposes for the year ending Dec. 1854, will appear as follows:—

Raised by tax for the support of schools,	\$22,888 95
“ “ in addition for building, repairing, and furnishing school houses,	44,925 99
State appropriation,	80,000 00
From other sources, being chiefly the interest on the surplus revenue, appropriated by the townships for school purposes,	42,756 96
Total,	\$388,571 85

Being an increase in the amount of money raised and appropriated by the townships for school purposes over the preceding year, of \$53,352 47 (dollars) and furnishing abundant proof that the people estimate the importance and value of education, and are willing, voluntarily, to tax themselves liberally for its support.

Eight years ago the amount appropriated for school purposes was \$67,940 81 (dollars); now it is nearly six times that amount, having the last year increased to \$388,571 86

(dollars), a gain of \$320,631 05 (dollars) in the last eight years.

During the same period, the number of children has increased from 91, 430, to 168,031.

The State has been organized into convenient school districts; teachers have found honorable employment; a liberal system of popular education has been established; thousands of children have had the privilege of acquiring a good elementary education, who but for this would have grown up in ignorance, and the results are seen in the increased industry, social order and happiness of its sons and daughters.

The people of this highly favored and prosperous State cannot to greater profit expend a portion of their wealth, than in sustaining and carrying forward an institution that contributes so much to the elevation of the common mass; and the Legislature, coming as they do directly from the people, and understanding their wants, will, I am satisfied, be prompt to honor by their legislation all such measures as are calculated to promote the cause of education.

A careful examination of the statistical tables accompanying this report, and of which the above is an abstract, will present many other facts of great interest to every friend of popular education. To such, a comparison of the statistical information presented from 1846 to the present time will furnish an entertainment both pleasing and instructive, and with the reports of the Town Superintendents and School Committees accompanying the returns, will furnish the best practical exposition I can present of the workings of our common school system among the people, the obstacles it encounters, the triumphs it is achieving, and the sure advance of the great principle, that the common school, which dispenses to every hamlet and household the elements of instruction and moral culture, is regarded as the incontestable right of the whole people, and that every child within the limits of the State, whatever his birth, circumstances or condition, shall have opened to him through this medium the great fountains of knowledge and truth.

TEACHERS' INSTITUTES.

Under the act of the last session, "To establish Teachers' Institutes," eight institutes have been held—one in Essex, Hunterdon, Mercer, Morris, Somerset, Sussex, and Warren counties, and one in the adjoining counties of Comden and Gloucester.

The whole number of teachers attending them was three hundred and fifty-six.

Gentlemen of ability and experience were employed to conduct them. Young and inexperienced teachers have, through this medium, been made acquainted with the most approved methods of instruction and discipline. The older and more experienced have been inspired with new zeal in the discharge of their professional duties. All have been mutually benefitted and instructed by meeting together, and the cause of education greatly promoted.

Much good has already been accomplished by the establishment of "Teachers' Institutes," but much more will be effected when their object is better understood, and they are more generally established and attended by the teachers in the different counties of the State.

The experience of the past year furnishes abundant proof of the value of the institution, in awaking teachers to a just appreciation of the magnitude and responsibility of the work in which they are engaged, giving them a new impulse to improvement.

Nor is its effects on the people less important: by the discussions, lectures, and other exercises of the institute, their attention has been aroused to the importance of education, and there has been diffused among them more correct and liberal views on the subject.

The results that have followed the establishment of "Teachers' Institutes" in our State, are most flattering to the friends of that measure, aiding in the removal of causes opposed to the progress of our system of free schools, contribu-

ting in some degree to furnish our schools with a class of better qualified teachers, and imparting a strong impulse to the educational enterprise.

As an experiment it has been signally successful, and is recommended to the continued favor and patronage of the Legislature.

MEANS FOR IMPROVING OUR SCHOOLS.

As a means of promoting the success of our common school system, the providing of competent teachers is regarded as the most important of all the agencies employed.

Therefore, the recommendations I shall make will be not so much to change the present organization of the schools, or to increase the amount appropriated by the State to their support, as to urge, as the most important consideration affecting them, the early adoption of a plan by which those who are hereafter to become teachers of our common schools shall receive that training and education that will qualify them for the discharge of its arduous and responsible duties.

This is to be effected by "Normal Schools," which are institutions for the instruction and practice of school teachers in the science of education, and in the art of teaching and governing.

They are calculated to accomplish what ordinary legislation has failed to effect, and in connection with the permanent establishment of *free schools* on a proper basis, to complete a State system of public instruction.

The establishment of a "Normal School" has been strongly urged upon your attention by the Governor in his late message, and the great utility of the measure shown by the experience of other States in which such institutions exist.

Seminaries for the preparation of teachers exist in some European countries, and furnish the main supply. There, however, the profession of teaching is pursued for life, the political and other institutions neither affording inducement, nor, for the most part, permitting a change in the occupation

Here, where democratic institutions open wide to merit the portals of political advancement; while our fertile soil, vast mineral deposits, magnificent rivers, good harbors and salubrious climate, afford a country teeming with all the elements of wealth; our population, pre-eminent for their energy and versatility of talent, are not and cannot be restrained to any particular pursuit. To hope to educate teachers who would pursue for a lifetime that calling in this country, could hardly be expected; yet if such an institution was established, and teachers educated for their duties at public expense, such regulations might be adopted as would secure their services as teachers in our common schools for a period of at least ten years.

I believe that in respect to the means of providing teachers for our common schools, we should be greatly in advance of our European neighbors. I also believe that the time has arrived in the educational history of New Jersey, when a school should exist for the education of teachers; and in accordance with the duty imposed on me of suggesting to the Legislature plans for improving our schools, I respectfully recommend the establishment of a Normal School.

The object of such schools is to make teachers. They are all organized and conducted on nearly the same plan; in each tuition is free, based upon the principle of the pupil's declaration of an intention to pursue the business of teaching. Such institutions exist in Massachusetts, New York, Connecticut, New Hampshire, Pennsylvania, Michigan, Iowa, and perhaps other States. Their influence is seen in the improvement of the character and condition of the common schools, and are justly regarded as the most important agents in the promotion of common school education; sending forth a class of teachers who shall make teaching a profession, honored and respected, and qualified to enter upon a work excelled in utility and nobleness by no other secular employment.

Teaching is properly a distinct profession, for which the professor should be prepared by a due course of previous training; a pursuit requiring peculiar fitness and skill; a

work demanding the noblest, the greatest efforts. The gathering together into the school-house the children of the land, leading them to the fountains of knowledge, making good impressions on their minds, and establishing good and correct principles in their hearts, is a work of no ordinary kind.

Teachers have a great work to do; to mould and give direction to the unmeasured capacities of the immortal mind—mind in its early development, in its condition of greatest susceptibility; and unless they are prepared to engage in the work they have to do, with a proper conception of the nature, duration, and value of the materials on which it is employed, they are but poorly fitted to discharge its fearfully responsible duties.

To aid in qualifying them for this high duty, schools should be established for their training and education.

COUNTY EXAMINERS.

The law requiring county examiners to be appointed by the board of freeholders of the respective counties, has not, except in a few cases, been complied with; and the examinations by town superintendents and trustees are too often neglected or imperfectly performed.

Under these circumstances, impressed with the importance that the qualifications of a teacher should be thoroughly tested by a personal examination before entering a school, by some competent person, in order to guard the schools against the employment of incompetent teachers, I recommend that in each county of the State where teachers' associations exist, or may hereafter be regularly organized, the appointment of county examiners be given to these associations; that the examiners be persons of proper scientific and literary qualifications as well as of experience in the art of teaching, and chosen from among the members of the association. Where no county organization exists, the appointment might be made, by the State Teachers' Association, from among the teachers of the county for which the appointment is made.

The adoption of such a plan is consistent with established rules in similar cases, and would, it is believed, remedy the evil complained of, insure a prompt compliance with the provisions of such an enactment, and, in accordance with well settled and correct principles, give the appointment of examiners of teachers to the profession.

When an individual is to be examined as to his knowledge of the principles and practice of the healing art, before entering upon the active duties of the medical profession, a board of medical examiners is appointed to test by a personal examination the qualifications of the candidate,—if to practice at the bar, by a board of examiners chosen from the members of the legal profession. So in all the other learned professions. And why should not an individual, whose qualifications in the science and art of teaching are to be tested, be examined by persons chosen from the teachers' profession.

TEACHERS' ASSOCIATIONS.

Teachers' associations are exerting a strong influence in promoting the cause of education. Their meetings are held quarterly in most of the counties where they exist, and as they change from place to place in each county, furnish the State Superintendent an opportunity both of becoming acquainted with the teachers of the public schools throughout the State, and of visiting the principal towns, and presenting to the people called out by these meetings, and with their combined influence and authority, the claims of education.

They are important auxiliaries in promoting the cause of common school education, and deserve, and should receive, encouragement from the Legislature.

Other influences must combine to render our schools what they ought and must be to accomplish the great object of their institution, in affording to every child in the State the blessings of a good education. These embrace the active co-operation with the teachers, of parents and guardians; punctuality

and regularity of attendance at school; a hearty union of the pupils with the teachers, without which the best teachers can effect but little; good order, convenient, healthy, and well furnished school-houses; a proper gradation of the schools; the vigilant supervision of town superintendents and school committees, with liberal appropriations of money to sustain them;—all these are important in promoting the interests of education, and should not be overlooked or neglected by those interested in its success.

On these subjects, though not the least important of the means of improving our schools, additional legislation is not urged, further than to place the educational department of the State on such a firm and liberal basis as will enable it to use the means at its command with the best success.

SCHOOL FUND.

The amount of the school fund on the first day of January, 1855, was \$403,205 07, being an increase during the year of \$7,960 39 (dollars).

NUMBER AND SALARY OF TEACHERS.

The number of teachers employed in our common schools during the past year was nineteen hundred and eighty-one.

Of this number, twelve hundred and one were males, and seven hundred and eighty females.

The average salary per annum of the male
teachers was,

\$347 00

Of the females,

203 00

CONCLUSION.

The value of knowledge is inestimable, and there can be no republican or free form of government without the education of the people. Hence their first duty is to make liberal

provision for general education by the establishment of a system of free schools—such a system as will afford all the children of the State, be they rich or poor, the opportunity of acquiring not only good elementary instruction, but useful education in all the higher branches of knowledge; not confined or restricted to our colleges and higher seminaries, but we wish to see the gates of knowledge thrown open wide, and its streams, like the water gushing pure and free from the mountain's side, flowing on, widening, deepening, and fertilizing the land, and to which all may come and slake their thirst without money and without price.

With us the work of education is only begun. Much, it is true, has been done, but not one half of what is our duty to do. Much more remains to be done by the Legislature, the people, and friends of the cause, to carry forward an enterprise, dear to the heart of every American, and upon which the success and perpetuity of our republican institutions depend. The free school system will stand as an enduring monument of the liberal and enlightened spirit of those by whom it was founded, sending forth into the future an influence, that shall bring joy and gladness to many hearts; preparing the young and rising generation to become intelligent, benevolent, patriotic, wise and good citizens, qualified to discharge with fidelity and success the duties they owe to themselves, their country, and above all to the all-wise and beneficent Creator, who has intrusted them with talents to be improved for the benefit of their fellow-men, as well as for the promotion of his honor and glory.

Believing that the subject of education will receive at the hands of the Legislature that consideration its importance demands, this report is respectfully submitted.

JOHN H. PHILLIPS,
State Superintendent.

OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS,
Pennington, January 15th, 1855.

STATEMENTS

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

STATEMENTS

OF THE

SUBCOMMITTEES

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December 15th, 1854.

COUNTIES & LAND	TOWNSHIPS.	Whole number of districts in the town- ship.	Number from which report is have been received.	Number of children residing in the township between the age of 5 and 18 years.	Number who have attended school any period, but less than 3 months.	Number who have attended 6 months, but less than 9.	Number who have attended 9 months, but less than 12.	Number who have attended 12 months, allowance being made for vacations.	Number over 18 years who have at- tended.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for build- ing, repairing, and furnishing school- houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Male.	Female.	Male.	Female.	Salary of Teachers per annum.
ATLANTIC.																									
Population, 8,961																									
Begg Harbor, 6,661																									
Galloway, 5																									
Hamilton, 11																									
Mullica, 5																									
Weymouth, 5																									
36																									
BERGEN.																									
Population, 14,725.																									
Franklin, 11																									
Hackensack, 12																									
Harrington, 7																									
Mohokus, 10																									
Lodi, 3																									
New Barbadoes, 7																									
Saddle River, 4																									
Union, 2																									
Washington, 6																									
62																									
* Taken from last Rep.																									

* Taken from last Rep.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the town- ship.	Number from which reports have been received.	Number of children residing in the township between the age of 5 and 18 years.	Number who have attended school any period but less than 3 months.	Number who have attended 6 months, but less than 9.	Number who have attended 9 months, but less than 12.	Number who have attended 12 months, allowance being made for vacations.	Number over 18 years who have at- tended.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for build- ing, repairing, and furnishing school- houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Male.	Female.	Male.	Female.	Salary of Teachers per annum.
ESSEX.																								
Population, 73,950.																								
Belleville,.....	5	5	1070	.....	198	50	350	.....	10	400 11	FREE.		\$2,210 00	\$534 26	.....	.....	.....	\$3,744 26	9	4	5	.....	.....	\$178
Bloomfield,.....	5	5	1138	206	198	174	222	.....	17	800 12	FREE.		2,500 00	576 30	.....	.....	.....	3,376 30	12	4	8	.....	.....	\$500
Caldwell,.....	5	6	796	116	250	131	139	.....	.....	636 10	\$2 00		1,000 00	408 68	.....	.....	.....	1,408 68	8	6	2	.....	.....	200
Clinton,.....	8	8	869	19	27	34	336	.....	.....	416 10	.....		1,258 00	422 34	.....	.....	.....	1,960 34	9	5	4	.....	.....	164
Elizabeth,.....	5	5	2221	.....	.....	.....	.....	.....	30	806 12	FREE.		3,000 00	1,124 74	.....	.....	.....	5,124 74	16	4	12	.....	.....	280
Livingston,.....	5	5	410	.....	105	100	.....	10	5	215 9	2 00		500 00	205 62	.....	.....	.....	833 76	7	5	2	.....	.....	200
Newark,.....	1	1	12,140	1623	.....	2400	.....	.....	130	4023 12	FREE.		11,096 07	6,147 38	.....	.....	.....	32,500 00	45	16	29	.....	.....	.....
New Providence,...	4	4	306	.....	20	55	33	.....	.....	108 7 1/2	2 00		154 98	154 98	.....	.....	.....	500 96	6	.....	.....	.....	.....	.....
Orange,.....	10	10	1520	313	285	194	106	2	8	900 6 1/2	50		2,978 00	769 74	.....	.....	.....	4,297 74	14	9	5	.....	.....	400
Plainfield,.....	2	2	807	87	242	154	135	.....	18	618 12	FREE.		1,850 00	408 68	.....	.....	.....	2,258 68	9	4	5	.....	.....	250
Rahway,.....	10	10	1191	144	112	104	97 1/4	.....	56	830 9 1/4	3 00		3,244 00	584 44	.....	.....	.....	5,494 96	15	5	10	.....	.....	300
Springfield,.....	7	7	585	175	178	65	76	2	9	496 9	1 00		1,722 00	206 26	.....	.....	.....	2,018 26	18	13	5	.....	.....	327
Union,.....	8	7	411	.....	136	62	58	.....	6	256 8 1/2	2 25		600 00	208 14	.....	.....	.....	848 14	11	8	3	.....	.....	180
Westfield,.....	5	5	485	80	112	120	.....	.....	6	312 9	2 00		450 00	245 12	.....	.....	.....	695 12	10	7	3	.....	.....	240
	83	80	23,939	2763	1665	1243	5131	14	295	10,816 10	\$1 84		\$33,693 05	\$12,087 68	\$1,636 92	\$17,453 29	.....	\$64,870 94	189	90	99	.....	.....	\$368
GLoucester.																								
Population, 14,655.																								
Deptford,.....	8	8	1114	527	36	.....	.....	18	42	581 6	2 20		103 06	511 14	.....	.....	.....	1,022 28	11	7	4	.....	.....	.....
Franklin,.....	11	11	1164	520	265	150	100	36	2	1071 6	2 50		1,500 00	717 73	.....	.....	.....	2,557 73	11	10	1	.....	.....	350
Greenwich,.....	5	5	598	307	111	51	4	14	6	487 10	.....		200 00	274 38	.....	.....	.....	605 48	5	4	1	.....	.....	200
Harrison,.....	6	6	748	214	.....	220	80	.....	.....	514 7	2 50		748 00	551 20	.....	.....	.....	1,999 20	6	2	4	.....	.....	400
Woolwich,.....	12	12	1131	429	321	185	24	.....	6	965 9	2 00		600 00	518 96	.....	.....	.....	1,429 57	25	15	10	.....	.....	204
Mantua,.....	5	5	459	193	129	50	.....	15	.....	387 7 1/2	2 00		100 00	202 02	.....	.....	.....	510 02	.....	.....	.....	.....	.....	.....
	47	47	5214	2190	862	656	208	89	101	4005 7 1/2	\$2 45		\$3,051 06	\$2,775 43	\$1,422 79	\$875 00	.....	\$8,124 28	58	38	20	.....	.....	\$338

BURLINGTON.

Population, 43,203.

BURLINGTON.																						
Population, 43,203.																						
3	3	1164	177	118	100	314	.....	75	739	12	FREE.	\$2,492 00	\$856 79	\$314 50	\$250 00	.....	\$4,913 29	12	3	9	\$433 \$208
4	4	1721	373	326	262	281	6	91	1248	11	FREE.	1,500 00	1,726 32	1,206 00	900 00	.....	5,332 32	12	3	9	420 250
13	13	1219	384	306	246	105	12	29	1053	10	\$2 50	600 00	604 56	527 06	.....	.....	1,731 62	28	8	3	20
3	3	434	50	200	150	.....	14	414	11	FREE.	1,302 00	.....	462 77	.....	.....	.....	1,764 77	6	3	3	300
12	12	978	294	100	50	.....	16	40	400	6	2 25	400 00	485 02	396 34	.....	.....	881 36	12	11	1	.....
10	10	740	.....	500	.....	.....	20	700	11	FREE.	1,686 43	352 16	366 00	144 44	.....	.....	910 44	15	9	6	.....
8	7	709	296	250	75	75	4	20	700	11	FREE.	69 40	456 76	302 98	.....	.....	2,038 59	8	4	4	.....
10	10	925	.....	175	.....	.....	18	175	8	.....	.....	.....	456 76	302 98	.....	.....	829 14	.....	.....	.....	.....
6	6	765	202	210	83	61	19	5	520	10	35	1,000 00	382 88	279 09	.....	.....	1,601 97	6	4	1	400 200
2	2	867	70	275	150	150	.....	22	645	10	FREE.	2,000 00	666 80	.....	.....	.....	2,666 80	8	1	3	500 190
8	7	898	214	330	139	25	10	7	518	9 1/2	2 50	500 00	445 36	212 28	.....	.....	1,157 64	8	5	2	.....
5	5	415	75	65	.....	.....	.....	.....	140	4	.....	.....	165 92	114 16	.....	.....	280 08	6	4	2	.....
6	6	543	184	136	181	24	9	1	534	10	2 50	600 00	628 01	132 00	.....	.....	1,300 01	10	6	4	360 320
9	9	1075	425	225	170	.....	60	3	880	10 1/2	2 25	2,150 00	547 54	282 41	.....	.....	2,979 95	15	9	6	.....
7	7	577	181	396	.....	.....	.....	.....	.....	.....	2 25	300 00	298 92	.....	.....	.....	598 92	7	7	.....	.....
5	5	485	100	54	27	11	.....	30	192	7 1/2	2 25	300 00	379 50	.....	.....	.....	679 50	7	4	3	300
4	4	613	215	90	60	50	8	7	423	9	2 16	400 00	492 87	.....	200 00	.....	1,092 87	15	6	9	500 150
115	113	14,128	3240	3381	1868	1071	158	348	9718	9	\$2 10	\$16,299 83	\$9,318 18	\$3,911 26	\$1,350 00	\$30,879 27	174	87	87	\$402 \$220
CAMDEN.																						
Population, 25,422.																						
1	1	3568	.....	.....	.....	983	.....	70	983	12	FREE.	6,207 36	2,091 67	3,552 72	.....	.....	11,051 75	19	3	16	500 223
9	8	947	330	220	80	40	27	11	697	8 1/2	2 37	175 00	434 78	257 32	.....	.....	867 10	7	5	2	.....
6	6	810	.....	415	.....	.....	.....	.....	415	8	2 50	800 00	377 86	113 30	.....	.....	1,291 16	.....	.....	.....	.....
6	6	852	85	200	189	140	.....	90	614	8	4 25	1,183 00	655 08	.....	.....	.....	1,838 08	11	5	6	.....
6	6	1017	300	50	50	400	20	100	820	12	2 50	3,051 00	406 90	212 30	.....	.....	3,730 20	.....	.....	.....	400 200
11	11	768	150	375	125	30	25	.....	705	5	3 00	1,000 00	440 90	.....	.....	.....	1,440 90	15	10	5	300 300
6	6	559	125	75	60	50	.....	18	310	7	2 25	400 00	324 44	.....	73 35	.....	737 79	6	4	2	225 225
7	6	568	60	55	54	30	1	2	200	9	2 25	902 22	334 22	.....	.....	.....	1,236 44	7	6	1	300 216
54	50	8089	1050	975	973	1673	73	291	4744	8 3/4	\$2 39	\$13,818 58	\$5,125 85	\$4,135 64	\$73 35	\$23,153 42	65	33	32	\$345 \$233
SOMERSET.																						
Population, 19,668.																						
7	7	608	.....	150	160	.....	10	10	320	10	2 00	300 00	589 11	.....	.....	.....	889 11	11	7	4	375 200
8	8	726	239	159	67	26	5	5	496	9	.....	500 00	648 00	.....	430 00	.....	1,578 00	12	7	5	.....
4	4	442	100	91	90	35	2	14	318	10	2 00	600 00	170 81	179 75	17 74	.....	968 30	6	3	3	450 200
10	9	1323	67	251	198	255	3	32	774	10	2 00	2,000 00	659 34	491 98	.....	.....	3,154 32	13	8	5	325 250
12	12	1043	140	150	235	160	4	50	689	9	3 37	2,500 00	516 26	400 00	590 00	.....	4,006 26	14	8	6	337 275
15	15	1170	100	150	300	500	2	46	1052	11 1/2	.....	1,2540 00	587 64	541 14	190 00	.....	4,858 78	23	18	5	368 260
9	9	569	.....	.....	444	.....	.....	.....	444	9	82	700 00	282 82	287 33	.....	.....	1,170 15	14	9	5	.....
5	5	654	.....	.....	200	.....	.....	2	200	.....	.....	700 00	326 18	179 06	.....	.....	1,205 24	.....	.....	.....	.....
70	69	6455	644	651	1694	976	26	159	4293	10	\$2 03	\$9,740 00	\$3,780 16	\$2,082 26	\$1,227 74	\$16,830 16	93	60	33	\$371 237
Taken from last Rep.																						

* Taken from last Rep.

CAMDEN.

Population, 25,422.

SOMERSET.

Population, 19,688.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the town- ship.	Number from which reports have been received.	Number of children residing in the township, between the age of 5 and 18 years.	Number who have attended school any period, but less than 3 months.	Number who have attended 6 months, but less than 9.	Number who have attended 9 months, but less than 12.	Number who have made for vacations, allowance being made for vacations.	Number over 18 years who have at- tended.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for build- ing, repairing, and furnishing school houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.	Salary of Teachers per annum.		
																				Male.	Female.	
HUNTERDON.																						
Population, 25,989.																						
Alexandria,.....	16	16	1243	.....	100	160	200	.....	3	560	5	\$2 37	\$1,864 00	\$598 86	\$420 00	.....	.....	\$2,893 36	15	9	4	\$300 \$240
Bethlehem,.....	6	5	574	100	140	160	125	3	.....	528	10	FREE.	1,743 00	276 84	78 80	.....	.....	2,098 64	13	9	6	325 230
Clinton, *.....	8	8	581	.....	481	481	.....	3	.....	481	10	2 00	.....	.....	.....	.....	\$808 88	808 88	.....	.....	.....	.....
Delaware,.....	9	9	802	75	70	180	400	20	6	745	8	2 00	500 00	405 56	368 15	.....	.....	1,273 71	13	9	4	300 200
East Amwell, *.....	9	9	446	.....	201	201	.....	.....	.....	201	10	2 00	.....	225 54	187 28	.....	.....	412 82	.....	.....	.....	.....
Franklin, *.....	5	5	439	115	58	38	.....	9	9	220	6	2 00	1,000 00	221 16	72 00	.....	.....	1,415 56	3	2	4	400 160
Lambertville,.....	1	1	516	.....	265	61	.....	.....	.....	341	5	2 50	.....	213 56	.....	.....	.....	331 34	9	4	5	.....
Kingwood,.....	0	9	559	148	97	74	22	.....	.....	620	9	2 00	407 68	407 68	.....	60 00	.....	815 36	11	8	3	.....
Lebanon, *.....	11	11	814	.....	400	400	.....	.....	11	490	10	2 00	431 68	378 00	.....	.....	.....	809 68	14	8	6	.....
Raritan, *.....	14	14	878	.....	400	400	.....	.....	.....	400	10	FREE.	897 00	452 52	747 73	.....	.....	2,097 25	17	8	9	300
Readington,.....	11	11	897	195	168	157	250	5	7	775	10	2 00	400 00	408 20	240 00	.....	.....	1,048 20	15	13	2	.....
Tewksbury, *.....	10	10	830	.....	520	520	.....	.....	15	520	9	2 00	860 00	209 00	.....	.....	.....	1,069 00	11	8	3	215
Union, *.....	8	8	430	.....	291	291	.....	.....	.....	291	9	.....	381 00	180 40	.....	.....	.....	561 40	4	4	.....	250
West Amwell,.....	4	4	369	100	45	51	30	10	9	236	9	2 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	121	120	9378	733	943	3423	1127	47	60	6273	87	\$2 06	\$9,484 86	\$4,273 66	\$2,123 96	\$360 00	\$808 88	\$16,056 36	130	82	48	\$298 \$208
MIDDLESEX.																						
Population, 23,635.																						
Monroe,.....	12	9	985	.....	691	657	460	.....	8	659	9	2 00	1,000 00	409 28	395 56	.....	.....	1,864 84	9	7	2	275 200
North Brunswick,.....	1	1	3447	630	83	70	.....	3	12	2461	9	FREE.	8,000 00	1,641 84	.....	326 00	.....	9,967 84	34	12	22	273 273
Perth Amboy,.....	9	1	650	.....	153	9	25	.....	.....	153	9	3 25	650 00	335 33	392 76	.....	.....	1,378 09	2	1	1	548 200
Piscataway,.....	12	12	948	50	150	200	100	.....	32	500	10	3 25	2,000 00	449 24	78 33	100 00	.....	2,627 57	13	9	4	400 204
South Amboy,.....	8	8	897	20	50	479	300	20	10	869	10	2 00	1,000 00	442 74	.....	.....	.....	1,442 74	9	5	4	400 250
South Brunswick,.....	17	17	1089	.....	1062	.....	.....	5	17	1067	7	2 00	1,250 00	549 60	82 89	.....	.....	1,882 49	20	17	3	.....
Woodbridge,.....	17	17	1748	340	284	174	363	12	16	1173	8	2 00	3,422 00	860 44	116 85	1,200 00	.....	5,599 29	19	12	7	375 180
* Taken from last Rep.	76	73	9764	1311	2469	1010	1443	49	95	6882	9	1 63	\$17,322 00	\$4,748 47	\$1,036 39	\$1,626 00	.....	\$24,762 86	106	63	43	\$378 \$216

CUMBERLAND.

Population, 17,189.

CUMBERLAND.																		
Population, 17,189.																		
4	4	827	50	412	50	462	9	\$1 50	\$2,000 00	\$388 22	\$324 57	\$350 00	\$3,062 79	9	4	5	\$250 2337
1	1	330	41	77	134	3	10	255 12	FREE.	154 44	149 70	.....	1,504 14	4	1	3	500 188
5	5	326	195	105	303	6	303	6	2 50	286 87	.....	.....	686 87	10	6	4	268 140
9	9	856	50	310	745	8	745	8	3 00	399 42	193 70	.....	1,793 12	12	11	1	300 200
5	4	708	400	172	50	6	48	628	3 00	330 36	236 80	219 33	1,386 49	21	9	12	.....
4	4	388	150	90	320	9	320	9	.....	181 05	506 25	.....	1,202 30	.....	.....	.....	300 200
9	2	477	350	100	10	11	460	9	2 00	438 45	.....	273 91	.....	10	8	8	300 200
6	6	939	210	135	51	248	10	4	3 00	2,500 00	441 87	.....	5,427 27	11	3	8	375 187
8	6	821	128	190	120	100	.....	538 7 1/2	.....	1,281 00	2,485 40	.....	1,809 60	8	8	.....	300
6	6	310	40	95	155	.....	4	200 8 1/2	2 25	.....	159 52	.....	\$437 52	.....	.....	.....	.....
57	48	5982	1214	1399	940	1070	32	127 46 5/8	\$2 37	\$2,773 89	\$4,055 94	\$843 24	\$437 52	\$18,365 04	91	50	41	\$944 193
MERCER.																		
Population, 27,992.																		
9	9	925	80	160	18	600 10 1/2	FREE.	2,000 00	470 26	300 00	42 50	2,818 76	10	8	2	320 225
5	5	427	37	6	217 10 1/2	2 25	854 00	214 71	625 00	1,093 71	5	3	2	475 200
10	10	970	350	200	97	53	4	700 11 1/2	2,919 00	504 08	1,250 43	.....	4,673 51	18	14	4	300 100
13	13	1100	100	100	50	500	10	750 9	1,100 00	566 37	307 07	.....	1,973 44	13	6	7	280 200
5	5	546	25	50	75	100	14	250 10	819 00	273 00	216 00	.....	1,308 06	6	5	1	.....
1	1	230	5	20	20	40	85 11	200 00	120 00	1,875 00	2,195 00	1	1	368
6	6	755	.....	20	160	220	75	400 8	900 00	603 13	.....	.....	1,503 13	6	6	.....	250
1	1	3563	.....	1001	.....	1001	63	1001 12	4,000 00	1,819 64	.....	.....	5,819 64	18	3	15	425 200
4	4	510	58	00	290	75	.....	483 9	200 00	262 59	308 60	.....	871 19	12	9	3	300 220
54	54	9026	655	610	1052	2764	5	180 508 6/10	\$13,092 00	\$4,839 78	\$2,382 10	\$2,542 50	.....	89	55	34	\$340 \$201
SUSSEX.																		
Population, 22,989.																		
7	7	412	132	103	70	3	5 308	650 00	217 98	\$72 00	550 00	1,498 98	9	7	2	300 150
11	11	669	105	215	137	101	10	4 508 10 1/2	1,003 50	319 10	202 25	.....	1,524 85	23	12	11	260 200
5	4	334	60	79	111	60	.....	9 310 8 1/4	901 85	292 31	450 58	.....	1,044 74	6	5	1	285 240
11	9	551	450	.....	.....	.....	.....	450 8	600 00	425 35	.....	.....	1,025 35	11	7	4	240
4	4	277	25	75	100	.....	5	1 200 7	188 50	258 26	67 18	.....	463 54	9	5	4	250 175
8	8	396	150	75	75	.....	4	300 8	200 00	174 57	197 04	6 00	577 61	12	4	8	240 96
11	11	991	300	300	.....	.....	6	600 12	2,415 00	500 00	847 00	.....	3,762 00	20	12	8	375 187
10	10	463	130	176	84	60	50	6 500 7	.....	321 96	15 14	.....	337 10	28	20	8	.....
9	9	604	170	180	220	.....	50	570 9	.....	.....	.....	.....	520 00	.....	.....	.....	.....
12	12	588	137	130	75	50	8	12 400 5	.....	413 18	.....	.....	413 18	10	7	3	240 144
17	16	805	185	342	90	.....	8	625 7	500 00	611 13	126 65	.....	1,237 78	20	16	4	175 132
5	5	285	.....	200	.....	.....	14	200 6	.....	142 36	61 90	.....	204 26	6	6	.....	.....
22	22	1389	465	200	150	111	4	1 930 10	1,500 00	662 54	431 22	.....	2,503 76	34	20	14	.....
132	128	7724	1559	2412	1445	452	94	56 5972 8	\$7,908 85	\$4,338 74	\$2,470 96	\$556 00	\$520 00	188	121	67	\$260 \$105	
* Taken from last Rep.																		

* Taken from last Rep.

COUNTIES AND TOWNSHIPS.	CAPE MAY. Population, 6,133.	WARREN. Population, 22,558.	Whole number of districts in the town-ship.	Number from which reports have been received.	Number of children residing in the township between the age of 5 and 18 years.	Number who have attended school any period, but less than 3 months.	Number who have attended 6 months, but less than 9.	Number who have attended 9 months, but less than 12.	Number who have attended 12 months, allowance being made for vacations.	Number over 18 years who have at-tended.	Number of colored children taught.	Whole number of children taught.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the State.)	Amount received from other sources specified in the returns.	Amount raised in addition for build-ing, repairing and furnishing school-houses.	Amount received from sources not specified.	Total amount raised and appropriated for school purposes.	Number of teachers.			Salary of Teachers per annum.			
																						Male.	Female.				
	1	1	185	26	2347	889	687	443	15	29	40	2003	7	\$2 50	\$4,201 94	\$1,048 27	\$476 57				\$5,926 78	26	22	4	\$430	\$265	
	6	6	555	2	322	80	145	55	20	5	10	305	10	FREE.	450 00	146 80	298 81				895 61	4	2	2	400	225	
	5	5	424	6	505	164	65	200	...	15	4	444	9	2 00	...	...	133 66				369 35	7	5	2	...	...
	7	7	704	10	535	...	...	...	...	...	1	300	10	2 00	802 50	249 59	172 51				1,224 60	6	5	1	...	...
	7	7	704	10	445	...	...	...	...	...	...	300	9	1 75	140 50	206 06	10 56				337 12	10	5	5	300	200
	7	7	704	10	873	...	...	...	...	...	...	500	10 1/2	...	2,182 50	690 40	...				2,872 90	8	6	2	300	200
	7	7	704	10	453	...	...	...	...	...	1	199	9	2 00	600 00	362 82	...				962 82	8	7	1	...	...
	7	7	704	10	281	...	...	...	...	...	24	244	9	2 00	...	192 00	...				192 00	3	2	1	...	...
	7	7	704	10	600	...	...	...	...	...	4	448	7 1/2	2 00	...	281 08	161 85				442 93	12	7	5	...	200
	7	7	704	10	587	...	...	...	...	...	2	228	9	2 00	587 00	276 09	267 43				1,130 51	15	11	4	...	...
	7	7	704	10	468	...	...	...	...	...	25	445	8	2 00	200 00	219 96	123 00				1,042 96	9	5	4	...	...
	7	7	704	10	510	1	6	296	9 1/2	FREE.	1,020 00	240 78	158 58				1,419 36	9	6	3	325	225
	8	8	605	7	605	4	8	412	5	...	504 00	221 34	191 20				916 54	7	4	4	300	150
	4	4	174	3	174	12	2	139	6	2 50	50 00	116 35	...				166 35	8	4	3	325	225
	5	5	723	3	723	4	1	582	10	...	2,169 00	522 76	...				3,445 63	8	6	2	308	240
	4	4	543	4	543	...	...	...	...	...	...	...	...	...	1,086 00	275 00	126 41				1,487 41	4	3	1	...	...
	107	103	7634	107	7634	725	989	1978	1323	137	38	5152	8 1/2	\$2 02	\$9,791 50	\$4,236 71	\$1,644 01	\$1,253 87			\$16,926 09	118	78	40	\$322	\$206	
	* Taken from last Rep.																										

* Taken from last Rep.

MONMOUTH.

Population, 30,313.									
Atlantic.....	4	448	88	117	32	60	9	16	306 11
Freehold.....	8	807	329	150	100	55	14	15	648 9
Howell.....	10	867	273	129	54	25	31	7	510 0
Manalapan.....	7	643	43	10	20	20	12	15	335 11
Middletown.....	13	1080	115	78	30	40	31	624	9
Millstone.....	9	599	200	175	134	90	.....	5	599 7 1/2
Marlboro.....	7	537	53	180	90	120	.....	6	443 9
Ocean.....	12	1425	100	81	75	60	.....	15	945 10
Karlan.....	16	1810	.....	811	.....	628	.....	1439	9
Shrewsbury.....	8	7	1088	345	.....	374	5	72	724 10
Upper Freehold.....	7	894	187	418	168	.....	27	41	800 8
Wall.....	8	730	222	126	84	.....	6	438	6
109	107	10978	1610	2619	787	2631	104	223	7811 9
MORRIS.									
Population, 30,158.									
Chatham.....	8	782	192	20	40	240	.....	18	492 10
Chester.....	7	448	.....	365	9	FREE.	.....	365	9
Hanover.....	12	1146	100	424	125	60	20	6	729 9 1/2
Jefferson.....	8	449	105	218	25	.....	.....	348	6
Mendham.....	6	522	200	100	70	50	.....	420	10 1/2
Morris.....	14	1575	279	124	100	250	.....	25	653 9
Pequannock.....	15	1410	191	340	278	198	.....	7	1007 9 1/2
Randolph, *.....	9	862	50	60	400	.....	20	530	9
Roxbury.....	10	848	.....	480	.....	.....	20	4	500 9
Rockaway, *.....	12	1095	111	50	344	.....	21	526	7
Washington.....	9	837	196	203	135	120	22	16	676 10 1/2
110	110	9972	1224	1539	2362	918	103	76	6246 9
SALEM.									
Population, 19,688.									
Elsinborough.....	2	186	44	26	58	.....	.....	10	128 10 1/2
L. Alloway Creek.....	6	496	57	67	68	12	11	15	215 8 1/2
L. Penn's Neck.....	5	487	150	125	85	50	10	25	430 9
Mannington.....	9	815	700	.....	.....	.....	.....	700	10
Pilesgrove.....	9	979	223	244	183	117	29	57	796 10 1/2
Pittsgrove, *.....	9	7	426	140	130	.....	.....	310	5
Salem.....	2	1	886	151	174	198	221	40	744 10
U. Alloway Creek.....	13	913	120	195	341	175	5	20	836 10
U. Penn's Neck.....	10	912	390	235	165	35	20	10	845 7 1/2
Upper Pittsgrove, *.....	8	544	.....	533	.....	.....	.....	2	533 6
71	70	6644	1275	1729	1838	610	75	179	5527 8 1/2

* Taken from last Rep.

Summary of the preceding Abstracts, exhibiting the results in the several Counties of the State, for the year ending December 15th, 1854.

COUNTIES, Pop. 489,556.	Number of townships in each county.		Number that have made reports.		Whole number of districts in the town-ship.		Number that have made reports.		Number of children residing in the townships between the age of 5 and 18 years.		Number that have attended school any period, but less than 3 months.		Number that have attended 6, but less than 9 months.		Number that have attended 9, but less than 12 months.		Number that have attended 12 months, allowance being made for vacation.		Number over 18 years who have at- tended.		Number of colored children taught.		Whole number of children that have attended school.		Average number of months the schools have been kept open.		Terms of tuition.		Amount of money raised by tax for the support of schools.		Amount received from the State.		Amount received from other sources specified in the returns.		Amount raised in addition for build- ing, repairing, and furnishing school- houses.		Amount received from sources not designated.		Total amount of money appropriated to school purposes.		Number of teachers.		Male.		Female.		Male.		Female.		Salary of Teachers per annum.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	Number of townships in each county.	Number that have made reports.	Whole number of districts in the town-ship.	Number that have made reports.	Number of children residing in the townships between the age of 5 and 18 years.	Number that have attended school any period, but less than 3 months.	Number that have attended 6, but less than 9 months.	Number that have attended 9, but less than 12 months.	Number that have attended 12 months, allowance being made for vacation.	Number over 18 years who have at- tended.	Number of colored children taught.	Whole number of children that have attended school.	Average number of months the schools have been kept open.	Terms of tuition.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for build- ing, repairing, and furnishing school- houses.	Amount received from sources not designated.	Total amount of money appropriated to school purposes.	Number of teachers.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.

APPENDIX.

REPORTS FROM TEACHERS' INSTITUTES, ETC.

HUNTERDON INSTITUTE.

To the Hon. Superintendent of Public Schools of the State of New Jersey :

SIR:—The Executive Committee of the Hunterdon County Teachers' Institute, held at Flemington, New Jersey, from August 7th to August 12th, 1854, submit, according to request, in connection with the accompanying printed "Report of Proceedings and Catalogue," the following statement of the means by which the Institute was established, its nature, and results, so far as they have been ascertained.

It would not be the part of true patriotism to conceal the fact, that the inhabitants of Hunterdon County have hitherto manifested less interest in the cause of education than those of some other counties even in our own State. Most of them had never heard of a Teachers' Institute, and very few indeed had any correct ideas respecting it; hence it was not without difficulty that the enterprise was begun and carried forward to such a successful and triumphant conclusion. The meeting of the teachers of the county, called by advertisement for the 22d day of March last, "to organize an Association, and to consider the expediency of holding an Institute," was attended

by *seven* teachers. After much animated debate, they organized an Association, furnished it with Constitution and By-Laws, and adopted the following series of resolutions :

1st. *Resolved*, That we regard education the first and greatest interest of the State, and of the individual; demanding the careful investigation of Legislators, the earnest attention and appreciation of the people, and the hearty devotion of Teachers.

2d. That we heartily sympathize with the true friends of the cause everywhere, and congratulate them that it begins to take its proper position before the world; and that we will zealously co-operate with our brethren in our own State to redeem New Jersey from that worse than Egyptian bondage—the thralldom of ignorance.

3d. That while we welcome every improvement in the plan of education, and take courage from the progress hitherto made, we desire to remember that every change is not necessarily an improvement; and that we deeply regret the prevalence in our schools of that superficiality—that smattering process—which is the consequence of too great haste on the part of teachers and parents to finish the education of youth.

4th. That we feel the teacher's profession to be arduous and responsible; and that we believe that any labor or money expended in increasing his facilities for teaching, and in rendering him more fit for his duty, is *well* expended, and will yield a rich return to the source from which it is received.

5th. That we regard Teachers' Institutes as a most important means of increasing the qualifications and exciting the devotion of teachers, as well as of arousing the community to the importance of education, and as peculiarly fitted to do good at this juncture of educational affairs in our State.

6th. That we heartily thank our Legislators that they have passed "An Act to establish Teachers' Institutes;" and that we congratulate our fellow citizens upon the wisdom and care for the public interest thus manifested.

7th. That we will hold a Teachers' Institute during the ensuing autumn, and endeavor to secure the attendance of all our fellow-laborers.

8th. That the Executive Committee of this Association be charged with all the necessary preparations for the Institute; and that they be intrusted with discretionary power respecting the conductors, lecturers, manner, time, and place of the same.

9th. That the interests of education and *the purses of the people* require the appointment of a Board of County Examiners, and that we earnestly request the Board of Chosen Freeholders of the County of Hunterdon, to comply with that part of the law which says, "It shall be the duty of the Board of Chosen Freeholders to elect and choose two persons, citizens of the county, who shall constitute a Board of Examiners, &c."

10th. That the thanks of this Association are eminently due the editors of the county, for the commendable interest they take in the cause of education, as evinced by publishing educational notices free of charge.

These resolutions were published in the county papers, extensively copied, and commented upon by friends and foes, at home and abroad. The character of the attacks made upon them raised up friends for the cause, and gave an effectual impetus to a project which, unmolested, might have died in its very inception. Teachers who had stood aloof from the "new notion," now stood by their fellows; the citizens of Flemington tendered their hospitalities; the Institute was organized according to appointment by the State Superintendent, and given in charge to C. C. Hoagland, M. D., of Somerset, who conducted the exercises throughout the week. The character of these exercises is minutely set forth in the accompanying printed Report. They were as pleasing as they were profitable. Views were compared, plans considered, errors corrected, and inexperience instructed. It was very natural that those teachers who had been for many years going through the same daily routine in the same manner, should look askance upon innovation which might interrupt the monotony of their tread-mill plans; but those who attended went away satisfied that the Institute had wrought them no ill and much good. It was natural, too, that many, young and inexperienced, conscious of their inability, should hesitate to attend what they feared might prove a place for the exposition of faults, rather than for the acquirement of professional knowledge; but they, too, went away satisfied, informed, encouraged, strengthened. Here are the great advantages of the Institute. It brings teachers together. They learn to know each other;

they feel that they have a common cause; the skill and experience of each become common stock; the best methods of imparting instruction, of government, of discipline, are made known and put in practice throughout the community; the united wisdom of all is made serviceable for the benefit of each; and order and system take the place of that "chaos without form and void," which exists where teachers act separately and independently, where they have "theories infinite and practices infinite, whilst many proceed without either theory or practice." Without some plan and some knowledge respecting its details, teaching is mere quackery, as much more reprehensible than mere physical empiricism, as the mind is of more value than the body.

You will expect us to say whether the result of the experiment has answered the expectations of its projectors. The reply to this question will depend upon what those expectations were. "If it was supposed that the Teachers' Institute was a machine, endowed with some mysterious power by which learned, skilful, and accomplished teachers could be manufactured out of all sorts of materials in the shortest possible time, indeed, that expectation has not been answered. Or, if it was thought that persons destitute of the natural endowments essential for teaching, could be made good instructors in the course of five days, or in half of that time; or, that individuals, not already familiar with the common-school branches, could not only become learned themselves, but also acquire the faculty of imparting their knowledge to others during one session of the Institute, surely none of these expectations have been answered. But if it was expected that the Institute would be a model school, in which the rules of punctuality, of order, of diligence, of attention and promptness, would be applied to the teachers themselves as they should apply them to their pupils; in which the best modes of securing obedience to these regulations would be discussed in which all the points connected with the government, discipline, and classification of schools would be examined; in which the rules and principles laid down in the text-books would be fully ex-

plained, and the best methods of impressing these upon the minds of children—as well as the various ways of presenting the same subject to those of different capacities—would be pointed out; and from which teachers would return to their schools with an increased fund of knowledge—derived ‘as well from the public lectures as from the suggestions and instructions of the able Conductor—with errors corrected, and with higher aims and motives; if such were the expectations, these expectations have undoubtedly been answered.

The members of the Institute have recorded their opinions upon this subject in the following Resolutions, unanimously adopted just before adjournment:—

Resolved, That being thoroughly convinced of the importance and utility of Teachers’ Institutes, we will strive in future to uphold and sustain them by every individual and combined effort within our reach.

That the next session of a Hunterdon County Institute shall be attended by increased numbers, stronger hearts, and warmer zeal, and be sustained, we trust, by the hearty co-operation of all the friends of education in the county.

The effect of the Institute upon the citizens in attendance, and upon the surrounding community, must not be regarded as its least valuable feature. Not only the evening lectures, but also the daily exercises, furnished food for profitable reflection, and discussions with the teachers domiciled in the neighboring families. Thus, they who watered others were themselves watered also; the hearts of the fathers were turned to their children, and the relations and obligations between them better understood and appreciated.

Desirous of furnishing an accurate account of the views of the people respecting the Institute, the Committee addressed a circular note of inquiry to several gentlemen of the vicinity.

A copy of the note, and reply, is here inserted.

[NOTE.]

FLEMINGTON, N. J., October 1, 1854.

DEAR SIR:—It is desirable to report to the State Superintendent the opinions and feelings of this community with

regard to the Teachers' Institute, held among us during the past summer. Will you do us and the cause of education the favor to state these as far as you are able, and especially, your own views respecting it? By so doing you will greatly oblige,

Yours, with respect,

J. B. THOMPSON, }
C. R. DAGGETT, } *Ex. Com.*
E. W. MERRITT, }

[REPLY.]

To John B. Thompson, Esq.,

DEAR SIR:—In answer to your favor requesting of us an expression of our views of the effect of the Teachers' Institute, held in this place last summer, and of the state of feeling among the people in regard to it,—

We say, that so far as our minds were affected by a close observation of the proceedings of the Institute from day to day, our opinion is decidedly in their behalf; and we have good reason to believe that the impression made upon the public mind is the same with our own.

The assemblage of the teachers of the county in a body, where they can be seen by that public who have intrusted to them the education of their children, and where they are called upon to make an exhibit of their mental and moral qualifications for their most respectable and responsible office, the encouragement which the teachers respectfully receive from each other, and from an interested public audience in the labors of their vocation, and the energy and zeal thus imparted to them, and the practical information which they necessarily receive from a comparison of the different modes of teaching the same branches, and the best books for this purpose, are a few of the manifest advantages of the Institute.

We felt, too, that a great point had been gained in commending the subject of education to the regards of the people, by the exhibition of the fact, that the State has not only made appropriations for the support of schools, but was now bringing its means and influences to bear upon the character and

qualifications of teachers ; a matter which, we hope, from the effect of these Institutes, will more deeply impress itself upon the representatives of the people.

We conclude by saying, that the effect produced upon the audiences attending from day to day, and the pleasure imparted by the various exercises of the Institute, under the intelligent guidance and skilful tact of the Conductor, Dr. C. C. Hoagland, in connection with the popular and able addresses delivered at the evening sessions, will be long and agreeably remembered by the citizens of the county ; and we can but hope that these Institutes may be continued, as a part of the educational policy of the State.

Very respectfully, your obt. serv'ts,

PETER J. CLARK,
A. WURTS.

The entire press of the county has stood by the Institute with a most commendable zeal for the interest of education.

The Committee hope they will not be trespassing too far beyond the limits of their duty, if they call your attention to what they conceive to be a pressing necessity for a change in the present school law, by which the appointment of County Examiners shall be placed in the hands of County Associations (of teachers' established by law ;—in the event of their failure to appoint, the power to remain where it now is, with the Board of Chosen Freeholders ;—and the appointment of such a Board of Examiners to be the condition on which each county shall receive its share of the annual appropriation from the state treasury.

The benefit of, legally established County Associations in other States, the republican justice of permitting the ruled to elect their own rulers, and the mere farce which is made of examinations under the present system, will be sufficient reasons for the change asked.

Lawyers, clergymen and physicians are examined and licensed by men of their own profession. Why should not teachers be ?

Examinations now devolve, for the most part, upon the trustees and town superintendent, none of whom, in many instances, can read or spell correctly, whilst they have no ideas whatever respecting English Grammar or Geography. The clogging weight of ignorance and indolence which will attach itself to the profession, while these opportunities for it exist, will prove an effectual barrier to its progress towards that degree of perfection which it ought to attain.

Encouraged by the past, and trusting for the future, the Committee submit this report, with their heartfelt thanks for the earnest kindness and deep sympathy so readily and constantly extended them by the State Superintendent.

In behalf of the Committee,

J. B. THOMPSON,

Chairman.

Flemington, N. J., November 1, 1854.

Morris Institute.

The Morris County Teachers' Institute met, pursuant to call, in the Presbyterian church at Chester, on Monday, Oct. 23d. Rev. George M. S. Blauvelt was elected President, Rev. Luke I. Stoutenburgh Secretary, S. Farrand Assistant Secretary, and M. H. Doolittle Monitor. The Institute was conducted by Rev. T. D. P. Stone, of Norwichtown, Conn., with the assistance of James B. Thompson, LL. D., Prof. C. W. Saunders, Wm. Rankin, and Prof. H. Mattison. Lectures were also delivered by Rev. Geo. I. King, Rev. Mr. Anderson, and Rev. Mr. Blauvelt, and on Friday evening we listened to an able and instructive address from Dr. John H. Phillips, State Supt. Public Schools. The Institute continued in session for five days, adjourning on Friday evening, Oct 27th. During the session, lectures were delivered on the Art of Teaching, on Government of Children, on the Natural Sciences, Astronomy and Geology, Physiology, Elocution, Phonography, and Grammar. The teachers were also drilled in reading and arithmetic.

I enclose a list of the names of the teachers in attendance, together with some statistical information.

Yours,

GEO. M. S. BLAUVELT,

President of the Institute.

To Jno. H. Phillips, S. S. P. S.

Dec. 12th, 1854.

Somerset Institute.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey :

The Executive Committee of the last Somerset County Teachers' Institute, held at Somerville, New Jersey, in 1854, from July 31st to August 5th, inclusive, in accordance with your request, submit the following brief statement of the origin of Teachers' Institutes in this county, the means by which they have been sustained, the impression they have made upon the community at large, and their effects upon teachers and schools.

In A. D. 1849, two Teachers' Institutes—one in the summer and one in autumn—were held in Somerville, Somerset County, each commencing on Monday, and ending on Saturday. They were originated and sustained by Dr. C. C. Hoagland, who solicited and obtained the services of Messrs. Chas. W. Sanders, A. M., and sons, of New York, as teachers, by paying their expenses of travelling, board, &c., while in Somerville. A sketch of the proceedings of each Institute was published in the county papers, but we have not had an opportunity of examining their files, and will only add, that there was a respectable number of teachers in attendance, and the expenses of each were not less than fifty dollars.

The third Institute was held in Somerville, in 1851. For the origin and organization of this Institute we take the liberty of copying from the report of proceedings, as follows :—

“Some teachers of Somerset, waiting upon the County Examiners on the last Saturday of August, suggested the propriety of having a Teachers' Institute some time during the au-

turn. In accordance with the suggestion, Messrs. Jelliff, Cane and Patten were appointed a committee to invite a meeting of the teachers of the county, at some convenient time, to make arrangements for an Institute. This committee invited, through the county papers, the town superintendents, teachers and friends of education, to meet for that purpose in Somerville, on Saturday, Sept. 6th. This meeting was had, and after consultation it was deemed advisable to have an Institute, to continue during one week, and all the arrangements therefor were given in charge of a committee consisting of Wm. H. Jelliff, Miles H. Upson, and John B. Thompson. This committee entered into correspondence with several accustomed to conduct such meetings, and having engaged the services of D. M. Camp, Esq., of Conn., and Wm. B. Fowle, Esq., of Mass., issued their circulars of invitation, and extended them through the public prints, engaged lecturers, made provision, through the liberality of citizens of Somerville, for the gratuitous entertainment of those who would attend, and finally fixed upon Monday, Nov. 3d, at 11 o'clock, A. M., as the time for the commencement of the Institute."

The expenses of this Institute exceeded one hundred dollars, three-fourths of which was paid by the teachers in attendance, and the remainder by Town Superintendents and friends of education. Messrs. Camp and Fowle charged nothing for their time, and only received pay for their actual expenses.

The number of teachers in attendance was 55 males, and 15 females; total, 70. Funds were raised by subscription to print, in pamphlet form, the proceedings and catalogue.

The fourth Institute was held in Bound Book, commencing on Monday, October 25th, 1854, and closed on the following Saturday. This Institute originated in the Somerset County Teachers' Association, which was organized during the session of the Institute in 1851. Prof. D. N. Camp, of New Britain, Conn., conducted the exercises, and was paid thirty dollars and his travelling expenses.

The whole expense was about seventy dollars, most of which was raised by the members of the Institute. The number

enrolled as members was 46 males, and 14 females; total, 60. About one third of the members contributed a dollar each, to pay for publishing proceedings and catalogue.

The fifth Institute was held in Millstone, commencing on Monday, August 29th, 1853, and continued through the week. It had its origin as follows:—

“The Somerset County Teachers’ Association, at its annual meeting in April, 1853, resolved that it is expedient to hold a Teachers’ Institute in the county in the ensuing autumn; and appointed C. C. Hoagland, O. B. Kibbe, and John D. Van Nuys, a committee of arrangements.”

Mr. Silas T. Bowen, Principal of the New Brunswick Public School, and Dr. D. G. Eaton, Professor of Natural Philosophy in the Brooklyn Female Institute, conducted the exercises.—Each of the conductors received a nominal sum, beside their expenses. The whole expense incurred was fifty-eight dollars. The balance (\$37.00) was assessed on and paid by eighteen male teachers. The female members of the Institute contributed funds sufficient to publish a sketch of proceedings and catalogue.

The whole number in attendance was thirty, one-third of which was females.

The sixth Institute had its origin at the annual meeting of the Somerset County Teachers’ Association, held at Somerville in April, 1854, when Messrs. O. A. Kibbe, W. D. Wiltzie, and S. B. Wakeman, were chosen an Executive Committee to make arrangements. The Institute commenced in the court-house, in Somerville, on Monday, July 31st, 1854, and ended on the following Saturday, and was conducted by Prof. D. F. Eaton, of Brooklyn, New York, assisted by Dr. C. C. Hoagland, of Somerset; the former at an expense of fifty dollars, and the latter twenty dollars. The whole expense incurred was one hundred and eleven dollars, not including the expense of advertising in the county papers, the editors, Frazee and Donaldson, making no charge. The appropriation of “one hundred dollars,”

by the Legislature, to defray expenses, was received, and the remaining eleven dollars was generously contributed by S. Swan Hartwell, Esq., of Somerville. About half the members contributed funds sufficient to publish the proceedings and catalogue. Number of male members 28, female 21; total, 49.

All of these Institutes were ably conducted by gentlemen of experience in the best method of teaching; and most of the daily exercises through the week, were practical illustrations of the most approved methods of teaching the various branches usually taught in common schools, including classification and government. The evening exercises consisted generally of lectures on various subjects intimately connected with popular education.

We insert a few statistics from inquiries made during the Institutes.

About one third of the teachers of the first two institutes were natives of New Jersey.

In 1851, out of 62 teachers, 23 had attended a similar Institute. Thirty-three were natives of New Jersey; 13 of Connecticut; 4 of Massachusetts; 7 of New York; 2 of Maine; 1 of Vermont.

In 1852, out of 60 members, 31 had attended a similar Institute; only 9 elsewhere than in Somerset County. Twenty-nine were natives of New Jersey (11 of Somerset County); 14 of New York; 12 of Connecticut; 3 of Massachusetts; 2 of Maine. Fifteen of the above were subscribers to a periodical devoted to schools and teaching; 26 had book of instruction in the science of teaching.

Similar inquiries were made at the Institute in 1853, but the paper containing the facts was mislaid or lost, and was not embodied in the report. We find on examining the catalogue, that 16 out of thirty were natives of New Jersey.

In 1854, the number of members was 50. Of this number 13 had attended a similar Institute in Somerset County; 7 had attended Institutes elsewhere; 26 were natives of New Jersey; 12 of New York; 6 of Connecticut; 1 of Massachusetts; 2 of

Vermont; and 2 of New Hampshire. Thirteen take an educational periodical; 21 own a book on the science of teaching.

These statistics show that there are one third more natives of New Jersey engaged in teaching now than five years ago.

We will now speak of the influence of Institutes upon the community at large in this county.

To be brief, exact, and just in matter, it is no easy task.—Teachers' Institutes have *not* exerted that salutary influence which they have in other States. Yet, to those acquainted with the history of Institutes in this country, it is evident that there has been a change in public sentiment. There is less opposition to them than formerly, and a tacit acknowledgment that they are beneficial, and worthy of support. To be specific, the people may be divided into three classes, and designated opposers, indifferent, and friendly to Institutes.

The first class is less in influence than in numbers, and is composed, mostly, of those persons who, through ignorance, oppose every improvement of a social, moral, or intellectual character. This class openly oppose Institutes as humbugs, originated by teachers to increase their wages. With these "opposers," the efficiency of teachers has not the weight of a feather; but the "almighty dollar" will overbalance, in their scales, all the wisdom in existence.

The persons composing the second class, are numerous; naturally well disposed, but in relation to Institutes, are extremely modest or indifferent. They consider a good common school a great blessing, acknowledge the importance of having good teachers; but when speaking of Institutes, they reply, that we have *tolerably* good schools now. This class regards the proper qualifications for teaching in a false light. They consider that a knowledge of the sciences to be taught is all that is necessary to make a good teacher, and if this knowledge is once obtained, it always remains. They seem to settle down under the conviction that there have been many good teachers without such aids as Institutes, therefore they can see no particular necessity for their introduction now. Another favorite dogma, prevalent to a large extent, is, that teachers should

qualify themselves for the work before entering upon their duties, and that the individual improvement of teachers devolves entirely upon themselves. For these and other reasons, they care but little about Institutes. Their influence, so far as action is concerned, begets indolence, and the latter engenders a want of sympathy and appreciation. Among the large number composing this class, are found men of high standing in society, intelligent, enterprising, and influential in other matters.

The third class, we regret to say, is less in numbers than either of the others. Yet what they lack in numbers, they make up in energy and influence. They are whole-souled, active, intelligent persons, and are ever ready to work in the noble cause of education. They deplore the inefficiency of teachers, the low standard of common schools, and appreciate any *laudable* efforts for improvement. Unlike either of the other classes, they exercise sympathy for teachers, and have the foresight to see, and the candor to admit, that unless parents and guardians sustain and encourage teachers in elevating the standard of teaching, the most zealous efforts of the latter are rendered abortive, consequently degrading the profession, and paralyzing its influence.

But notwithstanding the majority are opposers, or indifferent, the fact, that as the objects and results of Institutes are better understood and known, there is less objection and more appreciation, argues well for their continuance, and indicates that it is a want of information which causes more or less of the cavilling and apathy. Indeed, we believe that seven eighths of the opposition and want of interest can be attributed to a lack of knowledge of the *objects* and *results* of Institutes. Experience and observation warrant us in saying, that the apathy so largely prevalent, would nearly all disappear, if competent and influential men would write and speak upon the subject. It is a lamentable fact, that, with few exceptions, clergymen, lawyers, and others, *capable* of addressing public meetings, are so unwilling to lend their influence in advocating the cause of education publicly.

We are gratified that facts will bear us out in saying, that Institutes have made a decided and favorable impression on teachers and schools. All who have attended a Teachers' Institute, must concur, *as they do*, in the one sentiment, that they are to the teacher what an oasis is to the traveller in a desert—*very indispensable*. All admit their value, as they bring teachers together, where they may compare their own attainments with the attainments of those in the same calling, and by this comparison, they are stimulated to try for higher attainments. They learn at these Institutes—what they can learn nowhere else—methods of discipline, classification, recitations, &c. A well arranged and perfect system of instruction, to insure success, is absolutely necessary. Teachers' Institutes are supplying this necessity in part. Teachers, by attending Institutes, are becoming more *united*, and "*in union there is strength*." The standard of teaching, in this county, is admitted to be higher now than it was five years ago. This fact is corroborated by another admitted fact, that the *condition* of schools has improved. These Institutes have had a tendency to arouse the people to a partial sense of their wants, and schools are better patronized now than formerly. Other matters of interest in connection with Institutes might be mentioned, but we have already exceeded our limits.

With the hope that our feeble effort will help insure the permanency of Institutes, this report is respectfully submitted.

Sussex Institute.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey :

DEAR SIR:—In the early part of the summer the Teachers' Association of Sussex County was organized. The law of the State making appropriations for Teachers' Institutes, had some influence in producing this movement.

At the first meeting, a resolution was passed to make application to the State Superintendent for such an Institute, and

a committee was appointed to take the necessary steps, and make arrangements.

Although by some oversight the time fixed interfered with some ecclesiastical meetings, and hindered several town superintendents from attending, yet the number of teachers present were more than forty. The people of our village were agreeably surprised by the announcement that so many distinguished speakers, and among them the Governor of the State, would address them on the subject of education. The attendance was good from the beginning, nor was there any flagging of interest, but a manifest increase, while, for five successive evening, the court-room was crowded by a delighted audience.

The exercises of the Institute proper began on Monday morning, under the direction of Dr. Hoagland. On Thursday and Friday he was assisted by Mr. Stone, of the Norwich Normal Seminary, of Connecticut. Spelling, Reading Written and Mental Arithmetic, Writing, Physical, Mathematical and Statistical Geography, English Grammar, Composition, together with many questions relating to school discipline, successively occupied the attention of the Institute. Beside his Excellency the Governor of this State, the State Superintendent, Dr. Hoagland, Mr. Stone, Mr. Rankin, and the Rev. J. T. Crane, delivered able and interesting addresses.

The teachers declared themselves gratified and benefited by the exercises—rendered thanks to the Legislature for their appropriation, and expressed a unanimous desire to enjoy another such season as soon as the law will admit.

By order of the Institute,

B. JOHNSON, *President.*

Warren Institute.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey

SIR :—In compliance with a published notice, our Institute was duly organized at Belvidere, Oct. 23d, at 2 o'clock, p. m.

by C. C. Hoagland, of Somerset, who had been selected as Conductor. Through the cordiality of our county officers, we were allowed the use of the court-house.

The Institute opened under very unfavorable circumstances with but few in attendance, owing to a false impression having gone out amongst the teachers of the county, as to the object to be attained by it.

There were but twenty actual teachers present at any time during the week. Those few labored indefatigably for self-improvement. They were well interested in the daily exercises, and profited withal ; and at the close of the week, expressed a determination to do all in their power to have an Institute better supported in our country another year. The teachers and citizens of the place were entertained by instructive lectures every evening during the week. It is confidently hoped, that there has gone out among the teachers of our country a spirit of interest, that will serve to enhance the value of Teachers' Institutes in the estimation of them all.

Since the State makes appropriation for the support of Institutes, ought it not to be obligatory on teachers to attend the Institutes of their county, as a consequence to obtaining certificates of qualifications for teaching ?

J. B. WOODARD.

Nov. 1st, 1854.

To the State Superintendent of Public Schools of New Jersey :

In presenting the preceding statistics of our labors as County Examiners, we think we have not done all that may reasonably be expected of us. Some considerations which have occurred to us in the prosecution of our duties seem worthy of transmission to the Department. We are ready to indorse the following language and opinions of one whose extensive acquaintance and familiarity with teachers gave him enlarged opportunities of observation :—"Notwithstanding the comparative intelligence of our present race of teachers, there is nothing which they so generally need, as thorough review of the simplest elements of subjects, and thorough drilling in the true

modes of teaching these elements. Let us come frankly up to this question, and though with regret, answer it candidly.—What is the prevalent deficiency in American education, from the primary school upward ? It is the want of a proper knowledge of elements. We have amid our many expert and accomplished teachers of common schools, thousands also of young women following the business of teaching, who cannot spell with accuracy ; who cannot give the elementary sounds of our language correctly ; who cannot put it in the power of their pupils to distinguish between the name and the sound of a letter ; who pronounce the words of their vernacular tongue in a very slovenly and imperfect style ; who do not write a good hand ; who cannot enter into the peculiar merits of the process of mental arithmetic ; who violate the rules of grammar daily and hourly, in the presence of their pupils ;—who have no adequate knowledge of the very rudiments of geography ; who have not even read one good history of their own country, or any other.”

While there are many such, we will do justice to the many self denying, laborious teachers, who, conscious of their defects, are striving to rise above them ; but especially are anxious that the ranks of the profession shall be filled up after them, by those who are much better qualified to fill the station than they. They are not to be blamed for deficient knowledge of elements—for they were themselves trained on the pernicious plan of skipping, crowding, and hurrying. And we must long continue under these disadvantages while the ranks of the teacher are filled up by young and inexperienced persons, who resort to it only as a temporary expedient. The evil is abated whenever one enters the profession with a devotion of his life to it, and a resolution to stand uppermost in its requirements.

We think it would be an improvement upon our present system, if examiners were required to give graded certificates of qualifications ; these grades would soon affect the compensation of teachers, and thus soon leave unemployed those who could not stand in the first, or at least the second grade ; whilst

a lower still would be a concession to those districts, and those teachers who are content to give and take eight dollars a month, and board round.

We renew our expression of opinion, that all counties should have a Board of Examinors, if any have; and as we fully accord to teachers the right and propriety of choosing their own Examiners, would earnestly insist that a County Board should have existence, rather than the Town Superintendent and Trustees; and when there is no County Board, no appropriation of State money should be made. The law should peremptorily forbid the teacher going into a school without a license—and to do so, should forfeit the public money for the term. The teacher should pay the expense of a license. It is the bulwark against the admission of improper persons into the profession, and who should hinder that but the professors? All other professions call upon the candidate to pay the expenses of his admission to full honors. If it is deemed necessary—and we think it highly so—that a second examination should be had for a renewal, let the fee be reduced, and when a professor has attained to the highest grade of certificate, let it be perpetual, unless forfeited by misbehavior.

C. MORTON, .

C. C. HOAGLAND,

Board of County Examiners.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey :

SIR :—Complying with your request, to make such suggestions as seem to me advantageous to the school system of the State, I would respectfully observe :—

The somewhat extended observation of the past year, has strongly confirmed previous impressions of the value and importance of County Associations of teachers for mutual improvement, as well as to form a medium of communication between the State Superintendent and the educational interests of a county. Experience must have convinced you, if you ever had doubted, that the Town Superintendents, as a body, or as

individuals, are not to be depended upon in this respect. Scarcely performing the duties which are specifically imposed upon them by law, they do not feel called upon to go beyond this prescribed course; and the instances are too rare in which the interest they feel in their work, prompts them to do more than simply to satisfy these requirements. Besides, very few men are beyond the influence of desiring to retain a trivial office, much less so responsible and honorable a one as this, more than one year; and as neglect to perform even its most obvious duties, is too often looked upon with more favor than any innovations, however sanctioned by successful results elsewhere, the majority of these officers are content to fall short of, rather than to exceed their duty in these respects. My own experience in this office, for several years, would justify me in making this seeming imputation upon these officers, but I have ample confirmation in that fact, that in the several Institutes which it has been my privilege to attend this year, the teachers looked in vain for the aid and comfort which they might reasonably expect from the presence, counsel and co-operation of the Town Superintendents.

In one county, a Town Sup. living in the village, was in occasionally in the first two days; after that he left town—no others from the country. In another county, no Town Supt. was present, that I know of. In another, none out of the place in which the institute was held. In another, none at all. In another, I heard of none in attendance, and in the remainder, the same is to be said. Is it any wonder that teachers were not prompt in their attendance, when these gentlemen, selected for their superior intelligence and interest in educational affairs, found no time, or inclination, to satisfy themselves by actual inspection, how the teachers were spending the week, and to what profitable advantage?

I can think then of no way of communicating with teachers concerning the facts and fancies of school matters, so likely to accomplish the purpose, as Associations of teachers of the county, authorized and required by law—receiving, as in some other States, a small appropriation towards bearing expenses—and

having charge of the examination and licensure of teachers—the preparation for and establishment of Institutes, and various other duties which are readily suggested by the very name.

The experience of the year justifies another observation. A Teachers' Institute ought to be appointed in every county, and attendance upon it, complete and full, should be one of the essentials to a licensure to teach in the state and county. To leave the formation and establishment of an Institute to the impulses of a few teachers, who must perform all the labor, and take all the blame and misinterpretation, is asking too much; and especially when teachers are allowed, after expressing their wish for, and purpose to attend one, to stay away, and neglect an opportunity of improving themselves, and warming themselves into new or increased life and vigor. To leave the matter at such loose ends is at least injudicious, if not culpable. Many teachers are young and inexperienced, and do not know what advantage ought to be derived from such a meeting. Many are old and wise, and they should be required to come and impart their wisdom and experience to their less fortunate or favored co-laborers. Much misapprehension exists and will continue to exist about institutes, until removed by actual observation; and when the state makes a provision which may or may not be advantageous, the teachers ought to be made to test its results, and confirm or annul it. Nor is there much ground for the expectation that the district should lose the time of the teacher devoted to attendance upon an institute. The favor is by the state establishing and sustaining it; the advantage is to the teacher absolutely; and if the district shares that advantage, the teacher will make it pay an increased rate for it, on the just ground that he is an improved teacher. It is true, that the district has an advantage in the increased interest as well as knowledge of the teacher; but it is equally true, that it pays in many instances as much or more for a poor teacher as its neighbor does for a good one; and, therefore, there is only needed skill to make a good bargain, to strike for higher wages, and leave the rest to accident and for-

tune ; both sure, however, to be against the employers. No, let proper and competent instruction and management be furnished for an institute, and the teacher be compelled to sit under it, and, profit or not, he will find his level presently. Besides, an institute may occur near the close of an engagement ; and to require a district to lose the the time, when it can expect no return, is unfair. The established usage in other States, confirmed by our experience in the past year, establishes the opinion that the State Superintendent should be authorized by law to appoint an institute in every county, to appoint gentlemen of known skill to conduct its exercises, to intrust the arrangements for it to a committee nominated by the county Association, and to require the names of all the teachers in the county at that time to be reported to the committee to be published in the county papers as members of the institute or not, and leave the excuses for non-attendance to be made when called for. The months of April and May, when arrangements are about to be made for the summer schools, and when attendance upon them is interrupted by corn planting, &c.—and September and October, when small children leave school, to have their places supplied by older scholars—seem to be the best time for holding institutes. I hope I have not been mistaken in supposing, that the circumstances in which I have been placed during the past year seemed to require from me the statement of the above views and opinions. Content with whatever disposition you choose to make of them, they are respectfully submitted by

C. C. HOAGLAND.

EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS.

ATLANTIC COUNTY.

Hamilton Township.

To John H. Phillips, Esq. :

DEAR SIR :—I send you the following statement of our schools for the year past, viz., eleven districts and one part of district. Returns have been received from ten of them, and the part of a district. Whole number of children reported to me are 596 between the ages of five and eighteen years, and I suppose about 400 may have attended school during a part of the year. Average number of months school has been kept open, about six months. Terms of tuition from \$2 50 to \$5 per quarter. We have only received the appointment from the State, of this years' appropriations, say \$284. As our taxes are not many of them received, we have not as yet received any thing of the \$900 due from the township, but the old balance of 1852 and '53 has all been received during the year past, and a large portion paid over to the different districts.— We have licensed eight male and one female teachers. The teachers have all been licensed ; and the county have appointed examiners. We have had a fair show, in regard to good teachers, being quite competent to the districts taught in , and we think we are on the advance in the matter of education, and hope all may participate therein, and reap the benefits so abundantly conferred upon the rising generation. All of which is hereby submitted by yours respectfully,

WM. S. BACON,

*Town Superintendent, Hamilton Township,
Atlantic County, N. J.*

May's Landing, Dec. 14, 1854.

BERGEN COUNTY.

Franklin Township.

To John H. Phillips, Esq., State Superintendent of Public Schools :

DEAR SIR :—The following Report in pursuance of the 13th sec. of an Act of the Legislature of the State of New Jersey, entitled "An Act to establish Public Schools." approved April 17th, 1846, is hereby respectfully submitted to you by the undersigned.

There has been no especial alteration either in school houses or in the use of books, since my last report. The change of teachers has been frequent, and in two districts the school has not been open more than three months during the year. The schools are not very far advanced ; and I hereby transmit, agreeably to your request, the result of my observations and views upon the operation of the school system.

• As to the licensing of teaching, in my view, the town superintendent associated with the trustees, would be the most suitable person to examine and license teachers, as being better acquainted with the wants and qualifications of teachers for the several districts under his immediate superintendence. The common consent of the people would lead them to choose the man of the best capacity for this purpose, when left to their immediate choice, and not at second-hand through their board of freeholders. It would add a stimulus, moreover, to persons in the several towns to qualify themselves for this office. I have yet to learn whether we have better qualified teachers, or more thoroughly disciplined schools, in this present day than formerly, when in many parts of the country teachers applying for a school were subject to an examination before the trustees, associating with them either the clergyman, doctor, lawyer, or some competent person. According to the present law the scene of examination is too remote to give general satisfaction, or to inspire confidence.

As to the manner of transmitting the funds, it seems to me that it would be better for the superintendent to draw the money immediately from the county collector instead of the township collector, for the reason that often the money is delayed when the schools are in need of it, especially in the fall apportionment by the freeholders, when the superintendent is obliged to wait for the township collector, until he has collected the tax money from which he pays the superintendent, taking his receipt, and returning it to the county collector as so much paid in his settlement with him; and moreover the superintendent is liable not to receive the best kind of money.

As to the real benefit of the funds to the cause of education, in their present limited appropriation by the State, I would remark, as it appears to me, that the end anticipated is not fully realized. However well the laws may be on the subject, yet such is the state of mankind, that there is too much reliance placed upon this limited amount of the state fund and revenue, and is often a matter of contention and division. Teachers are often employed by the trustees at a fixed salary per quarter, and per scholar, thus throwing the responsibility off upon the trustees, and frequently disaffecting the inhabitants of the district; the consequence is, a too frequent change of teachers, vacant schools, and a delay of employing a teacher until there is nearly enough State money for the support of the school. Although the law makes provision for entire free schools in towns that shall so vote, yet it seems to be a provision too local, and gives rise to too much contention, and is liable to be soon changed by moneyed influences; whereas if it was a tax under some other name, not local, but general over the State, then persons of wealth and influence would support the cause of education, who now do comparatively little. And if the schools were thus made entirely free, there would be no need of vacant schools, or any difficulty arising from the manner of employing teachers, or of many evils which now exist.

Yours, &c., truly,

ABM. G. RYERSON,

Supt. of Public Schools for the township of Franklin.

Hackensack Township.

Of the twelve districts one is at present without a teacher, and another lacks both a school-house and a teacher. This is the same district that was formed in April, 1853. The particulars with reference to the same were given in my last report in December of that year. Its territory and population are insufficient to constitute a district equalling the others in those respects. The contiguous district contains 123 children, between the ages of 5 and 18 years, and this one but 70. A part of the population of the former is nearer the proposed location of the school-house in the latter than to their own school-house ; yet, the district being incorporated, nothing short of the consent of the inhabitants can authorize the superintendent to make an equitable alteration. My own views of the matter I copy from my last report : "It appears to me that the law should more distinctly define the joint duties of town superintendents in reference to altering or changing union districts. The prohibitory clause contained in the 8th section of the supplement of 1851 also needs modification. Increase of population, or some unforeseen cause, may demand an alteration of districts ; but the township committees and town superintendents are powerless to promote an obvious good so long as they are dependent upon the volition of a single incorporated district."

Eight of the twelve districts have changed teachers within the year. These changes, though unfortunate in some respects, are not so much to be attributed to entire dissatisfaction with the teachers, as to efforts on the part of trustees to engage the services of such as possess rare abilities. This township has now a far better corps of teachers than at any time within the recollection of the superintendent. There is now more uniformity in the modes of imparting instruction, and the majority of the schools have the same description of text-books.

Although the schools are in a prosperous state, there is not that progress which one would be led to expect from the

character and qualifications of the teachers, and the good order and attention of the scholars. The material in every school-house is unquestionably good, yet from year to year, there is no perceptible rise above the common standard of education. A limit seems to have been set to every branch pursued, beyond which none go. The cause, however, is obvious. It is the irregularity in the attendance of the scholars. The teachers, with but one exception, complain of the parents, who retain their children at home very frequently on the slightest pretexts. The custom begets disinclination in children to attend school at all, and when they do go, it is with reluctance. That parents themselves do not see the necessity of regularity appears in the fact, that they have suffered this state of things to continue so long without heeding the remonstrance of teachers. It is doing manifest injustice to both teacher and pupil. It weakens the authority, and paralyzes the ambition of the former, and strengthens the dislike of the latter to control and study. The teacher organizes his class only to find them disarranged in a very short time. The consequent trouble he suffers is not only discouraging, but annoying. No school can advance that labors under so palpable a disadvantage. The efforts of the teacher are powerless. This practice, together with that of taking children from school altogether at 14 or 15 years of age, fully explain why so many of our young people enjoy the benefits of but a very limited education.

There exists another cause of complaint. Trustees and parents do not take the interest in the schools they should.—There are several schools that are rarely visited by either.—One in particular received not a single visit from trustees or parent for the space of a whole year ; and, recently, having employed a new teacher, who has been in the discharge of his duties several weeks, they still have omitted to step into the school-room, and witness his success, or his lack of it. A teacher needs encouragement and support, and when these are withheld by trustees and parents, by keeping themselves aloof and estranged, he must possess great energy and ambition, or

he will relax his efforts and become careless, because those who are chiefly interested are careless. An hour or two can be very pleasantly and profitably passed in a well appointed school in charge of a competent teacher. The exercises are novel and highly interesting. Let parents once feel it to be their duty often to visit the school to which they send their children, and they will soon find it to be one of their greatest enjoyments; and what they before reluctantly did, they will now perform with pleasure.

JOHN VAN BRUNT,
Town Superintendent.

Harrington Township.

At our town meeting, last April, it was voted to raise \$2 per head on the number of scholars in the township, the number being 517, making \$834. The surplus interest was also voted for schools, which, you will perceive, stands in the column specifying the amount from other sources, which is \$145 62.— This, together with the state fund, which is \$02 90, and the amount raised by taxes, makes the sum of \$1,182 52.

The schools of Harrington are in good condition, having good competent teachers, with county license. The schools are well supplied with books, such as M'Guffie's Readers, Mitchell's Geography, Smith's Grammar, Davies' Algebra, &c.

JOHN J. NARRYLE,
Superintendent, Harrington.

New Barbadoes Township.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey

The undersigned, town superintendent of public schools in the township of New Barbadoes, in the county of Bergen, respectfully submits the annexed Statistical Report, with the following additional information and remarks. Having entered on his office in the latter part of April last, he has since

that time visited all the schools pertaining to the several districts three times, and that of the district in which he resides two additional times. There are good and comfortable buildings in all the districts except one; and in that, measures are in progress for the erection of a new one. The two buildings for the districts embracing the village of Hackensack are of brick; the one 32 by 48 ft., the other 40 by 50 feet. The first has one main room, and a small recitation room; all the remaining school-houses in the township have one room each. All the school-houses, excepting the two just mentioned, are of wood. The building in district No. 2, in the village of Hackensack, was erected last year, the district having voted a tax of \$2,500 for such purpose, including the purchase of a lot. The whole sum expended for said lot and building, including an addition from proceeds of interest in a former building, and private donation, was \$2,800. The additional amount of \$1,025 mentioned in the table, as raised this year, is in this district alone, for furnishing, fencing, &c. All the school-houses have playgrounds connected with them, except one. The books most commonly in use are, Saunders' Series in Spelling and Reading, McGuffie's Series of Readers; Ray's Arithmetic, and a variety of others in different schools; Smith's and Pinneo's Grammar; Smith's and Mitchell's Geography; Webster's Dictionary; Ray's Algebra; Davies' Geometry; Comstock's Philosophy.

As to the general condition of our schools, there is decided improvement. The community have shown a willingness to raise more money for the education of their children. All the teachers now employed, with perhaps not more than one exception, have engaged in teaching as profession; and the great evil of frequent changes has been in several of our schools avoided, although one of the districts has its fourth teacher within the present year. The abilities of the different teachers for government vary, as may naturally be expected, while in a majority of cases the order observed is highly commendable.— Corporal punishment is but slightly used. The undersigned has observed with pleasure the degree of proficiency in the few colored children who have been taught. In the most of

cases, they admit of favorable comparison with the other children. It is greatly to be desired that this portion of our juvenile population, which have been too much neglected, should more extensively reap the benefit of that education which is common to all. In two of the schools the exercise of singing has been introduced. In all the schools, except one, a portion of the Bible, for the most part in the New Testament, is daily read; in one by the Principal, in the others by the scholars.

The scholars are not so much visited by the trustees and other inhabitants, as would be gratifying to the teachers. Two or three are more favored in this respect, while in the others the visits have been few or none. This county has annually appointed county examiners, ever since the passage of the act authorizing the same. All the teachers employed in this township during the present year, and, I believe also, without exception, for several years past, have been regularly examined and licensed according to law. None of the schools in the township have been kept entirely free; but one of them was free about half the year.

In the tabular report it will be observed that I have given the number of school districts as seven, while in former years eight were reported. This is accounted for by my leaving out one which was formerly reported, the school-house being in the adjoining township of Hackensack, although the majority of children are in this township. In giving the unexpended balance in the hands of the town superintendent for the previous year, I took from the book the balance as it stood on the 15th of December, 1853. In the column where the average salary of male teachers is given, as two of them were but assistants at low wages, the average is to be understood of all the teachers that are or have been employed during the present year, excepting those.

All which is respectfully submitted,

ALBERT AMERMAN,

Town Superintendent of New Barbadoes.

BURLINGTON COUNTY.

Bordentown Township.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey :

SIR :—The schools in our township may be said to be in a state of more than ordinary prosperity. Difficulties, which for a time impeded their prosperity in a portion of the township, and exercised a most deleterious influence upon the cause of popular education in our midst, have been amicably settled, and the work is again going on harmoniously and successfully. I have visited all the schools under my supervision a number of times and, by examining into their condition each time, am pleased to be able to observe a degree of advancement which speaks well for the zeal and fidelity of our teachers.

As the board of chosen freeholders have not appointed for the county a board of examiners, our teachers have been examined and licensed in the manner provided in such cases by law.

Although the benefits of free education are not fully appreciated, even by those who are most directly interested, yet the unwillingness to be taxed for its support is gradually wearing away, and the full amount allowed by law is raised at our town meetings without opposition. There is evidently a growing disposition on the part of the mass of community, to contribute for the establishment and maintenance of a thorough and uniform system of free schools. But the present defective system is by no means adequate to the wants or desires of an enlightened people. When the State shall deem herself the guardian of, and in duty bound (as she is) to educate all the children within her borders; when trustees shall receive some compensation for the arduous, and often disagreeable and unthankful duties they have to perform; and when some means are 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 a common school system be accomplished, and the dark pall of ignorance cease to overshadow so many immortal minds in our midst.

L. PIESTER,
Superintendent.

Chester Township.

In the report herewith transmitted, I have endeavored to comply with your suggestions. In reference to the salary of teachers, there is but one district that pays a stipulated salary, and that is two hundred dollars to a female teacher, the others paying by the quarter, at the rate of two dollars and fifty cents, the teachers generally taking the schools at their own risk, and deducting their portion of school fund from the amount of their bills.

At the annual town meeting last spring, six hundred dollars were ordered to be raised by tax for the support of schools, and will probably be received next spring. \$604 56 of State school fund, and \$527 06 of surplus revenue, have been received and apportioned to the several districts according to the number of children in each district; the amount of each apportionment is paid the teachers, in such sums and at such times as the trustees may by order direct.

The teachers have all been licensed by the trustees and superintendent.

County examiners have not been appointed for the county.
No free schools in the township.

CHARLES CHAMBERS.

Evesham Township.

To the Hon. John H. Phillips, State Superintendent of Public Schools in New Jersey :

SIR :—You request an answer as to the number of teachers in the township, and whether they have been examined

and licensed according to law. There has never been such an examination as required by law in our township ; the trustees have always contended that they know what is required of a teacher for their schools better than any one else, and always employ their teachers, and expect them to be licensed without being questioned. In most cases this has been done, but in a few it has been refused, where I have thought it might be used to the disadvantage of other townships. The county has no county examiners appointed ; but in my humble opinion, it is much needed. There are no districts in the township which have been kept as free schools ; but the trustees of each district apportion their money among the children who have attended school.

RICHARD M. HUGG,
Town Superintendent.

Mansfield Township.

Together with the statistical table of the condition of our schools, I will briefly add : Our schools are in about the same condition that I reported last year. There seems to be an increasing interest felt in the cause of popular education.

I have visited all the schools in the township, several times, made much inquiry of the teachers respecting the proficiencies and advancement of the pupils, examined the classes and the manner of teaching, &c. ; have met with the trustees and many of the employers, and consulted and advised with them : all are anxious to see improvements in the condition of our schools.

But the great difficulty, or one most certainly in the way of properly and thoroughly educating the youth, is the want of teachers well qualified in all essential respects for the work.— We have some very excellent teachers, faithful workers in the school-room, doing all that is possible for the advancement of their scholars, and diligently endeavoring to better qualify themselves for the work. Still there are others again who are not as zealous in the discharge of their duty ; consequently

their schools do not exhibit that desirable degree of prosperity.

My opinion is the same : that had we a Normal School established by the State, for the purpose of training men for the business, all our teachers would be of the right stripe. This would strike directly at the root, and revolutionize the rank of our teachers ; and those teachers, too, who are aspiring for higher qualifications, would gladly avail themselves of the facilities afforded in such an institution for their further improvement in the science and art of teaching.

There have been no county examiners appointed for this county, a neglect which I think is detrimental to prosperity of the schools ; consequently myself and the trustees have attended to that duty, and no teacher has been employed but those that have been regularly licensed according to law.

The schools in this township are all kept free ; the people are very liberal in regard to the support of schools ; we have but to ask at the town meeting for a sufficient amount, with the State fund, to constitute free schools, and we have it almost unanimous. But it is the prevailing opinion that the school fund should be furnished entirely by the State, and a fixed salary to be paid to the teacher, according to his qualification and the school he teaches. This I think would be a good regulation.

The school-houses, with one or two exceptions, are in good condition ; there has been one new one erected last summer ; they are buildings of one room each, and all have large and pleasant play-grounds attached. The books in use are of the recent publications, and of the most commendable character.

I believe I have laid before you the desired information in as brief and accurate a manner as possible. Our school system, schools, and teachers, all need improving ; but I hope the time has now come that this improvement is commenced.

I think we will be able ere long to write better things concerning the schools and mental improvement of the rising generation, from the township of Mansfield.

ALFRED CARTY, *Superintendent.*

December 15th, 1854.

Medford Township.

I am aware that the school law requires the township superintendent to transmit to the State Superintendent an annual report relative to public schools, and I have made an *effort* to obtain of the teachers the information necessary to enable me to make a full report of the state and condition of schools in Medford township, but most of them have neglected to furnish me with lists showing the number of days that each child has attended school, consequently I am not able to report the number of children who have attended school three, six, nine and twelve months. And my report from other causes (which I stated in my last report) must necessarily be imperfect. I cannot make any report for society schools, only that there are four such in the township, and they have equal privileges with other schools in reference to the school funds, altho' they are not under the jurisdiction of the superintendent, and in some instances their teachers are not licensed. There has not been any improvement in our school system since my last report. Schools are still conducted in the old way. I regret to say that the opposition to public schools still exists, and, strange as it may appear, I have found since I have been superintendent, that those who are the most opposed to public schools, and to raising money by taxation for their support, pay the most attention to, and are the most eager after the State school fund. Our schools are taught in the summer by females, and in the winter by males.

The number of districts is ten.

The average number of months school has been taught in the township is eight.

The number of children between the ages of five and eighteen years, is nine hundred and twenty-five.

The average number of scholars that attended the different schools in the township (except the four schools hereintofore referred to,) during the winter session, is one hundred and sixty-seven; and in the summer, one hundred and seventy-five.

The number of colored children that has attended school is eighteen.

I am sorry to say that there has not been the first penny raised by taxation for educational purposes, except what has been raised in Lumberton, which is within the bounds of an incorporated school district, principally situated in the adjoining township, where the school-house for said district is situated.

The amount received from that part of said incorporated district that lies in our township, which was raised for their special benefit, is	\$60 40
The amount of the surplus revenue, which was voted at the town meeting to school purposes, is	302 98
The amount of State school fund received is	456 76
Whole amount,	<hr/> \$829 14

There is but little inducement for school teachers to engage in school teaching in Medford township at present, for they must do so on their own responsibility. The public money, after it is divided among the different schools, does not go far toward paying the bills for the balance. They must look to parents, etc. . and they can do better where the inhabitants are taxed as they should be for school purposes.

The foregoing is as correct a report for Medford township as I am able, under the circumstances, to render.

WILSON STOKES.

New Hanover Township.

In this township the teachers have been regularly examined and licensed according to law.

No county examiners were ever appointed in this county.

In the fifth district there has been no school kept open : the scholars have been taught in the adjacent districts, for which the trustees have paid three and a half cents per year.—In the other five districts the schools have been kept open all

the year, and supplied with good and well qualified teachers.— I am happy to say that the inhabitants of this township are turning their attention to the education of the young and rising generation, as the increased number of scholars taught in this township this year will show.

In three of the districts in this township the schools are free. The other three the public money pays all, except about half a cent per day on each scholar.

Yours respectfully,

DANIEL LAINE,

Town Superintendent.

Northampton township.

The blank report has been filled according to the best data obtained. You will perceive that we have now two entire districts. In the Friends' school forty-seven children are taught, as per return made to me. To prevent an impression that a very large number of children in this township are without the benefits of education, it is proper to state that we have a goodly number of private schools that are well patronized. No money has, up to this time, been raised for the specific purpose of building or repairing school-houses, as that raised for general school purposes, by the township, has met the expenditures. Recently, however, the trustees of district No. 1 (Mount Holly), in pursuance of legal provisions, have purchased a property, which will render an extra appropriation necessary. The people, it is believed, are entirely ready for it, as they manifest a growing interest in our public schools.

The character of the schools is improved, and their popularity is increased with the elevation of their character. Confident that the greatest difficulties have been surmounted, I subscribe myself,

Yours, &c.,

W. M. COLLOM, Town Sup't.

Pemberton township.

Report of William King, town superintendent of public schools, of the township of Pemberton, county of Burlington, New Jersey, December 14th, 1854.

Whole number of districts in the township,	8
Number from which reports have been received,	7
Number of children residing in the township, between the age of 5 and 18 years,	898
Number who have attended school any period, but less than 3 months,	214
Number who have attended 6 months, but less than 9,	130
Number who have attended 9 months, but less than 12,	139
Number who have attended 12 months, allow- ance being made for vacations,	25
Number over 18 who have attended,	10
Number of colored children taught,	7
Whole number of children taught,	558
Average number of months the school has been kept open:	9 1-2
Terms of tuition,	\$2 50
Amount of money raised by tax for the support of schools,	\$500 00
Amount received from the State,	445 36
Surplus revenue,	212 28
Total amount appropriated for school purposes,	\$1157 74
Number of teachers,	8
Male,	5
Female,	3

WM. KING,
Town Sup't.

Willingboro township.

The enclosed imperfect report is sent as the best (under all the circumstances) that can be obtained.

You are aware that in Burlington county no county examiners have been appointed; and it is a fact much to be regretted, that in our township, (and I fear many others), the school laws, now in force, have been but indifferently executed, there being a great antipathy on the part of many to what they esteem innovation; and some intelligent men, too, talk and hold tenaciously to the idea, that it is an infringement of their reserved rights to attempt to enforce the existing laws, and even men in official positions have, in some instances, claimed the right to adjudge the law unconstitutional, and make this a pretext for utter disregard of its provisions.

I believe that there is not a school in the township (unless it may be the Friends' schools,) who have kept a regular register, which, with the indifference of trustees and teachers, renders any thing like accurate statistics almost utterly impossible.

But still the prospect is cheering; the township has been divided into districts, and the most of the trustees seem disposed, in the examination of teachers, &c., &c., to conform more nearly to the requirements of the law, and I believe will be induced to keep regular school registers, to favor visiting by the superintendent and trustees, &c.

In fact, I look forward with pleasure to the speedy realization of a general improvement in our district schools.

But the want of Normal schools (in which teachers should be required to *prepare* themselves for the *business* of teaching, to learn to *impart* what they know, and to cure their localisms of language,) is seriously felt here.

Perhaps Teachers' Institutes can, if properly urged, in some degree fill the vacuum; but as it is, it seems to me impossible for them to supply the place of good Normal schools.

In Bevely district we have taken the full benefit of the

provisions of the law, and are now an incorporated district ; and it is in this district that all the tax levied for the support of schools is raised. We have an excellent teacher (Peter Powell,) with a fixed salary, a female assistant, and an excellent school-room and class-room, but still the accommodations need enlarging.

We are yet under the necessity of levying a poll-tax upon each pupil of 50 cents per quarter, but hope soon to be able to make the schools in this district entirely free, and commodious enough for all.

The amounts reported here, as raised this year for the support of schools by tax, I am not certain but should have been left out and reported next year ; for though the money is (by order of the citizens as per the law) assessed this year, yet it will be collected after the close of the school year, and expended during the next year ; but I inserted them here in order to show to our friends who observe these matters, that we are not idle, though we have apparently (by the absence of reports) been very apathetic, yet, notwithstanding the appearances, there have been very restless spirits all along, under obstacles that prevented their views from being outspoken and out-acted.

We have two Friends' schools in the upper end of the township (and I believe they are good ones) whose school-houses are located just over the township line (in Westhampton,) and I do not know but the Westhampton superintendent may report them in full ; but I have included in my report their four teachers, (at least I think they have a male teacher in each winter, and a female in the summer ; the balance of the teachers, that is, in the district schools, I think I know that I am correct in my statement.

I have also included in my report of school attendance in the township, the proportion of attendance, believed to be as nearly correct as may be for the Friends' schools, from examination of the attendance in the districts in the township, as compared with the number of children they reported to me last spring as

living in the township, and belonging to their schools, and I think the estimate is low rather than high.

I long to see the indirect revenues of the State applied to the schools, as the nearest approximation to an equal division of a common patrimony that can be obtained, and let the State government be supported by a direct tax—poll and property—so that each man shall pay for the protection of his person in his poll tax, and his property in his property tax, in as nearly equitable proportions as can be arrived at. Surely this is just and fair, and many here are of the same opinion.

Your truly,

A. H. NICHOLS,

Town Superintendent.

CAMDEN COUNTY.

Camden City.

To the State Superintendent of Public Schools of New Jersey:

Herewith, by direction of the Board of Education, I forward a statement of the condition of the schools in this city for the past year.

By the 8th section of the act entitled "An act to incorporate the Board of Education of the city of Cammen," approved February 9th, 1854, it is provided, "That it shall be the duty of the said Board of Education, once in each year, to make out a statement of all the moneys received and paid out by them during the year, showing the source from whence received, and to what applied, the amount of indebtedness of the said board, and the balance of funds, if any, in the hands of their treasurer, which statement the said board shall cause to be published in one or more of the newspapers published in the said city of Camden, at least two weeks previous to the annual election for city and ward officers." This provision, in connection with one in our city charter regulating the time of such annual election, causes our financial year to expire upon the first of February. So much of my report, therefore, as relates to

amounts appropriated, is taken from the statement published by the board, for the year ending February 1st, 1854. From that statement, I extract the following account of expenses, viz :—

Amount paid for salaries of teachers,	\$3,898 46
“ “ “ books and stationery,	711 95
“ “ “ rent and repairs,	490 74
“ “ “ school furniture,	171 00
“ “ “ fuel,	138 77
“ “ junitors of school-houses,	162 31
“ “ on account of new building,	250 00
“ “ for incidental expenses,	157 77
	<hr/>
Total expenses,	\$5,981 00
	<hr/>
Balance on hand,	\$5,970 75

The amount of \$3,552 72, specified in my report as amount received from other sources than from tax and State appropriation for the year, includes the balance in treasurers' hands at last report, \$3,112 72, and tax received due from the year 1952, \$440 00.

You will observe, that in my report I have stated the salary per annum paid to female teachers as \$223. This is the average amount. Three of them are paid \$300, five \$250, four \$200, one \$175, and three \$150.

During the year we have erected a large and commodious public school-house in the south ward of our city, which will be ready for occupation about the first of January next. The cost of the building, entirely completed and furnished, will be about \$10,000. It is intended to accommodate from five to six hundred pupils. It is arranged with all the modern improvements, and, we are informed, will compare favorably with any school-house in the State.

A session of the Teachers' Institute for the counties of Camden and Gloucester, was held in our city during the week commencing November 27th, last. The advantages of such an organization are very apparent. Our teachers seem to

have their energies renewed, the public mind has been more thoroughly awakened to the importance of the public school system, and an impetus given to the cause which will, without doubt, be productive of the happiest results.

In conclusion, allow me to state, that judging from the workings of the system in this particular section, nothing is wanting but increased liberality in our State legislation upon the subject, to place the public schools of New Jersey upon a par with those of the most favored of her sister States.

Yours respectfully,

ISAAC W. MICKLE.

Secretary of the Board of Education.

Delaware Township.

After the reading of the copy of the town superintendent's report at the last town meeting, some observations were made respecting the present state of the public schools in the township; it was generally admitted that their present position, the amount of scholastic learning found in them, was not equal to what it was twenty years ago.

To remedy this sad state of affairs, by placing the schools in a more firm and progressive condition, appeared to be the unanimous desire of the meeting. But the way to effect it did not present itself to the general satisfaction of the people. It was not agreed that a Normal school would place us in a good condition, notwithstanding it might accomplish all the advantages its most sanguine friends anticipated. It would not afford us a sufficient number of proper teachers now.

Some of the prominent members spoke of our availing ourselves of the present law authorizing the townships to raise a sum perhaps sufficient, with what we have already appropriated, to maintain our schools free during the year; others objected, by saying this would but partially accomplish what we wanted, and desired the meeting not to be hasty in the matter not to go ahead of the neighboring townships, the consequence of which would be to hinder, in a measure, capital

and capitalists from locating among us, dreading the increased taxation.

Other prominent men, and men of some legislative experience, told us if we would wait awhile, or but a little time, the Legislature would give us a general free school law.

Yours with respect,

JOEL HORNER.

Waterford Township.

In transmitting to you my report, I am happy to say our schools, six in number, are in a healthy and good condition as at any period within my knowledge of them. Our houses are all good frame buildings, with pleasant play-grounds, and, for the most of them, excellent teachers. You will see by my statistical report, the amount of money received for the use of our district, which is sufficient for each child to get an education; sufficient, with the prudence of the trustees to rightly apply it. I have visited the schools, the most of them each quarter, have licensed the teachers, and as I have nothing to recommend of importance, I will close, leaving it to you and to others more versed in the cause. There is one thing, however, I would say, that the township superintendent, as I deem it, is an office uncalled for. The money can remain in the hands of the township, which it certainly does, for it is often the case that we do not get our money for three or four months after it is due. I say, let the collector be a responsible man, giving good security for the payment, and the trustees draw their orders on him, thereby saving the expenses of a town superintendent, and that much added to the education of the children.

SAMUEL S. WILLS.

Winslow township.

You will perceive by the returns that not all the children of the township, between the ages of five and eighteen years, have attended school; and how to induce parents who have eight and ten children, to pay in their taxes for the support of schools, and do not send their little offspring from one year's end to another, and let them grow up to manhood, and cannot read or write their own names, is left for the Legislature of this State to say. I think; however, if our schools were free, a greater portion of the children would attend school.

How to come at this, and bring about a free school, as a general thing, would be this. Let the Legislature of this state make a law to this effect: Let the taxes be raised as a state tax for the support of public schools all over this state, and not let the state raise one part and the township raise the other part, for this very reason; because in townships at every town meeting we see some men of wealth go to raise three dollars per head some of the others go in to raise only fifty cents per head, and poor men with large families around them, go in to raise three dollars per head, while some of the very same stripe say fifty cents is a great plenty—and too much too. And they will at those meetings put it to vote whether they will raise any free school money or not, and if fifty cents is to be raised, so good; and if one dollar can be raised, so good; and if nothing can be raised, so bad. Now I have been told, by good authority, that in one township in Burlington county, they, at their annual town meeting, voted to take what money was given them from the state and lay it out to repair the roads in said township, and not raise any money for school purposes in said township. I conclude by saying that I believe it to be the desire of friends of education of the masses in this section, that a law should be enacted by which schools should be supported directly by the state revenues, and not leave it to the townships to quarrel and jangle about. For my part, I am a friend to pub-

lic schools, and hope public schools may succeed throughout the State, which is the prayer of your humble servant.

M. R. SIMMERMAN.

CAPE MAY COUNTY.

Cape Island.

At the time of my last report, our schools were vacant; but soon after we employed a gentleman who taught five weeks only, and just before he closed we employed a lady, who taught one term of twelve weeks with acceptance. Both of these were paid out of the public fund. About the time the above named lady closed, we employed another lady, who taught about one quarter of private school, and so far as I have heard, gave good satisfaction to her patrons. Soon after the close of her term (about the first of July), we employed her in connection with a student of Amherst College, who has proved himself to be, as recommended, an excellent teacher, and under their tuition the school has been in successful operation ever since, and entirely free. Last year our county examiners adopted pretty rigid rules of examination, (but in my opinion not rigid enough), which caused considerable dissatisfaction on the part of some teachers who were thus debarred from filling up their time in winter, when they have nothing else on hand, in "teaching the young idea how to shoot;" and the consequence was that our chosen freeholders refused this year to appoint a board of examiners.

We did hope that the cause of education would rapidly advance in consequence of measures thus adopted, but our hopes from that source are for the present blasted. Yet we have several new teachers within the county, who we trust will do honor to their profession, and give to the common

schools cause a new impulse that may result in lasting benefit to the cause of education.

Permit me here to make some suggestions in relation to our school laws.

And first, would it not be well to make it binding upon the freeholders in each county to appoint examiners, and in case they neglected so to do, withhold from said county all State money?

And would it not also be well to require all teachers to pass a good examination in, at least, geography and English grammar, as well as arithmetic and all other lower branches, in order to be licensed, and thus exonerate the examiners from all blame if they refused to license any who were not well qualified in those branches? Many are now licensed who know but little or nothing of geography or grammar.

This is a poor prospect for the cause of education.

Allow me also to urge one matter mentioned in my last report, viz., the adopting of some more efficient measures to secure the supplying our schools with suitable and uniform books:—

Would it not be well to make it binding on some person or persons, in each township or county, to designate what books should be used, and put them in the hands of the teachers, with instructions to supply every scholar; and if the parents or guardians refuse to pay for them, put it in their tax the next year, except in such cases as the trustees deemed them unable to pay; and, in such cases, let it come out of the public fund?

I would also suggest the propriety of so altering our school laws, as to withhold all State money from such townships and cities as do not raise at least double the amount appropriated by the State, by taxation in said township. All the above suggestions are backed by the example of some of the New England States for years past, where the public school system has been brought to a higher state of perfection than in any other part of the Union.

Might not some arrangements be made for holding Teachers' Institutes by call of a less number of teachers than provided for by law. Some of our teachers are exceeding anxious to hold an Institute ; but, situated as we are, with but small surrounding territory, it is difficult to secure the call from the required number of teachers.

In conclusion, I will say the cause of education is gradually advancing with us ; and I trust we shall ere long see it so advanced as to have good free schools kept open during, at least, nine months of the year in every district in the State ; thus affording to the poorest child the opportunity of acquiring a good English education.

J. S. LEACH,
Superintendent.

Dennis Township.

I have but little further to report than will be found in the tabular statement (which I now enclose). Permit me, however, to state, that there is no material alteration, either in the condition or management of our school, since my last report. We are, however, progressing, I think, with some improvement.

We have found some difficulty in procuring suitable teachers for our schools, but we are supplied, at present, mostly from the State of New York. We have, it is true, some resident teachers who are doubtless as well qualified as those imported from other States, but are averse to teaching school only in the winter season. The districts remain the same as heretofore reported, with the exception of Nos. 6 and 4, which have been incorporated. In No. 6 (from Ludlam district) there has been raised by tax, in addition to other money received, the sum of \$162 47, which amount has been found sufficient to keep the school in operation for nine months of the year. In No. 4 (now South Dennis district) the trustees have thought it advisable to enlarge the school house ; and the whole of the public money apportioned to the district has been appropriated to that object. Consequently, there has been no

public school kept in the district the past year. We have no board of examiners in our county; and, in fact, there is no real necessity for them. The teachers have been licensed by a superintendent and trustees, and, so far as I know, have given general satisfaction.

Lower Township.

The condition of the schools for the past year has been rather discouraging, with few exceptions, on account of the lack of interest felt by the people generally. It is obvious to every reflecting mind, that learning does not keep pace with our other improvements.

In visiting the schools of the township, I find that there are almost all kinds of reading books and arithmetics in the schools, which is all wrong; the teacher not being able to classify the scholars as ought to be done, thus losing much time uselessly. A want of uniformity in books is a matter, which, in no small degree, has impeded the progress of common school education among us.

One of the chief obstacles to the progress of education in this township is the want of more means.

The money appropriated for school purposes keeps the schools only about four to six months in a year; and after that, it seems almost impossible to get up a private school. Consequently, the scholars lose much of what they have already attained by the long interval.

It is earnestly desired that the legislation on this subject may be such as to procure more means, so that the schools may be kept open about nine months in the year. At our town meeting last March, an additional sum of one hundred dollars was agreed to be raised for school purposes, which evidently shows an increasing interest felt by the people generally.

It is deserving of notice that some of our schools are opened with the daily reading of the Scriptures, and that teachers are

found, who are capable not only of educating the mind, but the hearts of the children committed to their care. The branches chiefly taught are spelling, reading, penmanship, arithmetic, geography, grammar and algebra.

The school-houses generally are in pretty good condition, pleasantly situated, with play-grounds attached. One of the districts has been interrupted by building a suitable house, conveniently arranged and very pleasantly located, and adds very much to the credit of the trustees and people of the district.

We have no county examiners appointed; and it stands as a shame upon the record of the board of chosen freeholders of our county, a neglect which, I think, is detrimental to the prosperity of the schools. Consequently, the trustees and myself have attended to that duty, and no teacher has been employed but those that have been licensed according to law.

J. E. HUGHES,

Town Superintendent.

Upper Township.

It is with pleasure that I transmit to you my annual report of the schools in the upper township. The report is as full and correct as I have been able to make it with much labor.

The board of chosen freeholders having neglected in this county, to appoint county examiners at their last annual meeting, consequently, the duty of examining teachers in this township has fallen upon the superintendent in connection with the trustees of the several districts. Four teachers, two males and two females, have been examined and licensed since May last. It is to be hoped that the board of freeholders will appoint county examiners at their next annual meeting.

Many of the inhabitants of this township are of opinion that the entire revenue of the State should be devoted to free schools, and that the State government should be supported

by tax. The inequality of the amount raised by the different townships in this county, has been the cause of much dissatisfaction, which might be prevented by applying the state revenue to school purposes.

JOHN JONES.

CUMBERLAND COUNTY.

Bridgeton township.

Accompanying my report, I will make a few remarks respecting our public schools. So far as my experience goes, I believe they are doing good. I know, from my own observation, that there are a great many children in our township, of the poorer class receiving a common school education, fitting them for every-day business, which they would not get, if our public schools were not in existence; although the system perhaps could be improved. But I will not attempt to dictate the plan, but leave that to abler hands. We have no county examiners, it is left with the trustees and myself to carry out the provisions of the school law in our township, which cannot be done to the letter. Three districts are located in a part of the township thinly populated, and two of them almost exclusively colored, and we are glad to employ such teachers as we can get, and although we have been tolerably fortunate, they do not come up to the standard I would like, owing to the location and salary. They do not in all cases come up to the requirements of the law, but we are under the necessity of passing them through. But the first district, I think, will make up in some measure for the rest; it composes about two-thirds of the town of Bridgeton, and I think will compare favorably with any public school in the state; and I cannot describe it better than by sending you a report received a few days ago from our principal teacher, which you will find enclosed. Our public schools are im-

proving, and taking all things into consideration, I think we are getting on very well.

LEWIS McBRIDE,
Town Superintendent.

MR. McBRIDE,

Sir—The whole number of scholars in attendance since August 21st, 1854, has been 413; the average attendance, 312. (This average is obtained by adding the daily attendance for the time, and dividing by the number of days.)

We have in our school no scholars very far advanced, but in the common branches of an English education, we have some quite proficient. The studies are grammar, elocution, arithmetic, algebra, history, geography, with the elementary branches of spelling, defining, &c., &c. The grade of the school is considerably higher than that of unclassified schools generally, some of our scholars having obtained a very remarkable proficiency in these studies, which may be said to belong exclusively to the highest class of grammar schools.

Could a complete classification be by any means brought about, we should raise the grade still higher. Before this can be accomplished, however, the parents must evince more interest in its welfare, and banish some of the "olden time prejudices," which run counter to the plan of education at this period of its existence.

Much more might be said of our schools, but this is all I deem necessary; and if it will answer the purpose in your report, well;—if, however, you should wish a detailed account, please send me word, and I will prepare it.

GEORGE W. SKINNER.

Downe Township.

The number of children returned in the different columns is the average actually attending school on the different periods.

The school edifice in the 8th district has been completed

since my last report, and is now occupied by one school on the second floor.

The school-house in district No 1, has been rebuilt the past year, and is now occupied. The school-house in district No. 6 has been burnt down, but a new one is now erecting, and is expected to be occupied during the winter. There remains but one district but what have now good school-rooms, and that one yet remains without improvement in this particular, for the want of a central spot for the building. This referred to is district No. 9, but they have taken a step forward in purchasing a select library of school books, and are now advancing on the work of education.

The studies pursued, in addition to the primary elements, are, grammar, geography, history, algebra, natural philosophy, book-keeping, &c.

Our teachers are generally young men of acceptable acquirements, who have most of them been engaged in the work previously. If I may take the liberty of suggesting to the Legislature any improvement in the school system, it is that of adding to the funds, so that a free school could be maintained nine months at least in the year. This would soon elevate the public school to a level with select schools, and would give all American youth an equal opportunity to acquire a liberal education, and this would be in accordance with the nature of our government to give a reward to merit, and destroy the taste that is nourished and fed by the power of aristocracy. We petition our Legislature to add to the school fund.

WILLIAM BACON,

Town Superintendent.

Fairfield Township.

The statistics of the schools in the township of Fairfield I herewith forward to you. Imperfect they must be, to some extent, particularly in regard to the number of schools taught

for the specified time ; yet, in this respect also, I think my statements will not be materially incorrect.

We have had some new teachers employed in several of the schools during the year. Those in our principal school are qualified to teach several of the higher branches which are not taught in the rest of the schools.

Education, although tardy in its progress, is, I think, on the advance with us. We have not as good teachers in our different schools as we could wish, but a process, I think, is going on, which will tend to secure to us better qualified teachers in all our school—*public opinion* favors it, and unqualified teachers will be less inclined, on that account, to obtrude themselves into the service.

A part of district No. 2, was set off last spring into a new district, designated No. 5, in accordance with the request of the taxable inhabitants of that district, taking that action in the matter which the law directs.

The object in view was to raise money in the district by taxation, for the purpose of building a new school house, which they needed. The amount to be raised by tax is \$400 ; and, in addition to that sum, \$120 ; the apportionment this year for the children in the district who are of legal age, is to be appropriated to that purpose.

They have their house now completed, and the winter school in operation. The building is a good and substantial one, with an entry. The school-room is commodious, with suitable desks for the scholars.

The lower neighborhood, called "Back Neck," retains still the designation of district No. 2, having about an equal number of children, of legal age, as the new district, which is about 60. Their school-house is large, and nearly new.

NATHANIEL DIAMENT,

Town Superintendent.

Greenwich Township.

The whole number of children between the ages of five and eighteen, three hundred and eighty-six. The township is divided into four districts, one composed exclusively of colored children. Number of colored children in the whole township, one hundred.

Money appropriated for school purposes from the following sources: Tax raised by the township, five hundred dollars; State, one hundred and eighty-one dollars and five cents; county, one hundred and seventy-five dollars and twenty-five cents; interest on legacy, seventy-two dollars; by assessment in one of the incorporated districts, seventy-five dollars balance of last year, two hundred and fifty-nine dollars; from all sources, twelve hundred and sixty-two dollars and thirty cents.

Salary for male teachers, average seventy-five dollars and fifty cents per quarter; females, fifty-four dollars per quarter. The districts have averaged three quarters each the past year. One hundred and fifty children have attended one quarter; ninety, three quarters; and eighty, three quarters; in all three hundred and twenty have attended. Four males and three females have received license as teachers. Having no county examiners, the superintendent, in connection with the trustees of each district, grant license. The above returns are thus submitted.

Free schools have been sustained in all the districts during the past year, except one, which had one pay quarter by assessment on the parents of the children attending that quarter.

Part of the schools have been full, and the attendance regular; yet, irregularity of attendance, is the great fault. The children, who have attended regularly, show a manifest improvement, sufficient indeed to constitute regularity in attendance a rule without exceptions. And this might be effected if parents could be thoroughly aroused to its importance; and if they would only occasionally visit the schools, of

its accomplishment, there might be some encouragement to hope; but, alas! even the special guardians, the trustees, seldom turn aside from their daily avocations to look, even once a quarter, after the little flock. But if success attends the present effort, and a liberal free-school system becomes permanently established, from the great increase in the numbers who will thereby realize the benefits of an improved education, the next generation must feel this interest, and it is hoped act a better part.

The present mode of licensing teachers is lamentably defective. Optional laws are at best doubtful. The board of freeholders should be required to appoint a board of examiners for the purpose of examining candidates for licensure, or else the section giving them that power should be repealed, and some other course adopted, that would secure uniformity of action throughout the State.

Under the present arrangement, unqualified teachers must and will be, too often, the instructors in our county public schools; and it cannot be prevented without exciting animosities, and creating local excitements, not at all times easy or possible to calm. There is also a fruitful source of ill feeling in the free money. A sufficient amount is not raised to maintain a free school the whole year, and thus A. is wronged, because the free quarter terminates just as he gets ready to send. He pays his taxes, and has his rights. But he must lose all, because he is so circumstanced as to be unable to send during one or two particular terms. He finds fault, and justly. If a school is free at all, it should continue so the whole year, to afford an equal chance to all. The plan that would secure this, will give no more offence than the present half-way arrangement. It certainly would be far more effectual. Good and qualified teachers cannot be procured at the present rates, and of course, like it is in other business, the commodity and price must correspond. And the child might seem the great loser, whereas really it is manhood and the prime of life that feel most the evil consequences of such inefficient preliminary instruction. And that individual will merit the most enduring

monument who succeeds in convincing parents that qualified teachers, even at a maximum price, are the cheapest instructors of their children, and then suggest a plan that will secure and perpetuate such an arrangement.

N. R. NEWKIRK, T. S.

Hopewell township.

Inclosed I send the report on Public Schools from Hopewell township, Cumberland Co.

The great difficulty in getting our teachers to make out reports to us, makes it necessary for us to make out our returns from our own local knowledge, so that we cannot expect to get our report entirely accurate, although I think the inclosed is a pretty true statement. Our teachers have, with one exception, been examined and licensed according to law since I came into office. There has been no county examiners appointed in and for our county.

[In most of our schools the money has been applied so as to keep a part free and part pay schools; yet in two of the districts free schools have been kept open two quarters, and then one or more quarters have been kept as a pay school, which are but poorly patronized. I think it best to allow them to appropriate the money as the trustees think best, as I think it far better that the money should help support three, or even four quarters, than to have two quarters kept free, and no school the balance of the year.

EDWARD REEVE.

Maurice River township.

Inclosed please find tabular report, embodying all the information that can be given in that form. You will perceive that I report eight school districts, while reports have been received from six only, which is caused by the money in the second and eighth districts being used for building purposes; and have in

both districts, in course of completion, large and well arranged school-houses.

[If the Legislature this winter would appropriate an additional sum to that which we now have, it would meet the approval of a majority of the people of the state. The present sum, though quite liberal, is entirely inadequate to the wants of the people—just enough to keep the free school system *alive*, but insufficient to give tone and energy to it; among the fruits of which imperfections are the short time that schools can be kept entirely free in the year, and the being compelled, in the very small districts, to employ persons as teachers whose limited acquirements would enable them to act with much better grace the part of pupils.

Our schools are in as good condition as any in the county, perhaps, and there is no want of encouragement from the people.

There are no county examiners; the examinations are conducted by the superintendent and trustees.

WM. S. WARD.

ESSEX COUNTY.

Belleville township.

In making out my report to the State Superintendent of the Public Schools in the district intrusted to my care, it will be quite unnecessary for me to occupy his time in looking over a lengthy paper, as but few changes have been made since my last report.

Our township is divided into five school districts—unequal as regards numbers—but have been made to give as much satisfaction as possible to all the people.

The district of Second River, comprising the village, and in numbers equalling nearly half of the whole township, is

now accommodated with a very complete house, with ample accommodations for all the children who may be expected to attend. The trustees are doing all in their power to promote the interest of the school ; have provided faithful teachers—one male—as principal ; one female, with an assistant female ; all licensed. The institution now promises well.

The same may be said of Montgomery, Franklin, and North Belleville districts, where good schools, in comfortable buildings, are carefully sustained, under competent teachers, and much engaged in their several situations.

In the small district of South Belleville, a school was opened under the care of a well-prepared instructress, in the early part of the season, and was continued during the summer, but from want of a suitable building it has been discontinued during the winter.—The trustees hoping in the opening year to be provided with a house.

Thus, sir, you have a hasty view of what is doing with us. I shall conclude by simply stating, that so far as the trustees and teachers are concerned, a very general interest has been manifested to further and promote the cause of common school education. The greatest delinquency is probably on the part of your humble servant ; evincing the want of proper forethought in the people, my fellow-citizens, in making a professional man town superintendent.

S. J. WARD.

Caldwell Township.

The schools in this township are in rather a flourishing condition. The interest in the cause of general education is gradually gaining a stronger hold upon the public mind.

The school money raised by the township the present year has increased from seven to ten hundred dollars. It is expended equally throughout the year.

Our districts are desirous of employing experienced, permanent, and skilful teachers.

It is my earnest desire that our schools should be taught by such teachers, and that they should receive a sufficient remuneration.

M. S. CANFIELD.

Clinton Township.

SIR :—Inclosed please find the statistical information which your circular calls for. I cannot be certain that my figures are entirely correct, as in the change of teachers, some have left without reporting their last term, and the reports of others not sufficiently full. One part of a district in Clinton, since my last report, has ceased to exist. This part of a district joined Orange, and was abolished for the following reasons :—

1st. The continual difference in the state of funds in the two townships.

2d. The school-house was claimed by one man, who had, to a considerable extent, controlled the interest of our part of the district.

3d. The school was very small—numbering in the trustees' reports only thirty-five legal scholars ; while from want of harmony in the district, or from some other cause, but a small portion of these actually attended school.

During the two last terms, the attendance averaged but nine, while the largest number upon the school register did not exceed twelve. As we could not obtain a competent teacher for less than \$80 per term, and as under such circumstances we could keep the school open but a small part of the year, it was deemed alike the dictate of duty and economy to abolish the district. This has been done with the concurrence of the Orange superintendent, and very advantageously to us. District No. 9 has had neither school nor school house for the last four years. They, however hold their annual election for trustees, and are watching for a site to locate a house. I have paid the amount apportioned to this district to its trustees, which, I presume, is enfunded, and will be appropriated

to its legitimate use. This is the only instance in which I have paid money otherwise than as directed expressly by law. The present school law, although a decided improvement to those of former years, is nevertheless obviously imperfect—unequal; and, in some instances, oppressive in its operation. This is particularly the case in manufacturing districts, where the capital is in fewer hands, and the great majority of its population are unsettled and floating.

In rural districts every one bears more nearly his own proportion of educational expenses, while in manufacturing towns there are comparatively few employers, and a large numerical majority of voters who represent no real estate—large enough to control entirely the vote at our town meetings.

I am in favor of “free schools” which shall afford to every child of legal age in the state, the advantages of a good common school education; but let this not depend upon the caprice or benevolence of any town or district, but upon the generous action of the Legislature, sustained by the liberal and enlightened sentiments of our whole people.

I would also recommend in this connection, the increasing of the poll-tax to two or three dollars. A low poll-tax is undoubtedly democratic policy, and perhaps some years since citizenship in New Jersey was actually worth much less than at present. Certainly, with the permanent establishment of free schools, I should not expect to find any one to complain of an increased poll.

ISAAC C. GOFF.

Orange Township.

In transmitting my third annual report, I have nothing of much importance to add to the suggestions offered on former occasions.

The principal difficulty in making out an accurate report arises from the neglect of the trustees in furnishing their schools with proper books of record, and requiring their teachers to keep

full accounts; especially that every teacher, upon leaving his school, shall leave to his successor adequate materials for making the report at the end of the year.

The amount, \$550, under the head for repairing and furnishing school-houses, is simply the sum raised in one of our districts (the Central) by special tax. In this same district \$415 has been appropriated for a furnace. In the other districts, the repairs, &c., will not exceed, on an average, five or ten dollars.

The column "amount received from other sources," I have not filled. When my last report was sent, there was yet in my hands, not expended, not far from \$1000.

There is no board of examiners for our county, but our teachers are all examined and licensed by the town superintendent.

In our largest schools, tuition is considered as free; a fee of 15 or 20 cents per quarter being required for books and incidental expenses. In the other districts, there is a continual approach to free schools. The school tax in our township is larger than in any former year, being \$2 a scholar on the number reported at the last town meeting. This may be taken as a further indication of favor to our present system.

ALBERT PIERSON.

Supt. of Public Schools.

Rahway Township.

I have the pleasure to transmit the annual report from the township of Rahway. In regard to amount received from other sources; there was left from last year \$1,240 78, to which \$29 00, received from pupils from another county, is added, making \$1,269 78.

It gives me much pleasure to report the evident improvement of the scholars, and the increased usefulness of the schools in the township. We feel the need of teachers raised in our own State; having, in a great measure, to depend on others for the necessary supply.

There is also a want of uniformity in regard to text-books used, not only in our own township, but in others. This might be obviated by a convention of town superintendents and teachers.

Our schools are all kept free; one requires a mere nominal sum from some pupils in another county.

I am not aware of any county examiner being appointed, as they have not made their appearance in these parts.

Yours, &c.,

JOHN H. JANEWAY.

Union township.

In connection with the statistical report from our township, I take the opportunity to say, that while all our schools have fallen short of accomplishing that all we could desire, there are some things of an encouraging nature which deserve to be noticed. In the first place, the estimation of the office of the teacher is gradually rising. One of our teachers is a native of this place, a young man of a liberal education, and of an excellent character. Two others have occupied their respective school rooms for two or three years, and have the entire confidence of the people, as faithful, laborious men.

Moreover, the plan is generally adopted of employing our teachers upon a salary; which, although it is not usually an adequate compensation for the labor expended, is more satisfactory to the teachers, and a decided improvement on the scholar system.

We have no county examiners, and consequently this duty devolves upon the superintendent and the trustees of the several schools, which in all cases is attended to. Our schools, seven in number, are all, with one exception, supplied with teachers, and that one will go into operation as soon as a teacher can be obtained. We have but one free school, and that for only a part of the year. Upon the whole, if we have made but little

advancement, we think the condition of the schools is quite as encouraging as it was last year.

ROBERT STREET,
Town Superintendent.

GLOUCESTER COUNTY.

Deptford township.

We have at this time seven district schools open, with 323 scholars on their lists, all taught by male teachers. Also, two organized schools, with 51 scholars in attendance. These schools have been open all the year, with an average of 55 scholars. There are four other schools with 84 scholars.—From which it appears that 458 children are receiving instruction at this time. In one district there has been a free school taught six months by a male teacher, and a free school for colored children taught three months by a colored female. In one district there was a free school three months, two others had free schools one half quarter each. The public money has been expended as follows: \$427 paid to teachers of free schools; \$439 87 to teachers of schools not free; \$89 75 to trustees of organized schools; and \$93 48 for fuel, repairs, &c. Examiners have been appointed, and teachers are licensed.

In examining closely into the state of our schools, these questions arise: Why is it that of the 563 children who attended the district schools, 408 attended less than three months, or, in other words, only 155 attended more than three months. Why are the district schools closed half the year, and not well attended one half the time they are open; whilst the organized and private schools are open all the year, with a constant attendance of considerably more than half of the children of those parents who patronize them?

Are we not forced to the conclusion that the free school

system does not work well with us ? Can the Legislature remedy our difficulties ? No. Who can ? Parents.

If parents would consider the importance of the subject, and the responsibility that rests upon them, would they not say—Our children must and shall be educated ; we will have good schools, and send our children regularly to them. If there is any public money, we will receive it ; if there is none, we will pay the teacher ourselves ; yes, and pay him liberally too.—When parents thus make up their minds, and act upon it, we shall not see our school-house closed half, or as in some instances, three-fourths of the year, nor on entering will we find a few children under the care of a poorly qualified person, who is merely teaching to fill up a leisure interval. But instead thereof, we shall find one who makes teaching a profession ; possessing a knowledge and tact requisite to instruct, govern, and interest the crowd of happy and intelligent children that surround their beloved teacher.

B. J. LORD.

Franklin Township.

SIR :—In accordance with the requirements of the law, I respectfully submit to you the following report :—A majority of the schools in Franklin township are in an improved condition. There has been an increased attendance from last year. There are in the township eleven school districts ; and two parts of districts, houses being located in adjoining townships, or counties. During the winter season of the year, the schools are kept open in all the districts.

In some of the districts, they are continued during the whole year, vacations included. In district No 1, in the thriving village of Glassboro', there is an excellent school kept upon the most improved system, well supplied with uniform books, under good discipline, and progressing admirably. The inhabitants appear to feel a deep interest for the education of their children. They have a two-story building, lower room and upper room.

No. 356, scholars between the ages of five and eighteen. No. 3, Fislerville, is likewise a good school kept open during the year. In visiting the various schools in the township, I find that wherever the inhabitants and the trustees feel particularly interested in this matter, there are good houses provided, convenient and comfortable school rooms, with a sufficient supply of uniform books of the improved kind, and likewise a particular regard and care in selecting their teachers. Wherever this interest is manifest, there is a decided improvement in the condition of the school. Examiners have been appointed for the county. Teachers are generally licensed. Amount of money received from state, \$717 73 ; raised by tax and subscription, \$1,500, all of which is to be appropriated for tuition. Independent of building houses, \$40 has been raised, in district No. 13, by tax, for the purpose of liquidating debt against their house.

At the last annual township meeting, there was a committee appointed to examine into the various systems of books now taught, and make a selection of the most improved and approved system, and recommend the same for adoption, by the trustees in the schools in the various districts in the township.

STEPHEN G. PORCH,

School Superintendent.

Harrison Township.

All the districts remain as reported last year, excepting No. 8, which appears to take a more lively interest in the education of the youth of the district.

They have erected a school-house the present year, 30 by 40 feet square, two stories, at an expense of \$2,000, which affords two large and convenient school rooms, one for a primary school, and the other for more advanced scholars. This building will be completed 1st January, 1855.

The board of freeholders of the county of Gloucester have appointed a board of examiners for the aforesaid county.

A uniformity in books is greatly desired, and it is advised that some effort be made to establish that uniformity throughout the State, so that every teacher cannot change books at will, as is the practice here; and by some (or the majority) much opposed, yet it is done much to the injury of the scholars.

The school-houses now in the township are in a good state of repair, and children enough to form good schools, if the trustees would only take proper interest in them; but, I regret to say, in the majority of instances, it is not the case.

M. C. JENNINGS,
Town Superintendent.

Woolwich township.

In making my return for the year, I cannot report the schools in as prosperous a condition as I could wish. Although county examiners have been appointed, and all the teachers have been examined and licensed, the schools have not been kept free, for want of the requisite funds to keep them so. The trustees have apportioned the money among the several quarters, thereby keeping the schools open for a longer period.

J. C. KIRBY.

HUDSON COUNTY.

Hoboken township.

The town of Hoboken has only one public school, containing two principal and one primary department.

	Enrolled.	Average attendance.
Male principal department numbers,	85	80
Female “ “	89	75
Primary department,	151	120-100
	<hr/>	<hr/>
Total,	325	275

Thus it will be seen from the above, that whilst our census, as reported by the trustees, was 1067 children, we have of these 325 enrolled on our public school books, and 275 as the average attendance, it being 20 less than this amount since the winter commenced—the average attendance of the primary department having been 100 instead of 120 since the cold has been more severe. The school has been a free school, and of course nothing charged for tuition. The children appear to be well instructed by fully competent teachers, who seem to give such satisfaction to the people that the school could be doubled in numbers if our school-house would admit of seating them.

The branches taught are—spelling, reading, writing, geography, grammar, arithmetic, and history.

The portion of school money received from the collector, appropriated by the freeholders from the State funds for this year, is \$410 79, which, with \$568 53, received from the last year's collector and the previous superintendent (Hon. Gov. Price), has all been paid out upon this and last year's salaries, and for books to teachers, and considerable drawn upon the superintendent, which he has no funds on hand to pay, with the exception of a small balance soon to be paid out.

The number of teachers contained in the school is six, two males and four females. The salary of one is \$700, one \$400, two \$200 each, one \$100.

Yours, &c.,

JNO. H. SHEFFIELD,

Sup't of Public School of Hoboken.

Jersey City.

Our schools are improving, we hope, in various respects.—The number in attendance, compared with the whole number of school age, is larger. The discipline is more efficient, and the progress of the scholars is more manifest. By next May, we hope to have finished and ready for occupancy a new first-class school-house,—something which the rapid increase of our population has for some time rendered imperative.

LEWIS COLBY,
Superintendent.

HUNTERDON COUNTY.

Alexandria Township.

It becomes my duty at this time to transmit a report setting forth the condition, &c., of the public schools. There are two features in the present law, of which I shall make some objections. The first is, the necessity of the superintendent's forwarding a report on or before the 15th of December, through which the superintendent is driven to considerable inconvenience. Only eight months after he has taken upon himself the duties and responsibilities of his office he is obliged to make out a report for the year and forward it on to the State Superintendent. How can he arrive at any degree of accuracy, respecting the year, when there are four months ere the year expires? The other feature is, free money raised by taxing the inhabitants of the township, by which the largest bulk of the free money is not accessible until after the collection of taxes, making a marked inequality in the distribution of the moneys. Why could it not be so arranged that it could be drawn from the State treasury, in order that there could be an equal amount of money at any time of the year?

I am happy to say that there is a gradually increasing zeal exhibited amongst the people respecting education, and I hope ere long to see New Jersey stand upon an eminence relative to education which shall call forth the envy and admiration of her sister States. Accompanying this hasty sketch you will find the blank filled up as correctly as circumstances would permit.

J. C. WINTER.

Bethlehem Township.

In filling up the blank which I received from you, I find what may be deemed an imperfection in the law relative to reports, by requiring the superintendent to report, giving him no chance to receive any statistics, except from the teachers, who are not required to keep any register, or make any report, but some of them (by request) have given a report, some of which reports are insufficient to give the desired information; others, who work to get the money (and not to earn it) think it too much trouble to keep any register, as they get paid by the month. The only way of obtaining true reports, is to have blanks for each district, and require each teacher to fill up said blank, before he shall be entitled to any order from the trustees; or, at least, before any order should be paid by the superintendent, as the town superintendent is quired to report before he can receive any compensation for his services.

Another difficulty exists under the present law, allowing the several townships to raise by tax any amount not exceeding \$3 00, which is simply this:—There are many districts (perhaps a third of the whole number, or even more,) composed of two or more townships, in which different sums per scholar are raised by tax, thereby naturally creating difficulties, some of a serious nature. I might just describe one in this township and Alexandria.

The Bloomsburg district is situate in the above township,

and numbers in all nearly two hundred scholars. Some years since there was a lot conveyed to the inhabitants of Bloomsburg (which is also situated in both townships) for school purposes; said lot lying in this township. And as there is not as much money per scholar raised in Alexandria as in this township, and as they (the inhabitants of Alexandria) have a share in said lot, there is difficulty upon difficulty, and contention after contention, throughout the whole district, even so far as to attempt to burn the school-house to ashes.

Now the only effectual way to remove the difficulty (in my opinion and in the opinion of others) is, for the Legislature to either give us a law to provide for the expense of the government by tax, and appropriate the proceeds of the railroads, &c., to educational purposes throughout the State, as many desire; or to annex to our small township two or three square miles of the N. E. section of that large township of Alexandria, and thereby cause the whole of Bloomsburg to be in Bethlehem, and accommodate the majority, if not all, of the inhabitants of said portion so united.

All the teachers who have taught during the last eight months, have been licensed by me, in connection with the trustees, as there were no county examiners appointed for this county. One applicant for license was refused. How many more should have been it is difficult to say; but I think the majority of our teachers try to give their time and talent for what they receive.

The "amount from other sources," in the report, is the amount received of my predecessor, being the unexpended funds of last year. As you suggested in your circular that brevity should be observed, I will forbear further remarks.

G. G. SHAFER,
Town Superintendent.

Delaware Township.

Owing to the neglect on the part of our district trustees in keeping a regular statistical record of their schools, I find it ex-

tremely difficult to fill up my report, and I do not pretend to have done so to a mathematical certainty, but I have endeavored to arrive as near the truth as possible under the circumstances.

I regret much, and am ashamed that I do not find the name of a single teacher from our township on the record of the 'Teacher' Institute, held at Flemington, although I had the promise, partly, of several of them, that they would attend.

Our people generally do not feel a sufficient interest in the cause of common schools; hence the origin of many matters of regret.

Yours with respect,

J. J. SUTPHIN, *Superintendent.*

Lambertville Township.

The law requiring town superintendents to report to you "the state and condition of the schools within their respective townships, without qualification, I am not sure whether any but public schools are intended to be embraced in such reports; yet, believing all facts connected with private schools to have a material bearing upon the system of public schools in the State, I shall communicate such matters as I have been able to collect, in relation to all the schools in this place, private as well as public. Such, however, are the peculiar circumstances of our schools the present year, that it will be impossible to make anything like a categorical statement, such as your circular contemplates, or to put the matter in such shape, or within such limits probably, as to be at all available for publication.

The town of Lambertville embraces but one school district, and one public school. During the present year, a large and commodious building has been erected, at a cost of about six thousand dollars, and occupied by the public school since the first of September; previous to which time, the school was

vacant five and a half months, for the want of a house. Consequently the school has been in session during the present year but six and a half months. The present arrangements contemplate a session of ten months in the years. Under the former arrangement, there were two teachers, one male and one female ; and an average attendance (during the first three months of this year) of one hundred and twenty children, embracing one-hundred fifty different scholars. Under the present arrangement, there are three teachers, one male and two females, with an attendance on an average of one hundred and ninety-three ; the whole number attending, more or less, being two hundred and sixty-five. No data are at command for determining the respective numbers attending during different periods of time. The salaries of the teachers per year, are, for male, four hundred dollars ; and for females, each one hundred and sixty dollars.

Besides the public school, there are, or have been, during longer or shorter periods, four private schools ; one for girls, ten months in the year, with three female teachers, (partly a boarding school,) in which music, French, and mathematics, in addition to the English branches, are taught, with an average attendance of twenty pupils, at an average rate for tuition of eight dollars ;—one for boys and girls, ten months in the year, in which the English branches and mathematics are taught, by two female teachers, with an average attendance of sixty before the public school went into operation under the present system, and twenty-six since that time ; the whole number of scholars being eighty ;—the average rate of tuition being two dollars and fifty cents ;—one, under the auspices of the Catholic church, for boys and girls, during eight months, taught at present by one female, at eighteen dollars per month, with an average, before the present arrangement of the public school, of forty-five, and since that time, of twenty-seven ; the whole number on the roll being fifty-eight ;—and one during eight months—now discontinued—in which the English and higher branches were taught ; the average attendance being

twenty-five, and the mean rate of tuition three dollars and fifty cents.

The whole sum paid for instruction in the town during the last year, is probably about nineteen hundred dollars ; and the whole number of children attending school during the year (many of them but a small portion of the time) may be four hundred and twenty-five. The number of children in the town, between five and eighteen years of age, is five hundred and sixteen.

The town has received, during the year of the State appropriation, two hundred and forty-three dollars and fifty-six cents, and interest on the surplus revenue, seventy-two dollars, and has raised by tax, for school and building purposes, thirteen hundred dollars, making in all sixteen hundred and fifteen dollars and fifty-six cents.

One public school, as now organized, bids fair to obtain a good degree of prosperity. There is manifestly a growing interest among the people on the subject of education, which, in any community, is doubtless the real secret, as well as the index of whatever success is predicable of its schools.

S. H. PARSONS,
Town Superintendent.

Kingwood Township.

Our schools have not been so prosperous the last year as was desired ; but I think we done something toward their improvement by taking down and rebuilding two school-houses. All the districts are now furnished with good houses, except two.

ISAAC R. SROPE.

Readington Township.

In submitting my report, I would remark that there appears to be a growing interest in the township with reference to the schools. There seems to be a general desire to keep the schools open, and to have teachers of decided talent and capa-

bilities. But it must be confessed that there are counter currents running against this general desire, which, in part, prevent its realization. There are those with whom the love of money predominates over the love of learning, and who would shut up the rising generation in ignorance to save their purses. These rally at our township meetings, and cast their votes against all support from that quarter; and so it will be as long as it is submitted to the popular voice. People do not like to tax themselves, and we will have one year two or three dollars per scholar, and another year nothing. Fluctuation, uncertainty, and embarrassment will attend the movements of those who direct our schools; and they cannot be settled on a permanent basis where they should stand, open and free to all, until the State takes the matter in hand, and makes such appropriations as shall be sufficient to maintain our schools free, or else shall direct positively how much each township or county shall raise by tax.

L. L. COMFORT,
Superintendent.

West Amwell township.

In making this, my first annual report of the number and condition of the schools in this township, I have not been able to obtain as complete information, in regard to the number of scholars who have attended school for the different periods of the year, as I could desire, owing to the fact that the year commences in December instead of April, from which the terms of our schools are generally reckoned, and from which circumstance teachers do not always preserve their day lists of the former year. I have, however, endeavored to obtain the best information in my power, and report accordingly. Sensible that my report is liable to some error, I would remark, however, that the whole number of scholars reported as having attended school during the year, is believed to be very nearly correct.

The attendance in most of our school districts the past year

has not been as good as in some former years, on account of the whooping cough having visited them. Two of our schools have been kept open during the entire year, with the exception of short vacations; but the other two have only been open six months each, which is a fact seriously to be regretted, when we consider the value of a thorough education, in at least the English branches, and the necessity of regularly devoting the few years of childhood to the obtaining thereof.

The teachers of our township have all been licensed according to law, and are generally suitably qualified for their business.

No county examiners have been appointed. The schools in our township have not been kept entirely free in any of the districts during the year. The method generally adopted is to divide the public funds about equally among the quarters, in order to give all classes of scholars an opportunity of enjoying their benefits.

There has been a large, new, and commodious school-house erected in one of our districts, upon the modern plan, having the desks so arranged that the scholars all sit facing the teacher. The cost of erecting this building has been raised by voluntary subscriptions among the patrons. These facts point to a proper spirit which is beginning to take its place in the minds of the people.

I have no recommendations to make for any alteration in our present common school system, as I am satisfied that the low condition of some of our schools is not owing to any defect in the law, but rather to an evil which the law cannot remedy, viz., an inertness and inattention to the subject on the part of the people, arising from a low appreciation of the benefits of a good education. Instead of giving our whole attention to legislation upon the subject, we should endeavor to form educational societies or associations among the people—to have addresses delivered upon the subject, and endeavor to awaken the minds of the masses from their lethargy—to con-

vince them that, under a government like ours, resting upon the intelligence and virtue of the people, their first duty to their children is to educate them. Whenever the minds of the masses shall be made properly sensible of the importance of educating the rising generation, so that they will deem no sacrifice too great to be made in accomplishing it, then will the condition of our common schools rise to its proper standard; then will district trustees abandon the penurious system, which has hitherto prevailed to a great extent, of employing such teachers as can be employed for the smallest salary; then will the people be willing to contribute of their substance toward the crection of proper school-houses; then will they visit and examine the schools themselves, instead of throwing all the responsibility upon the town superintendents; thereby encouraging the teachers and stimulating the pupils; and until this shall be done, all legislation will prove ineffectual for making our schools what they should be.

Notwithstanding our schools fall far short of what I could wish to see them, yet it is evident that they have been steadily progressing in improvement for a few years past. Many branches which were scarcely heard of in our common schools twenty years ago, are now taught in most of them. The progress has been slow, indeed; but the farther it goes, the faster it will go; and we should not expect too much at once; but remember "Rome was not built in a day," neither can we expect to see our schools rise, at a single step, to that eminence which every lover of education. and every true patriot desires to see them. Hence we should take courage from the past, and renew our efforts, in the future, for their elevation, trusting that ere many years the common schools of New Jersey will compare favorably with those of any of her sister States.

RICHARD H. WILSON,

Superintendent.

MERCER COUNTY.

East Windsor Township.

In accordance with your request, and the requirements of law, I herewith transmit to you the report of the state and condition of the schools in the township of East Windsor. I have endeavored to fill up the blank which you sent me with as much accuracy as possible. I have put down under the first head the number of districts, and parts of districts, where the school-houses are in this township, leaving three parts of districts where the school-houses are in the adjoining townships out, viz., one in Upper Freehold, one in Monroe, and one in West Windsor. I have found much difficulty in filling the blank in the columns of three, six, nine, and twelve months, agreeable to your request, on account of the frequent change of teachers in some of the districts, and many of them not keeping any register. The teachers are most of them well qualified, several of them having occupied the districts the past year. In conclusion, I have only to say, that our schools are generally improving, but not as much as they should where the schools are free.

R. C. ROBBINS.

Ewing Township.

Our schools in Ewing are comparatively in a good condition, and the people of this township have very decidedly, upon the occasions of the last two town meetings, expressed the opinion that we should possess enough common philanthropy to take care of the children and provide the means for them to acquire that knowledge which is needful in the various duties and avocations of life. We have three new school-houses in the township, and the remaining two are in good repair.

E. W. LANNING, *Sup't.*

Hamilton Township.

In filling up this blank report, I have had to depend, in part, on my personal knowledge ; the frequent changes of teachers, in several of our schools, and the want of school registers in others, renders it somewhat difficult to obtain correct statistics ; but still, from my frequent visits and intimate knowledge of the facts, I think the filling up will approximate very near the truth. I have few remarks to offer ; I wish, however, to renew the suggestion made last year, in regard to the money received from the State being made payable to the town superintendent instead of the township collector, as it is at present ; in this change the county collector agrees with me. We have no county examiners, but our teachers are generally examined and licensed according to law.

WM. H. WEST,
Superintendent.

Hopewell Township.

The following report, in pursuance of the 13th section of an act of the Legislature of the State of New Jersey, entitled "An act to establish public schools," approved April 17th, 1846. is respectfully submitted by the undersigned.

Whole number of districts, 13. Number from which reports have been received, 13. Number of children residing in the township between the ages of 5 and 18 years, 1,100. Number who have attended school less than three months, 100.— Number who have attended six months and less than nine, 100. Number who have attended 9 months and less than 12, 50. Number who have attended 12 months, allowing vacations, 500. Number over eighteen, none. Number of colored children taught, 10. Whole number of children taught, 750. Average number of months the schools have been kept open, 9. Terms of tuition, \$2 25 per quarter. Total amount appropriated for school purposes, \$1,973 44. Number of teachers,

13. Male, 6. Female, 7. Most of the children small, and are taught reading, writing, spelling, and arithmetic. There are a number, however, pursuing the higher English branches, and give evidence of strong intellectual powers. I have only recently been called to perform the duties of town superintendent, and cannot therefore give you as correct a report of the operations of the law, and the progress of the schools, as I desire ; but allow me to say, that I have visited all the schools once, and most of them the second time ; have examined all the teachers, and find them reasonably well qualified as respects learning, but in respect to ability to impart instruction to those under their charge, I am sorry to say, too many of them are sadly deficient. This defect doubtlessly arises from want of experience, as many of them have but recently commenced the arduous task of teaching youth. I am, however, pleased to say, that the schools which I have visited a second time, have given evidences of improvement, but not so much as would have been given, had those engaged as teachers been qualified in every respect, and willing to do their whole duty fearless of consequences. By looking at my accompanying statistical report, you will perceive one good reason why the schools in this township are not in a more favorable condition. You will there ascertain the fact, that teachers generally have but little encouragement in the way of salary to take hold of this great work properly, and by united and strong efforts, aid in pushing on this noble, this educational car. Observe that the compensation for services rendered, are barely sufficient to board and clothe them, much less to enable them to lay aside a little of the "needful for a rainy day," or for the comforts of old age, hastened by the incessant toilings of the faithful teacher. Another great reason is the carelessness exhibited by the officers of the several districts (trustees I mean,) who seem concerned about the prosperity of the schools as they do about the war now being waged in Europe. I am sorry, sir, to make so unfavorably a report in respect to these officials ; but, sir, I am compelled to present facts, notwithstanding

ing the delicacy I may feel in stating them I only wish it were otherwise.

I have done all in my power at present to do, in hope of getting the trustees of the several schools rightly interested in the great cause of education, but all my endeavors thus far have proved unavailing. I do not, however, yield in despair, but look hopefully for a change on their part for the better. May it soon come. With this change would be seen advancement rapid in every school. It could not be otherwise, for trustees, instead of employing teachers, placing them in their school-houses, and never thereafter visiting them, would be found on the contrary, in the schools, watching carefully the interests of those whose minds were being moulded by teachers who too often feel less interest for the moral, intellectual, and physical good of children committed to their care, than even for the small amount of money they are to receive as a reward for their labors. Could I by some means "preach" this fact into their heads, that frequent visitations on their part would give a new impulse to both teachers and pupils and add greatly to the prosperity of the schools, and by so doing get them waked up to a sense of their duty as trustees and parents, I would willingly lecture them once a week for a whole year, and consider myself fully compensated for all my toils, if at the expiration of that time, I might find that the desired effect had been had. I feel an interest, a deep interest, sir, in the welfare of these 1,100 children, and would hail the day with gladness, yea, regard it as among the happiest ones of my life, if I could see all the officers of the township warmly engaged in this great cause of education, upon the continuance of which rests the perpetuity of our government. In conclusion, sir, allow me to express the hope, that this desirable change is not distant. May the day speedily come when all the people shall be fully aware to their own and the best interests of their children, and lend such assistance as is in their power to that which shall benefit *them*, their *families*, and this great and glorious nation, destined to extend liberty to all the world, "and the rest of mankind."

N. S. LARKIN, *Town Sup't.*

Nottingham Township.

The township of Nottingham has just completed a school-house at a cost of \$1,875, neatly built of brick, with two large school-rooms, with desks, seats, bell, and all conveniences to accommodate one hundred and fifty scholars; but owing to the small appropriations made to our township, we are unable to employ but one teacher, who is well qualified, and has the school under his charge in a very prosperous condition. We trust, that the Legislature *will, if possible*, make a larger appropriation for school purposes, and thereby supply us with means to employ another teacher, and to fill the seats of our vacant school-room.

SAMUEL WOOLEY,
Town Superintendent.

Princeton Township.

Accompanying this you will please find the statistics of the schools in this township under their proper head. Since my last annual report, I have set off a new district from parts of two other districts, making the access of children residing in the remote ends of the districts much more convenient; with that exception, the schools generally are in very much the same state as last year. In the new district set off, a new school-house has been erected by the liberality of a friend of education, very neatly finished, pleasantly located, and in every way comfortable, and a very competent teacher secured, and the expense to the district for the building, will be only the simple interest upon its cost.

I think there seems to be an increasing interest manifested in the cause of education, in this township. The only general complaint made is the want of sufficient funds to enable the trustees to employ the most competent teachers, and to keep all the schools open throughout the year, a large portion of the

public funds being required for parochial and denominational schools.

The amount raised by tax this year, in the township, for school purposes, is nine hundred dollars; and the amount received and to be received from the State is six hundred and three dollars and thirteen cents, making, as per statement inclosed, the whole sum of \$1503 12.

F. F. MANNING,
Town Superintendent.

West Windsor township.

I deem it proper to say that education in this township is making advancement, although not as much as I would wish, but in proportion to the means raised. I humbly hope our Legislature will soon make all the schools in this State free to all the children that reside therein.

NELSON SILVERS,
Superintendent.

MIDDLESEX COUNTY.

Monroe township.

In compliance with the duty as a school committee of said township (the law being changed, we think not for the better), annexed you have the statistics, as correct as we were able to make them. The schools, with the exception of one, have all been kept open for longer or shorter periods. The teachers have been examined and licensed by the committee. No board of examiners have been appointed by the board of chosen freeholders for the county of Middlesex, the teachers, as a general thing are not of that superior order we would wish to

see; one cause perhaps is, the pay is not adequate to command such. We hope, and recommend to the Senate and Assembly, that a proper selection of a committee from both Houses be appointed at an early day to take the business in hand, and if expedient, the funds being adequate, to make the schools free and pass a law making it a duty for all parents and guardians to send their children to school, under a penalty such as they think proper.

GEO. McDOWELL,	}	School Committee.
AARON GULICK,		
ELIAS DEY,		

Perth Amboy township.

In addition to the statistical table, there is nothing in the condition of the schools in this township worthy of the special attention of the State Superintendent. It affords me pleasure to say that our school is flourishing, it appears to be in a state of good regulation, under excellent discipline, properly classified, efficiently managed, and making very commendable proficiency. I cannot say that parents have visited the school any more than in past years—a matter too much neglected.

BENJAMIN CORY.

Piscataway township.

In filling up the blank report received from you of the condition of the schools in this township, I find great difficulty in correctly stating the number of children who have attended school for the fractional periods of the year. Most of the teachers are employed by the trustees at a stated salary per quarter or year, and keep no account of the time each scholar spends in the school, and of course the number in attendance for the different periods called for in the blank reports must be entirely conjectural; consequently the statistical tables made from the reports of superintendents (in these particulars).

must be defective and erroneous. Better to have no statements at all than erroneous ones.

I would respectfully repeat the suggestion I made last year : "That blank be furnished to the several school districts in the State, so arranged and ruled as to make it easy to keep a uniform record of its condition in every school, from which the town superintendent may make out an annual report with precise correctness." I would also suggest the propriety of an amendment to the present school law in favor of *high schools* and academies, where the higher branches of education are taught, and the people sending their children *there* are deprived of any participation in the funds of the State appropriated to education, and of any share of the taxes they pay for such purpose in their own townships. Let a discretionary power be vested in the town superintendent, in connection with the town committee, to apportion such share of the public school moneys for the benefit of such schools or academies as in their judgment is just and equitable. These people are taxed, and among the most willing to bear their share of this burden, and justice and equity requires that some way should be provided by law in which they may receive their just due.

All the schools have been open during the year, except Nos. 6, 7, and 8, which have each been vacant one quarter, and No 2, which has no school-house. Their old house was standing on leased ground, and the lease having expired last spring, and the owner of the land refusing to renew the lease, and the old house not worth moving, it was sold at auction by the trustees. The school was vacant from the 1st of April to the 19th November, when the trustees rented a room in which they keep a free school this winter. Six of the twelve districts have become incorporated, and all have comfortable school-houses (except No.,) with competent teachers instructing the rising generation in the branches of common school English education, and giving evidence of increasing improvement in the facilities of imparting useful knowledge and moral training to the youth of our community. I received the State school fund, \$449 24 ; of the surplus revenue appropriated by township to educational

purposes, \$78 33. And the township voted to raise by tax for the use of schools, \$2000, which will be available on the 20th December, instant, making the sum of \$2,527 57, which I have divided into four equal parts, and by borrowing \$750 (until the township funds are received,) I have distributed and paid over to the order of the trustees of the several districts, at the end of each quarter of the year commencing with April, in proportion to the number of children reported to me by the trustees. The sum of \$100 has also been raised by tax in district No. 4, for repairs and fixtures to their school-house. There have also been paid by the several districts, in addition to what they have received of public funds, the following sums for the support of their teachers : District No. 1, \$11 ; No. 2, free ;—No. 3, \$180 ; No. 4, \$101 28 ; No. 5, \$302 ; No. 6, \$46 ;—No. 7, \$149 52 ; No. 8, \$22 46 ; No. 9, \$143 84 ; No. 10, one quarter vacant, free ; No. 11, \$69 16 ; No. 12, \$79 46 ; making the sum of \$1 093 72, to be added to \$2,527 57 public moneys, and \$100 for repairs, will add up \$3,721 29 expended during the year for education.

S. SMITH,

Town Superintendent.

South Amboy Township.

We are gratified to be able to report that the schools in our township are all in session, and in a very flourishing condition.

In reply to your request to "point out defects," we would say that the principal defect which we find in our present school *system*, is the *want* of *system*,—of uniformity. For example : some districts make a free school while the public money lasts, and then have no school ; others employ the teachers at the rate of \$2 per scholar, paying public money as far as it will go, and allowing the teacher to collect the balance from those who send to school ; while others hire teachers at a specified rate per quarter, without regard to the number of

scholars. Teachers grumble about collecting their bills, and trustees generally think that their duties are sufficiently onerous without it.

There is also a great deal of strife and unpleasant feeling at our town meetings, about what amount of school money shall be raised, the result of which is that some years a small sum is raised, and other years a large one, whereas, we think more uniformity would be desirable.

To remedy these defects, we suggest that such a school law be enacted as will systemise the schools throughout the State, placing all upon a uniform basis, or as nearly so as possible. Let a large amount of school money be raised, by a State or county tax only, or principally, which would so generalize the matter as to prevent strife and dissatisfaction, and preserve more uniformity. Let districts employ teachers by the month, quarter, or year, appropriate an equable proportion of public money to each quarter, and collect the balance necessary to pay the teacher by a pro rata tax. Then let each district elect annually a district clerk, and *district collector*, the latter to have power to levy upon and sell property, if necessary, to collect district taxes, and be entitled to a suitable per cent. for his service. The trustees would of course have power, at their discretion, to omit in the rate bill any persons who by misfortune might be unable to pay anything for the schooling of their children; so that the schools should be free to those who need an entire free school.

By thus systemizing our schools, we think their usefulness and efficiency would be greatly increased.

Respectfully submitted,

TIMOTHY WOOD, } *Com. of Public Schools.*
L. D. MORSE.

South Brunswick Township.

In compliance with our duty, we briefly lay before you a statistical account of the schools in the township of South

Brunswick. We have received the State apportionment of school money, amounting to six hundred and twenty dollars and six cents, which has been appropriated to the seventeen different districts. There was raised by township tax twelve hundred and fifty dollars, for schools, making in all eighteen hundred and seventy dollars and two cents. The town tax is not yet paid by the collector, but will be as soon as collected.

In conclusion, we should say, that, under the Act of 1850, up to 1854, the schools of this township were in a flourishing condition; a new spirit seemed to enter parents, children, and teachers; all felt an increased interest in the cause of education.

But what a change? Last session the Legislature passed an act retrograding upon those institutions in our township, by saying, they cared nothing about them; the neglected teacher and school should have no one to visit them, or if they did, they should have nothing for their services. O what folly! pass an act through the influence of log-rolling, saying, that men shall perform a duty *pro bono publico* without compensation, and that duty the most responsible in the township. It would appear that the dark ages are returning. God forbid such conduct to be tolerated. As well might an act be passed, and with equal propriety, saying that every member of the Legislature shall have nothing for their services. Then how many members would compose that honorable body? In answer, we would say, not one. That act was passed contrary to the wishes of the people, degradatory to our schools, and disgraceful to the introducer;—all for the sake of a few pence. May God have mercy on such unenlightened views of mankind; and may our schools prosper under the blessing of a free government; and while the suggestion has been so often made, that the appropriation, made from the State to the schools, should be much larger than it now is—why not?—why this difference on the subject? The reason is, avaricious politicians prevent it. May they prevent it no longer, but come out on the side of education, and let present (as well as future) generations, feel the effect of a judicious legislation.

It is an indisputable fact, that thousands of the youth of our country are saved by knowledge, or destroyed for lack of it. 'My people are destroyed,' said God, 'for lack of knowledge; because they rejected knowledge, I also will reject them.'—Therefore may every person, to whom the acquiring is yet possible, be admonished to seek it rather than fine gold, to prize it above rubies, and being assured that all the things to be desired are not to be compared with it.

J. I. BULKLEY,	} Committee	
ISAAC SEE,		of
THOMAS POTTS,		Schools.

Woodbridge township.

The character and condition of our schools are encouraging. The teachers are mostly qualified for their work, and manifest a good degree of faithfulness in the performance of it. Parents also manifest an increasing interest in the character of the schools. Some of the smaller districts have been united, so that schools may be maintained throughout the year, instead of three and six months, as formerly. Very few of the schools of this township are free, if kept open the whole year. The returns from the trustees of eleven of the districts will average only 58 names—the whole amount of money will give \$2 50. to each name for the whole year. Thus it will be seen, that schools can be continued in those districts the year, only by the parents paying a large part of the teacher's salary. Joining two or more of these districts in one, obviates this difficulty in part; still there is an inequality.

ELLIS B. FREEMAN.

MONMOUTH COUNTY.

Atlantic township.

So much of the statistical portion of this report as relates to the attendance of scholars is only an approximation, having been made up a good deal by guess.

I have reason to believe that this want of accuracy is by no means peculiar to this township, as registers of attendance, when kept by the teachers, are regarded as private property and when, as is frequently the case, several teachers are successively employed in the same school during the year, the records, when called for at the close of the year, are not to be found.

I would respectfully suggest, as a remedy for this important defect, say the following plan:—

Let the State Superintendent provide the schools, through the town superintendents, with blank forms suitably arranged for registering such facts as the teachers are required to furnish to the town superintendent. (Loose sheets, from the greater facility of distribution, would perhaps be better than the book-form.) Then require the teachers to present quarterly these registers, properly summed up, to the town superintendent, as one of the conditions entitling them to receipt of wages.

Without some provision on the part of the State for uniformity of method, including a penalty for neglect, I fear our statistics will continue to be made up in good part of guess-work.

E. GUILLAUDU, Jr.

Freehold.

In compliance with your request, and the law relative to free schools in this State, I herewith transmit you a state-

ment of the few important facts coming under my observation during the brief period I have been connected with my official duties :—

The school buildings in the several districts are generally, with one or two exceptions, in a good and comfortable condition. They are all frame buildings, and only one of them containing two rooms, the other seven are single rooms.

The play-grounds, and other necessary conveniences, are adequate to the wants and necessities of each.

The trustees of the several districts, with myself, have been cautious, in licensing, to select the most moral and competent teachers to mould the young and pliant minds under their immediate charge ; and judging from the general progress and success of the pupils, and the interest and satisfaction manifested by the community, we have not seriously failed in our judgment. I have made it my duty to visit each school, at least, once during the term, and have been much gratified with the mode of government and instruction exhibited by the teachers. These teachers are generally New Englanders, who have been nourished and trained under the happy influence of the excellent institutions of those States, and they are well qualified for the stations they occupy.

It is to these men mainly, I believe, that we may attribute the zeal and interest growing so rapidly in the public mind in favor of the educational cause.

I have observed that the most ardent advocates of this cause are among the poorer class, who are more prompt in their attendance to the schools, and in rendering encouragement to teachers and pupils, than those in more affluent circumstances.

I have been frequently interested to see parents, who, in their youthful career were denied the privileges of the present day, manifesting so much pride in the advantages their offspring now enjoy, and the happy tendency, and glorious results of the present school system.

I regret to say that the board of chosen freeholders have made no appointment of county examiners. This, we believe,

should not be neglected, as it would add much interest to the cause.

The amount of funds, which has come into my hands to this date, is \$1,368 07, out of which I have paid \$870 94.

The books in general use here, are Town and Webster's Speller; Saunders' and McGuffie's Reader; Davies' Arithmetic; Do. Algebra; Smith's Geography; Do. Grammar; Quackenbos' English Composition.

A question of much anxiety and interest is being agitated here, as to the inequality of taxation among the inhabitants, in raising the school money at the annual town meeting; and suggestions are offered, that the better mode would be to appropriate the transit duties of the canal and railroads to school purposes, and defray the State expenses by direct taxation.

E. L. COWART,
Superintendent.

Howell Township.

Since my last report, there has been but little change in the school interests of this township.

The inhabitants of one district have repaired their house, thus making seven of the ten houses in the township comfortable buildings. All the districts but two have play-grounds convenient.

For the purpose of filling up my report, as you desired, I have kept a record of each district throughout the year. My impression, therefore, is, that the inclosed numerical report is very nearly correct.

This county is one of those in which the freeholders did not appoint county examiners. The teachers of this township, however, have been examined, and licensed, as required, and the schools have generally been visited as the law directs.

By the financial report, you will perceive that, since my last report, I have received for school purposes, from all sources, \$2,016 50. During the same period, I

have paid \$1,946 16. The teachers have given general satisfaction.

The trustees of the different districts have generally attended promptly to the duties falling to them. Seven of the schools have been free throughout the year. All have been free a large part of the year ; and the interest in schools continues to increase.

I regret, however, to be compelled to inform you, that the present plan of raising the school money in the townships, is a source of increasing dissatisfaction. That the present plan is unequal in its operation, we think, must be evident. I will mention but a single cause of this inequality :—Some townships, in which the taxable property will not much exceed half a million of dollars, will vote more money for schools than others, where the taxable property is three times that amount.—This tax has in a great measure to be paid by those who vote for a smaller sum. This excites opposition, and creates a strong dislike toward the whole system.

To remedy these evils, I would very respectfully repeat a suggestion contained in my predecessor's last report, and also in a number of last year's reports :—That suggestion was, that the Legislature appropriate the balance of the revenue derived from the transit companies to school purposes, and raise by tax the current expenses of the State. That the present plan is equal taxation, we think must be very hard to prove ; that the proposed plan would be an approach to it, we think is beyond dispute.

GILBERT T. GULICK.

Marlboro' Township.

In about half the districts of the township, or in those districts where school has been kept only two terms in the year, it has been free. An increased interest is taken by our people, in regard to education. The only complaint I have to make is, that some of our trustees are most too anxious to ob-

tian low priced teachers, regardless of their qualifications, saying they are good enough for backward children like theirs ; forgetting that, with poor teachers, their children will remain backward.

J. W. HERBERT.

Middletown Township.

There is considerable interest manifested in this town, so far as the raising of money is concerned, by taxation, "all the law allows" seems to be the motto. All our schools are free, though two or three have not been open put a part of the year, the districts being small, and the public money not sufficient to keep them open all the time.

The character of the schools is much the same as it was a year ago ; competent teachers have been procured and licensed by the superintendent (no county examiners having been appointed.) Irregularity of attendance on the part of the children, is one of the greatest hindrances in the advancement of the cause, and we are fully aware that the root of this difficulty does not lie with the children ; and until a more enlightened and correct sentiment can be instilled into the minds of parents upon this subject, we have little hope of seeing our schools elevated above their present position. I hope the Legislature will do something this winter in favor of this cause, that will be an honor to themselves and the State they represent.

DAVID B. STOUT.

Millstone Township.

This year being the first since my election, I am unable to give you as definite a report as I wish. Heretofore I have had but little to do with the public schools, and consequently it is not in my power to say whether the cause of education has progressed since last year's report was received by you.—

At this time eight of the ten schools are taught by competent teachers, and are doing very well. The attendance is very good, there being nearly an average of half the scholars numbered in each district.

During the portion of the year that has expired each school has been favored with a teacher; four for three months, three for six months, and three have had school open continually.— But one of the schools has kept a teacher all the time. A young lady is the teacher. She has been faithful to her charge, and has done much to promote the cause of education, and has made great improvement with the scholars. The schools have been visited as often as required by law, and frequently in connection with the trustees. The conduct of the scholars in some of the schools is very good; while in others noise, confusion and inattention is apparent. The rod is used to a moderate extent in most of the schools. The school houses are in a comfortable condition, although a few have rather a rude appearance, and are not sufficiently large to supply the present number of scholars. Where the schools have been kept open any length of time, advancement is perceptible; if not, but little improvement is observed. This very plainly and forcibly assures us, that if schools are to be beneficial, they must not be closed. When that period shall arrive that the funds appropriated for free schools shall be sufficient to keep the schools open the whole year (instead of, as it now is, only one third of the time), then will the cause of education flourish, and the community will be richly repaid all the expenses, even more than an hundred fold.

EPHRAIM P. EMSON.

Ocean township.

In making my report to you this year, I have a very pleasant duty to perform. I am very much pleased with the general character of our schools; they all bear marks of decided improvement, and the love of education is getting to be universal;

our whole neighborhood is filled with enthusiasm on this subject. The schools being so near free, I have a very good opportunity of judging of the beneficial results of this popular system, our whole township being but \$67 05 in arrears; eleven out of twelve districts are free.

I consider the principal cause of this fact to be, that of hiring teachers by the term, instead of the old style, viz., per scholar. The advantages of this system are very great, and the most prominent is equality; it is on this broad ground that the pupil and teacher meet, knowing no distinction but that of merit. Again, the teacher is not bothered with that pest to every business, dunning delinquent subscribers, and consequently not demanding salary sufficient to meet bad debts.—There have been no examiners appointed by the county. Our districts are all provided with comfortable tenements.

R. S. POOL.

Raritan township.

From the annexed tabular statement you will perceive that the number of entire school districts, in this township, is sixteen, and two parts of districts. One of these districts has been set off during the present year, making an addition of one district since last year. You will also notice, by referring to last year's report, and comparing it with this, that there has been an increase of one hundred and fifty-three children in this township since last year. There has been no material change in our schools since my last report. Three of the school districts are yet without school-houses, in consequence of which the children have to be schooled in the adjoining districts. Most of our school-houses are comfortable and substantially built, and have good play grounds. Much has been done in this township for the promotion of education, but we need the assistance of the State to make our schools free, and open the path of intellectual knowledge to all our sons and daughters, for the small portion of money that is appropriated yearly is barely sufficient to keep them from starvation; for it

is a fact that in some districts, with our present scanty means, it is almost impossible to obtain well qualified teachers. We say again let us have free schools ! The law authorizing the townships and incorporated districts to impose taxes upon the inhabitants for the support of schools, does not meet with much approval in this township, and in some districts it has been the cause of much litigation. County examiners have not been appointed, and, in fact, I see no need of them. Indeed I think it would be better if the whole responsibility of examining and licensing teachers devolved on the town superintendent, as it is almost impossible to license teachers according to law, under the present system, it being so difficult to obtain the attendance of the trustees, no provision being made to compensate them for their services. It is very evident, also, that the frequent change of teachers, and the lack of ability to keep some of our schools open during the whole year, detracts very much from the usefulness and efficiency of those schools.

GEO. W. BELL.

Shrewsbury Township.

I herewith send you a report of the schools in Shrewsbury township, as nearly correct as circumstances will admit. The condition of the schools in this township has somewhat improved since my report last year.

District No. 4 has erected a new and very commodious school house within the last twelve months, and some repairs have been made upon others, which makes them all in very comfortable condition.

The schools in this township have been kept open most part of the year, and have been under the supervision of efficient teachers.

I have two or three suggestions to make relative to the improvement of schools, which I deem of much importance. The first of these is the necessity of establishing a State Normal school. I had the satisfaction of visiting an institution of this

kind recently, in a neighboring State, and was highly gratified with the manner of instructing and training teachers. Such an institution in our state would most certainly be of incalculable value.

Secondly, I would urge the importance of the general free school system, made so by appropriating the revenues of the State, or as much of the same as would be necessary.

Thirdly, the importance of a uniformity of school books. This, I think, could be easily brought about, provided the schools were free, with teachers sent out from Normal schools.

No county examiners have been appointed. All teachers have been licensed according to law.

GEO. B. CHAMPLAIN.

Town Superintendent.

Upper Freehold Township.

Though we have several flourishing schools, conducted by competent teachers, yet in the aggregate we cannot boast of any advancement in the township. The advantages of a good education are generally acknowledged, but the proper means to insure its attainment are very much overlooked and neglected. However, the general acknowledgment is encouraging, for formerly many parents with a defective education, did not desire their children to be better instructed than they had been themselves. After having confessed the benefits, we hope they will next manifest an interest and a zeal in the dissemination of science and literature which will be attended with active endeavors, and be crowned with final success.

Several (four I think) schools in the township have been free. Some of them, however, have not been kept open much more than half the year. One has been entirely free for several years, but has not been better attended than others, though it has been taught by good instructors, and there has been no disagreement in the district relating to the school.

EZEKIEL COMBS,

Town Superintendent.

Wall Township.

Accompanying my report, I send the statistics of our schools, which are as perfect as can be obtained from school registers, to wit :

District No.	1	2	3	4	5	6	7	8	To't
No. on school register,	40	81	50	61	68	40	37 chil'n in this dis., no school	92	432
Average attending,	20	42	30	36	40	25		42	235
Alphabet and primer,	1	9	4	6	5	1		5	31
Spelling,	27	70	25	30	60	25		37	274
Reading,	25	55	20	30	55	20		32	237
Writing,	12	30	10	16	40	20		25	153
Arithmetic,	12	12	14	15	30	15		15	113
Beyond Division,	10	4	6	10	20	7		6	63
Geography,	4	3	4	6	8	4		6	35
Grammar,	2	4	2	5	6	2		3	24
History,							7	6	246
Defining words,									1
Philosophy,				1					

Whole amount of children in township, 730. Attending district schools, 432 ; and 40 in select school, making 492—leaving 258 children not in school during the year past.

I have found much difficulty in procuring competent teachers, our district schools being small, and the Inhabitants not able or willing to pay competent teachers. Some of our schools are kept free, others partially. I find much trouble in getting trustees to do their duty,—in two districts no report made according to law,—they complain of working without pay. Would it not be well for the Legislature to pass a law allowing a reasonable compensation to trustees? I find when officers visit the schools it has a good effect. No county examiners in this county.

R. LAIRD,

Town Superintendent.

MORRIS COUNTY.

Chatham Township.

In transmitting the tabular view of the state of the schools of this township, it gives me pleasure to bear testimony to the good degree of prosperity, both in their organization and general management, whice the schools have attained under the auspices of my worthy predecessor, into whose labors I have but recently entered.

In entering upon the duties of my office, I found the districts supplied with teachers, with whom it has been a pleasure to co-operate in their instruction and supervision of the schools.

The places of some of them who have since left have been satisfactorily supplied. Some of the teachers have been at their post for a considerable time, which I deem a matter of no small importance to the attainment of the most desirable results. The frequent change of teachers is one of the most serious hindrances to the highest efficiency of our school system. True, if they are not generally acceptable to the district, their permanent usefulness is out of the question. But frequent change of teachers is inevitably attended with much loss of time to the pupils, and with more or less derangement and confusion in the state of the schools.

It would seem to be a matter of the highest importance to have only those employed who, after due examination and inquiry, are found to be competent, and that then every suitable effort should be made on the part of both parents and teachers to have the connection obtain a good degree of permanence.—The compensation should be such as to favor this ; and while teachers lay themselves out to make their labors availing and acceptable, parents should cheerfully and steadily co-operate with them, and frown upon unreasonable complaints and insinuations on the part of their children.

I am exceedingly desirous that wherein our districts have

made a favorable beginning in this respect, they should increase and abound more and more, well assured that nothing will tend more directly to the prosperity and success of our public school system.

Impressed with the importance of greater uniformity in the text books used in our schools, a movement has been made, and to a considerable extent, successfully, to introduce a uniform system of text-books, and, we think, with good results.

In two of our school districts the schools have been free during the year. In the others, the public funds have been distributed in due proportion through each quarter, so that the tuition bills have been very small, and without inconvenience within the means of all who wished to enjoy the advantages of the public schools.

This has been found to work better than to have a free school for one part of the year, and none at all, or one wholly dependent on the employers for support, during the other.

I wish I could say that our school-houses were all that could be desired in character and accommodations; but instead of this, it must be said, with a few exceptions, they are scarcely an apology for what a school-house ought to be, and are destitute of almost a single shade tree to render them comfortable or attractive.

It is some relief to this state of things, that a beginning has been made in one of our districts, which has recently become incorporated, by expending all the public funds apportioned to this district, amounting to more than \$400, in the way of repairs, and more will doubtless be required, in addition to what has been expended. Other districts are beginning to move in the same direction; and it is to be hoped that the school house will not continue to be the only building for which no man careth in our several districts. We have no county examiners, and this duty devolves on the superintendent and trustees of the several districts. The proper and satisfactory arrangement of the districts is matter of no small difficulty, as those on the borders will have and insist on their preferences. It would strike me as an improvement in the

regulations respecting this matter, that the arrangement and alteration of districts should be thrown wholly into the hands of the town committee, with the district trustees of the districts concerned in such change. Thus the superintendent would be relieved from one of the most embarrassing parts of service assigned him, and would have more time to devote to the other and more appropriate duties of his office, and in nine cases out of ten, the whole matter would be more satisfactorily arranged.

JOSEPH M. OGDEN.

Chester Township.

The board of freeholders neglecting to appoint county examiners, the duty of licensing teachers falls on the superintendent in this township. Our schools are generally free while they continue open. The township raises enough money by tax to make the employers unwilling to send their children any longer than the public money lasts, and thus we are unable to keep any of our schools open during the whole year.

GEO. M. J. BLAUVELT,

Town Superintendent.

Hanover Township.

The general condition of the schools of this township is much the same that it was at the date of my last report, though with a slight improvement in some respect. One new school-house has been erected during the year. It is a wooden structure, with one school-room and an entry, and it has commodious play-grounds adjoining.

The number of teachers licensed is twenty-one. Two applicants have been rejected by the town superintendent, one of whom has subsequently been licensed by the trustees of the district in which he was employed. Your opinion is requested as to whether such license is according to the true intent and

meaning of the statute, and entitles the holder to receive a share of the public money upon the order of the trustees.

I believe that but one district of this town complies with the law, requiring the trustees to make the school absolutely free, so long as the public money will do so. In others it is employed to diminish the rate bill. In some of the districts, the remaining rate bill to be paid by the scholar is very trifling, almost nothing. In other and adjoining districts it is quite large, as they receive a much smaller apportionment of public money, and have a much smaller number of children on whom to rest the support of the teacher. If a definite portion of the public money, say half the State school fund, were apportioned equally to all the districts throughout the State, it would greatly aid those which most need additional help, and would not sensibly affect the larger districts.

The difficulty of obtaining a supply of suitably qualified teachers remains, and has been felt more seriously the past than the preceding year. The rate of compensation has been somewhat advanced, but still it does not attract a sufficient number of qualified persons from other pursuits. Two years ago, I took the liberty of calling your attention to the necessity of organizing a class of county academies, under the patronage of the State, as a means of providing a sufficient number of native and well-qualified instructors for our public schools. Subsequent reflection has deepened the conviction that such institutions are of prime importance to the educational interests of the State. I will not now repeat the considerations urged on this subject in my report of 1852, but I take the liberty of calling your attention once more to the subject, and of referring you to my views as then expressed.

I find it difficult to comply with your directions in filling up the blanks in reference to the attendance of children during the fractional parts of the year. Some teachers keep no list, and others change so often that they can afford no satisfactory information on the subject. There is, at this date, but one school in which the teacher who was employed a year ago has been uninterruptedly retained. Your blank form also provides

no column, and makes no provision for that large class of children who attend school over three months, and less than six ; so that we cannot "make the whole number of children taught, equal to the aggregate of those attending for the fractional parts of the year." I add another column, but the whole sum is mere conjecture, founded on the data obtained from two or three schools. If it is deemed important to have these statistics collected, the superintendents should be provided with the means of making them full and accurate. And to that end I would suggest, that each teacher be required to enter daily in a book provided and kept for that purpose by the district, a full account of the attendance of children, and that he be not allowed to receive any public money in compensation of his services as a teacher, unless he furnish, together with his order from the trustees, a copy of his record for the use of the superintendent.

GEO. J. KING,
Town Superintendent.

Mendham Township.

The average time that our schools have been kept open has been about two months more this year than the previous one and attendance generally well sustained. The difference in our schools from year to year is hardly apparent, but the progress, though slow, we think, is sure. Nor need we reasonably expect rapid advancement until the public mind is sufficiently interested in the great cause of education. To this end the appropriations of the State for the establishing of "Teachers' Institutes" are well adapted ; also, partially meeting the wants of our present teachers, as the results of the one held in our county have shown, by the interest excited in the teachers and inhabitants of the vicinity where said Institute was held. And I have no hesitancy in saying, that many a teacher left it with lighter and more correct views of his responsible calling. The people of our town have been willing

to increase slightly their tax for the support of schools ; cautiously advancing no faster than they are able to maintain their position.

There is still a demand for competent teachers, and an increasing willingness to grant a fair compensation; but still the complaint is made of scarcity, and no doubt will continue to be made, until our State follows the example of those States from whence many of our teachers come, in establishing some system for preparing and training of teachers for the express purpose of teaching. Can it be reasonably expected that teachers can be found who shall take more interest in the education of our youth than parents themselves feel, and the guardians of our State, who have admitted (by their yearly appropriations, though small for this object) that the education of our youth is a duty that partially devolves upon the State, and yet have, in a measure, neglected that duty? If it be granted, that it is the duty of the State to see that the means of procuring an education be provided for our youth, what more reasonable method can she take, than by establishing some permanent system which will secure a supply of competent teachers—teachers trained with correct views of their calling—who shall feel that they are in a measure responsible for the progress of education.

M. THOMPSON,
Superintendent.

Morris Township.

The schools in this township have suffered greatly during the year, and are still suffering, from the want of well qualified teachers. Some districts are now without a school, because teachers cannot be found; and others are doing the best they can with inferior teachers, because they can get no better. This difficulty is, doubtless, occasioned partly by the small compensation which most of the districts are able to offer, and partly by the absence of any home facilities for training teachers. The full efficiency of our public schools requires that the State pro

vide public money sufficient for their liberal support as *free* schools, and so direct the expenditure thereof as to secure superior qualifications in teaching, and thorough supervision by competent school officers.

JOHN M. JOHNSON.

Pequannock Township.

Herewith I transmit to you the annual report, as required by law. There are certain considerations pertaining to the accuracy of reports of this kind, and the operation of our school law, to which I deem it important to call your attention.

That part of this year's report, showing the number who have attended school during the past year less than three months, and over six and less than nine, and over nine and less than twelve months, is not as accurate as I had intended to make it. The attention of all the teachers in this township has been called to the necessity of keeping a register, in such form that at the end of each term they could furnish a report showing the names of all pupils, and the number of days that each has attended during the term. While most have complied with this request, some, either through misunderstanding or neglect, have failed to keep their register in a manner that would afford the particular information desired; and occasionally one has been found, who said that he thought it too much trouble to keep a particular account of the daily attendance of each pupil, and that, as he was not specially paid for such labor, he did not consider it his duty to attend to it. Under such circumstances, it has been impossible in some instances to procure reliable data, from which to fill out accurately all the specifications under the head of attendance for stated periods of time, as called for in your instructions.

I am persuaded that this difficulty, from its nature, is not local, but general, affecting more or less the accuracy of reports from every township. From what I know of the diffi-

culties attending the procurement of correct returns, not only from teachers as to daily attendance, but also from the trustees as to the number of children within the prescribed limits of age, residing in each district, I am compelled to believe that the statistical tables contained in your annual report to the Legislature, so far as they present the number of children over five and under eighteen years of age, and the number who have attended school for stated periods of time during the year, are far from exhibiting a true statement of the case.

If these reports are designed for any practical use, it is certainly important that they should be reliable, and to be reliable they must be correct. The question then arises, how can these difficulties be remedied?

I can see no better way than for the Legislature to make it the duty of each teacher to keep a proper record; and in order to enforce the performance of this duty, to empower township superintendents to withhold the payment of public money to a teacher until he furnishes a correct report of the names of his pupils, and their attendance during each term; and to require such report to be first submitted to the inspection of the trustees, and to have their approval, signified by the signatures of at least two of them.

As to the annual returns required to be made by the trustees of each district, showing the number of children between the ages of 5 and 18 residing therein, and capable of attending school, some further legal restraint seems necessary, in order to insure a faithful and honest discharge of this duty. My attention has been called to this more and more, by the increasing carelessness and want of accuracy apparent in the making of these returns. In many instances children reported 17 years old, one year, have been reported only 17 for several years thereafter. Owing to the trustees in some districts not keeping a record of the boundaries of their district, children residing near the borders are sometimes numbered and returned in the reports of each district. In some instances, children coming into the district as boarders, for the purpose of attending school, and whose parents resided in Newark, New York, or

elsewhere, have been included in these annual returns. Sometimes trustees refuse to give the name and age of each child, merely giving the name of the parent or guardian, and the number of children expressed in figures. I have made it my business, by a careful examination and comparison of these returns, to guard as far as possible against errors of this kind. Yet it is evidently next to impossible, even by the closest scrutiny in this way, to effectually prevent abuses growing out of inaccuracies carelessly or intentionally made. The truth is, these reports are too often in part filled out by mere guess-work, without going to the proper source for information, viz., to each family in the district.

As an instance, showing the improper motives by which some trustees may be actuated in the absence of proper restraint under the law as it now is, I will state what a person of veracity informed me relative to the making out of a return by the trustees of a certain district in an adjoining township. At the close of the annual district meeting in April last, the trustees proceeded to fill out the return from their own memory, aided by that of two or three others who remained. After completing their list, some one present reminded them that they had included several over 18 years of age, some who were 20, and one who was 21 years old. No matter, the more names the more money we shall get, was the reply; and thus that report was sent in. Such an abuse of privilege on the part of some trustees, is working manifest injustice to other districts, where the trustees are actuated by different motives, and disposed to a careful and full discharge of their duty. Cannot something be done to remedy these difficulties? I think there can, by a simple remedy. Let the law be so amended as to require the trustees of each district to verify their report under oath, both as to the statements therein contained, and the manner of preparing it.

There is one other point connected with the operation of our school law, to which I particularly desire to call attention. It is the manner in which township taxes, levied for school purposes, are required to be raised.

Our tax law authorizes the assessment of but one poll-tax ; and as that is done for county and township tax, aside from any school tax, no poll-tax is levied for school purposes. The consequence of this is, that a considerable part of every community liable to taxation for county and township purposes, such as the trial and punishment of crime, and the support of public schools. In other words, those who pay a poll-tax only pay no school tax.

Let us examine more particularly this feature of the law.

In consequence of our tax law allowing a deduction for debt from the value of personal property, there are many persons in every township, liable to an assessment of a poll-tax only.— In manufacturing districts, that class of persons forms no inconsiderable portion of the taxable population ; and as in such districts the schools are larger, or more numerous, and the expense of maintaining them greater ; the tax is more unequally sustained, as it falls entirely upon property owners. This effect of the law has excited attention, and elicited already some dissatisfaction. Now it by no means follows as a just inference because a person under our present law is liable to a poll-tax only, that therefore he is unable to pay more, and should not pay any thing toward the support of public schools. Yet such would appear to have been the conclusion to which our law-makers had arrived, when they framed our present tax and school laws. We well know, that there are many persons who, without any capital other than skill and talent, command a yearly income, with which they manage to support themselves and their families in a degree of style and comfort, and even luxury, beyond what the income of many a thrifty and frugal farmer would allow. Yet these very persons, because they live up to their income, and do not accumulate property, are (under our law), practically exempt from township school tax.— They pay not one cent of tax toward the support of the school to which they are privileged to send their children, to be educated at the expense of economical and frugal property holders.

I have expressed myself thus plainly upon this point, not because I am in the least opposed to raising a tax for maintaining free schools ; on the contrary, I am strongly and decidedly in favor of a free school system, and I rejoice as heartily as any one, that the enlightened liberality of our State government has given us a public school system that has brought the rudiments of an education within the reach of every family. But at the same time, I desire to have the expense of sustaining that system (as far as practicable) equally and fairly distributed, so that there may not exist any just cause for complaint, whereby its success may be retarded or impaired.

To that end, therefore, I would respectfully suggest, that the law be so amended as to require, whenever a township school tax is to be raised, that a poll-tax shall be assessed for that purpose ; and that the poll-tax shall be specific, when the tax to be raised shall not exceed a certain amount ; otherwise that it shall be variable, according to the amount to be raised. If a principle of this kind should be properly incorporated with our law, there is no reason to believe that it would not lessen opposition, which now appears increasing in some places, but prove generally satisfactory.

With few exceptions, the schools in this township have been kept open (making allowance for vacations) during the whole year, and generally with a good attendance of pupils. In three districts, the schools have been free. The money necessary (in addition to the public fund) to meet the expense, was raised in one district by tax, and in the other by subscription, the inhabitants in the latter being opposed to a district tax. In the other districts, the schools have been kept free for about six months.

The public fund apportioned to the several schools, has been in two districts equal to the expense of maintaining school for two thirds, and in the others, for about one half of the year.— For the purpose of securing a degree of attendance necessary to keep a school open during the whole year, the trustees, in many districts, have found it necessary to adopt the plan of applying a portion of their public money to each term,

instead of having some free, and others not free. Within three years past, two new school-houses have been erected in this township. Two more are now being erected, and the people, in two other districts, are talking of building during the coming year. The strong objection at first manifested against a district tax, for the purposes specified in the law, appears to be giving way, and the people seem more inclined to regard that feature of our system as wise and necessary. One of the new buildings recently erected is located in Boonton, a village of about 1,500 inhabitants. This is a neat, two-story brick edifice, constructed with rooms to accommodate two departments, and well arranged as to seats and desks (which are of the modern improved style,) and also as to means for warming and proper ventilation. It has been furnished with globes, a number of maps and charts, and a small library. The higher department is under the immediate charge of the principal, and the primary department is under the care of two assistant female teachers. This school affords opportunities for acquiring a knowledge, of not only the primary but also the higher branches of English education, together with the Latin and Greek languages. It has an average daily attendance of about two hundred, and is in a more prosperous state than at any time heretofore.

We feel encouraged, not only by this change in public sentiment as regards providing suitable school rooms, but also that the people have learned to appreciate good teachers, and when they can obtain such evince a disposition to retain their services, by giving a fair compensation. As evidence of this, we find fewer changes have been made. Of those engaged as teachers in the past years, three have been employed in the same school for two years, one for three years, three for one and a half years, and two for one year, and but one less than six months.

Most of our teachers appear to be awake with the spirit of self-improvement, and active in their schools in giving thorough instruction. I am gratified in being able to say that their efforts are meeting with success. This activity to some extent

may be attributed to the influence exerted by a teacher's association, which was organized in this township about the beginning of last year. The object of this association is self-improvement in whatever pertains to the business of instruction particularly to an understanding of the best methods of government and discipline, and a thorough knowledge of all the branches required to be taught.

With the exception of three, all the teachers in this township, together with some from adjoining towns, have become active members of the association. The meetings, which have been held once every two and four weeks, are generally well attended, and the exercises characterized by a marked degree of interest.

I regard this association as a very useful adjunct to the means of public instruction, and have made it my business to meet with it, and contribute as far as I have been able to render the exercises interesting and profitable. Similar associations, if properly conducted, would, no doubt, prove beneficial in other townships. A large number of our teachers attended the County Institute held at Chester, in this county in October last. They all expressed themselves as having been highly gratified and instructed by the proceedings, and that they considered the people of Chester entitled to great credit for their hospitality and kind attentions, in furnishing entertainment to all members of the Institution free of charge. The fact that when vacancies occur—so much difficulty is often experienced before they can be properly filled, and the frequent exhibitions given by novices in their experimental attempts at teaching, resulting occasionally to their own discredit and the dissatisfaction of their employers—more and more convince us that something is yet wanting to render our public school system complete. The obstructions thus arising, and impairing to a greater or less degree the efficiency of our schools, seem to point to the propriety, as well as necessity, of having some thorough preparatory course, through which all shall be required to pass and meet approval, before entering into the important business of teaching. If it is true, that we have now

among us many worthy and talented persons engaged in the business of public instruction ; but how to raise up a body of such men, as numerous as the wants of our people require, is a question that demands serious consideration.

Of the propriety and necessity of such a requirement, can there be a doubt ? In the mechanical trades and learned professions, such as law, medicine, and divinity, a preparatory course is required ; and why should there be none for the profession of a teacher ? It certainly is a profession that, of right, should stand as high as any other in public estimation ; because the influence, exerted by those who fill it, over the interests of society in moulding the character of its members for good or for evil, is full as extensive and powerful. The influence of the teacher should be considered as a power operating at the foundation in the formation of character ; and, in this respect, can rank secondary to none save that of the mother ! While it seems the province of maternal influence by tenderness to awaken kind affections, and impart the first impressions of duty and moral responsibility, yet it is no less the province of the teacher, in imparting the elements of knowledge, to fasten and strengthen these first impressions, and, in teaching his pupils the secret and use of their own intellectual strength, to inculcate also the importance of exerting that strength in the right direction.

Such being the duties and responsibilities of the office of a teacher, and such the important influence that may be exerted in it over our social condition, it certainly becomes the true interest of the people to use all proper means to elevate it still higher in public estimation, by allowing none to occupy it who have not been specially prepared.

The question here arises, where can opportunities be had for such preparation ? Other States have Normal Schools, but New Jersey has none. In answer I would say, that the establishment of county academies has been suggested, and that they should receive aid to a limited amount from the State provided a corresponding assistance be given by the counties. One

academy might be established in each county, in such central position that the greater part of the expense of maintaining it could be met by receipts from local patronage, so that the amount of expense necessary to be sustained by the public could present no serious objection. This plan has the appearance of being practicable, and the suggestion is certainly deserving of farther consideration.

J. L. KANOUSE.

Roxbury Township.

Inclosed is my report of Roxbury township, which embraces all that is probably necessary for general information.

I would remark that our schools have been generally well attended. We have fourteen districts in this township, four of which are only parts of districts, forming union districts with other adjoining townships. Schools have been kept open in all the districts nearly half the year, while some have been kept open the whole time, except vacations.

You will see by the enclosed report, that we raised two thousand dollars in the township; also, an additional fund, arising from the State and surplus, as apportioned to the township, of six hundred and thirty-five dollars and ninety-eight cents, making an aggregate amount of twenty-six hundred and thirty-five dollars and ninety-eight cents, thereby rendering our schools nearly free.

WM. GRANDIN.

OCEAN COUNTY.

Brick Township.

In filling up the blank, we have not given the fall's apportionment, not having been officially apprised of the amount; but supposing it to be equal to the amount received as apportioned in May last, it will be as follows:

May, 1854, am't. St. fund and S. rev.	\$225 54
“ “ “ “ (probable)	225 54
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	\$751 08

Our meagre report presents an unfavorable picture as regards the education of youth in our section of country. Mortifying as it is to some, others of our citizens are apparently willing that their children should grow up in ignorance. Some would have their children receive a liberal education, while it would really seem as though all many fathers regarded as necessary, was that their sons might know how to handle *seine ropes*—stand at the helm of some sail craft—be able to plow corn—or understand some branch of mechanism. Some mothers desire their daughters a suitable mental training. Many, on the other hand, act as though to know how to make a brown muslin shirt, darn the stockings, and cook dinner (very important qualifications, true,) was all that the age demanded. While a few are anxious in relation to these things, many are evidently indifferent and careless.

If their children know how to *spell as far as baker, and can cipher to the single rule of three*, why,—they know a great deal more than they ever did,—*they are quite well educated*.—With multitudes the great object seems to be, “what shall we eat, and what shall we drink?” and not how shall we have our children improved mentally and morally?

When shall we be permitted to see a change for the better? When will parents evince a proper interest in the welfare of their children? When shall our extensive, sparsely populated regions, enjoy a measure of the facilities for education, that the more densely populated districts do? When will the Legislature of New Jersey acquiesce to the wishes of the people, and make the schools, universally, through the State, free? We trust and hope “a better time is coming.” May we soon behold it.

WM. F. BROWN.

Stafford Township.

District No. 1.—A good two-story house, 36 by 20 feet,—building of cedar. A good house, and play-ground attached to the house. School open 6 months. Price of tuition \$2 00.—Average number of children, 35 each quarter.

District No. 2.—School open 9 months. Average number of children, 25. The school-house in this district is private property. No play-ground attached. Tuition, \$2 00.

District No. 3.—School open 12 months. Average number of children, 24. The school-house in this district is in good order, and has a play-ground attached. Size of house, 30 by 24 feet. Tuition, \$2 00.

District No. 4.—School open 9 months. Average number of children, 36 each quarter. In this district the school-house is old, and very much out of repair. Tuition, \$2 00. The inhabitants are building a new house, and want the district divided; but they cannot agree where to make the line. Some want one place, and some another; and I think the best plan is to leave them alone, and then they will agree on a place for the line, &c.

District No. 5.—No school this year. This district is on the beach; there is no school-house; when they have school, they hire a house or a room. There is such a small number of children they do not think it necessary to build a house; but they send their children off on the main this year to school.

District No. 6.—is composed of three townships, Stafford, Union, and Little Egg Harbor. This school is small, and will average about 12 or 15; open 3 months. The school-house is built in Stafford township; but there are only two children in this township.

I have received \$304 89, this year. I had a balance on hand, April 22d, 1854, of last year's money, \$79 27. I have licensed five teachers, four males and one female, all of them very good teachers. We have four schools going on at

present ; most of them have just commenced on another quarter. I have visited each of them once each quarter, up to this time.

THOS. E. BALLINGER,
Town Superintendent.

Union township.

In presenting the annual returns from this township, it affords me pleasure to state that there is here a steadily increasing interest felt in the cause of education. And it follows almost as a matter of course, that the more an interest is felt in the diffusion of learning, the more is there a demand that some well digested general school law shall be passed by our Legislature some law that will lessen the disputes which now result from the townships having at each town meeting to decide upon the amount of taxes to be raised for school purposes. The question of raising taxes for school purposes almost invariably engenders heart-burning between neighbors, some contending that it is unconstitutional, others that it is right ; while it clearly is not the province of a town meeting—often too much excited on this question to decide the constitutionality of any measure. This question—mooted annually, the people are tired of deciding upon ; and it is to be hoped that our Legislature will follow the example of some of the other States, by finally settling the question at rest. The tendency of the present laws, and the undoubted desire of the majority of Jerseymen, is in favor of free schools ; and inasmuch as in this regard we have the examples of other States, that have taken the lead, and after years of experience making no backward steps, there is no occasion of any timidity being shown by New Jersey in passing a free school law. And there is scarce any good citizen but would prefer to see our school laws modelled after the laws of those States where schools are the most free, than those where education is the least attended to.

In reply to two queries proposed in your circular, I would state that there have been no county examiners appointed in this county, and no schools that have been kept free the year through. Though the sum of \$800 is put down in my report as the amount of tax directed to be raised by last town meeting, yet none of that amount has been received by me, as the collector is hardly through with collecting as yet; and this amount will not be expended therefore until the coming year. Does your query on this head refer to the amount raised by tax the current year, or raised by tax the previous year, and expended this year?

One new school-house at private expense has been put up in this township since my last report. I am glad to state, the character of the teachers who have been employed the past year in this township, is much superior to former years.

EDWIN SALTER.

PASSAIC COUNTY.

Paterson township.

I inclose you the report of the public schools of the city of Paterson, to Oct. 31st, 1854.

This being the first year that any thing like a system of public schools has been attempted here, we have not yet got into a perfect organization, and also labor under great inconvenience for want of sufficient school rooms, which the several wards are endeavoring to obviate as soon as possible, by the erection of suitable school edifices.

Our schools are open to all of the proper age throughout the year, and also every article required furnished free. The children, as a general thing, are progressing; the exceptions, time and experience doubtless will correct. Their greatest failing is irregular attendance.

Our teachers, or a great majority of them, are good, indeed I may say excellent ; but yet could be improved in the mode of public school teaching. An institute, such as a State or county Normal School, where such teacher "*shall be required*" to attend a suitable period to receive the proper instruction, would be advantageous.

I inclose a copy of our rules, &c., which will inform you as to our organization, &c.

Yours, &c.,

ANDREW DEEROM,
Superintendent.

Wayne Township.

Sir :—In addition to the statistical information required by law, I beg leave to submit to your consideration a few remarks in respect to the operations of the present law. Nothing is more worthy the attention and encouragement of all good men and true patriots, than common school education. A large majority of the children in the State receive all their education in the common schools. I should therefore be our highest aim to make them what they should be. Individual effort cannot do it, school officers cannot do it, without the action of the Legislature. The common school should be free to all, the poor as well as the rich. A child is as much entitled to a common school education, as to breathe the pure air of heaven.—It is one of the necessities of life which cannot be received without the assistance of others ; and if parents are too poor to send their children to school, some provision should be made to give them a free education. I suppose the time has not yet arrived, when the people of the State are willing to support free schools in every district the whole year ; but the sum now received from the State, and that raised by township tax, would, if properly applied, keep the schools free a part of the year. So far as I am informed, the plan now in operation is to use a part of the fund each term towards the payment of the teacher's wages, and the balance not paid by

the fund, must be paid by a rate bill ; that is, if a teacher is to receive, say \$70 per quarter, he receives perhaps \$35 public money, leaving \$35 to be paid by those sending to the school ; and if the school numbers 35—\$1 per scholar must be paid.—Now if any scholar is too poor to pay the dollar, he cannot attend the school, and the refused must lose his share of the public fund, which, in two or three quarters, would give him a quarter's schooling. I therefore recommend that the State fund and township tax be applied to the support of free schools exclusively.

I would also propose the apportionment of the fund among the districts be not according to the number of scholars between the ages of 5 and 18 in the district, but according to the number actually attending school a certain number of months, say six or eight, which could be easily ascertained by a book which each district should be required to furnish the teacher, for the purpose of keeping the daily record. Many schools have the past year been vacant a part of the time, on account of the difficulty in procuring teachers. It appears to me that if each county had a county superintendent, whose duty it would be to keep in his office a list, which might from time to time be furnished by the town superintendent of the vacant schools in the county, this difficulty might, in a measure, be overcome, as teachers would know where to learn of vacant schools, and trustees where to apply for teachers. There appears to be a great defect in the law directing the distribution of the State fund ; it is first paid to the county collectors, by them to the township collectors, and by them to the town superintendents. In most cases it is worth ten per cent. for the superintendent to get the money. I have not yet received one dollar of the State fund due this township for the present year. The half part payable in May was not paid our township collector, because he did not deposit his bond for the payment of the county taxes of this township. I believe he has since given the required bond, but now the county collector says there is no money in the treasury, and we cannot

receive any part of our school fund (although half should have been paid in May), until the county treasury shall have been replenished.

I cannot see the propriety of the school fund passing through the hands of officers in no way connected with, or interested in, our schools. It gives the town superintendents much unnecessary trouble, subjects them to unmerited censure, on account of apportioning money which they have not received, and often keeps (for a season) from districts the money which they have agreed to pay their teachers. Were county superintendents appointed, the money could be drawn by them, and paid directly to the town superintendents. It is true the law provides for the appointment of county examiners, but their duties are only to examine teachers. I am forced to believe that we require a more thorough supervision. Each township should be visited at least twice a year, the superintendent, trustees and teachers called together, educational associations formed, and a more general interest awakened in the cause of common school education. It is useless for us to call for better qualified teachers until we are ready to receive and to pay them.

W. C. STRATTON,

Superintendent.

SALEM COUNTY.

Mannington township.

I have received no reports from the different trustees, and can only suppose the number of children who have attended school, but believe that nearly all the children attend school, either in the summer or winter quarters. The schools are generally taught by females in the summer, and male teachers in the winter. We have no free schools, and the teachers generally receive about \$2 per quarter for each child.

No money has been raised for building or repairing school-houses, and the whole amount of money is apportioned among the children in proportion to the number of days they attend school; and I appropriate the money to the different districts in proportion to the number of children in each district, and is all applied to school purposes.

No county examiners have been appointed for the county. I have not been applied to, to examine and license but one teacher since my last report.

SAMUEL P. CARPENTER,
Town Superintendent.

Upper Alloway's Creek township.

In addition to my report, I will say but little, as the schools in this township are in the advance; but still the desire is, that the State shall appropriate a sufficient amount to school every child in the township.

GEORGE REMSTER, Jr.,
Town Superintendent.

Upper Penn's Neck township.

I am happy to state that with reference to the schools in our township, there is a manifest improvement from what they were but very recently; although, in various respects, they are not what they should be, yet the people seem to be waking up to the importance of employing competent teachers; but the main obstacle is, the want of funds sufficient to make the schools free, and to induce worthy and competent men, as teachers, to engage in the business of teaching, as a business during the year.

All the teachers employed during the summer (ten in number) obtained license, according to the requirements of the law; and the trustees, with very little exception, have manifested a praiseworthy interest in the welfare of the school.

Attention has been particularly directed to the subject and manner of spelling, heretofore too much neglected ; and I flatter myself that much has been accomplished in this matter. Should the present amount of money appropriated for school purposes be increased to an amount sufficient, with what is raised, or with what may be raised by tax, to make all our common schools free, it would, I believe, be attended with the happiest results. The statistical accounts of our schools are not to be relied on as strictly correct ; they are, however, as nearly so as the circumstances at present will admit of.

JOHN K. LOUDERBACK,
Town Superintendent.

SOMERSET COUNTY.

Bedminster Township.

In compliance with your request, I have filled up the blanks as far as practicable. Your report requires a statement of all school matters, from December of one year to December of the next. It is not without difficulty that a report embracing that time can be obtained, as the superintendents are elected in April, to serve for one year. With regard to our school system, there seems to be a defect somewhere. Our teachers are mostly from the Eastern States. I think this is wrong. We should have a Normal School, and train our own teachers.— We should have a board of examiners, who meet monthly.— Our school money seems to benefit the poorer classes but little. Poor children, as soon as large enough to work, are kept at home, or are hired out. There should be something done to remedy this. Could not the Legislature enact a law for securing the attendance of these children at school until they arrive at a certain age, or until they are qualified to transact ordinary business ? Some of the branches taught in our schools are

taught more thoroughly than formerly. while some are almost neglected. We have no free schools. Our school rooms are mostly commodious.

BENJ. STOUT.

Bernard's Township.

There are in this township, as previously reported, eight whole and five part districts. Since coming into office, I have visited each school, with but one exception, as often as required by law—some of them oftener; and have used my best efforts to encourage and assist the teachers, and to animate the children with a cheerful diligence in their studies. I am happy to state that most of the schools are conducted with a good degree of skill and efficiency.

Three of the schools have been kept open the entire year, allowing for vacation; three have been open nine months each, and the other two, four or five months each. In each district except one, a considerable amount has been raised for tuition, besides what was received from the State and the township;—but it has varied in all, as also has the salary of the teachers, so that I have not been able to fill up all the columns in the reports. The other statistics, too, can only be considered an approximation, as the teachers and trustees have not been punctual in giving in reports. The division of our year, too, makes it difficult to report correctly, as I have been in office only six months.

In order to secure greater fulness and uniformity to the reports, I would suggest that the town superintendents be furnished with blank forms, to put into each school; and that its teacher and trustees be required to fill it up, and make out their order on the same, before they be permitted to draw the public money. These could be left on file by each retiring superintendent, and thus his successor have full statistics for his report.

JOHN C. RANKIN.

Branchburg towuship.

County examiners have been appointed, and the teachers have been examined and licensed according to law. We have not maintained free schools in any district the last year; however, we think the schools sustain their previous reputation. We think the Legislature should appropriate a sufficient amount to make them entirely free. Under the present system, in some districts a part of the employers support the school until the public money is exhausted, and then refuse to patronize them. The consequence is, a suspension of the school, or an expensive tuition to the supporters. We would like to see some method devised, by which districts would be enabled to secure the permanent services of teachers. The changing of teachers so frequently, operates materially against the prosperity of a school. We would also like to see a State Normal school established, where young women and men would be thoroughly instructed and familiarized with the duties of teaching. When we reflect upon the fact that we have people among us from every clime, each fostering his peculiar political doctrine, it should stimulate us to make the greater effort to disseminate common school education.

JOHN COX,

Town Superintendent.

Franklin Township.

In filling up my report for this year, I have been as careful as I could to come at the definite and accurate answers to the questions propounded, but still it is impossible almost to be entirely correct. I would say, in explanation, however, that of the moneys raised, we apportion to each district its equitable proportion, which in the smaller and part districts is insufficient for school purposes; and therefore, to maintain a school, they are obliged to resort to an assessment upon each employer, which appears unfair and unequal; for these have paid their

taxes as other inhabitants of the stronger districts, and now have additional burdens in order to enjoy the same privileges. Would it not be better to do away with the whole districting system?

We have a board of examiners, and hope the same will be continued in our county; and our teachers have all been examined and licensed, I believe in every district.

In five of the twelve districts, the schools are and have been for the past two years free. We have four part districts; that is, where the school-house is in another adjoining township. In two of these, the money raised in our town is sufficient to school the children. In some of the districts the stationery is found; also the books for the use of the scholars in the school.

JOHN N. HOAGLAND.

Hillsborough Township.

I am happy in being able to add to my statistical report that the principle of permanency is gaining ground in this township; for, though there are of necessity some changes, yet there are many of our school districts as well convinced of the advantage of having a teacher at least a year, as to lead them to secure such a one. There are probably more teachers, who have been at least a year in the same district, and likely to continue, than in any previous year. A very desirable result of this is the continued uniformity of text-books, and a steady increase in the school apparatus necessary to carry on the operations of the school to good advantage. There is not the temptation to introduce new books, which is so apt to come with the new teacher; and the confidence of the people in their teacher, and his continuance with them, disposes them to comply with the apparent necessity of helps and facilities. The county association and the Institution have been a very agreeable assistance to the teachers in the social acquaintances formed; and the habit of visiting each other's schools, thus availing themselves of the experience of others, seen under

the most advantageous circumstances, in actual practice in the school-room. So teachers no longer fear the powers, nor envy the success of their neighbors, since they know them better, and are at perfect liberty to adopt such plans and methods of teaching and management as have made others successful, with the expectation, that, with their own improvements and adaptations, a similar and better result will follow.

I regret to be compelled to add, that a like acquaintance with the proficiency and management of neighboring schools, has not increased among trustees. I have long urged upon these officers a course of visitation to schools as well adapted to show them what schools are, and what they ought to be, and just so far as I have succeeded in persuading them to see for themselves, have I had the gratification of observing the improvement of their own schools.

The township readily voted the tax of two dollars per scholar at the town meeting in the spring.

Three districts have raised and expended money for the enlargement or repair of their houses; one to the amount of one hundred dollars, the others fifty, and twenty dollars respectively.

I renew my suggestion, that registers of attendance and all school matters should be provided and enforced by law, continual difficulty occurring in gathering statistics, in order to make correct returns.

Only two of the fifteen schools have been interrupted during the past year, all the others being open the whole year, excepting brief vacations.

C. C. HOAGLAND.

Montgomery Township.

I herewith furnish you such report of the schools in our township (Montgomery) as my means enable me to do. The number of children in the township of Montgomery, Somerset County, between the ages of five and eighteen years, capable

of attending school, as reported to me by the trustees of the several districts, namely :—

Cherry Valley	15	Stoutsburgh,	37
Mountain,	64	Union,	58
Plainville,	47	Harlingen,	79
Griggstown,	68	Rocky Hill,	72
Bodensville,	59	Blawenburgh,	68
Nicholas V. Stryker,	1	Isaac Polhamaus,	1

Whole number, 569

The few children in the Cherry Valley district are sent to an adjacent school in Princeton township, Mercer County. Stoutsburgh district forms a union with a portion of Hopewell township contiguous to the school-house. Plainville forms a union with a portion of Hillsborough township, and the Rocky Hill district receives a few scholars from Franklin township. The two individuals named, on account of their remoteness from any school in this township, are allowed to send to a school in Hillsborough township.

The appropriations of money, for the support of schools in our township the current year, are :—

State School Fund,	\$282 82
Interest of the Surplus Fund,	287 33
Township School Tax,	600 00

The schools have been kept in operation thus far this year, with the exception of the Mountain school, which closed at the expiration of the two summer terms. Six of the districts employed female teachers during the summer terms. All the schools (excepting the Mountain school) are now supplied with male teachers. The salaries of teachers have ranged from sixty-five dollars to one hundred dollars per term of three months, the female teachers receiving less salaries than male teachers. The complaint of teachers has been the irregularity of the

scholars in their attendance at school, the negligence of the trustees in visiting the schools, and the seeming indifference to the importance of education on the part of patrons. Nor is the town superintendent without reproach, for the slow and inefficient manner he has discharged his duty. Believing, as he does, the advancement and interests of the scholar depend greatly, if not altogether, upon efficient and devoted teachers, and energetic and faithful trustees, and an education-loving people, the superintendent has not given so much of his attention to the schools under his charge as some think he should have done.—He cannot impart theoretical education and practical knowledge to the child in the school ; that is the business of the teacher. He cannot employ the teacher, and exercise a care and vigilance over the school ; that is the legitimate province of the trustees. He cannot compel the prompt and unceasing attendance of the scholars ; that is the natural and invested right of parents and guardians. The most he *can do* is to form school districts, call meetings, visit schools, and distribute the public funds, and leave the internal management of the schools to those upon whom the duty devolves.

Whether the schools in our township have advanced in education from the preceding year, I am not able to determine.—My official duty commenced in April last ; and of the condition of the anterior to my appointment, I am ignorant. I suppose I may safely premise, that, if any school has advanced or retrograded, the cause is to be attributed in a great measure to the efficiency or inefficiency of the teacher. Notwithstanding, cases may exist where the fault is attributable to the parent or guardian.

C. S. STRYKER,
Town Superintendent.

Warren Township.

The township of Warren contains five whole, and three part districts, in all of which school has been kept open for the

past six months, and in some for the past year. We have four male, and one female, teachers in the five whole districts. The others have male teachers for the most part. We have three good stone school-houses, with play-grounds attached, and others are comfortable frame buildings, with play-grounds, with the exception of one. The township raised by tax \$700. They also appropriated the interest of the surplus revenue, amounting to \$179 06, to the benefit of schools, which, with the State fund of \$325 18, makes the amount to be distributed \$1,205 24 among 654 children, making the quota per scholar \$1 84. There has about 200 children attended school for nine months — two colored ones. I had expected to receive a circular from you was the reason of delaying to report so long.

LEFFERD WALDRON,

Town Superintendent.

SUSSEX COUNTY.

Frankford Township.

The schools in the township of Frankford have generally been in operation during the year, and the average number of months is much greater than I have ever known it. This is in consequence of the liberal appropriation of money made by the township for this purpose.

While we have some well qualified and efficient teachers in this town, we still feel the need of more. One or two schools are now vacant for the want of suitable persons to conduct them.

The Teachers' Institute, held at Newton, last fall, has been highly useful. It was attended by almost all the teachers of our township, and greatly to their benefit. I hope the Legislature will not only continue to encourage these institutes, but will take measures to raise up a competent number of well-

qualified teachers to supply the schools in our State. We are now very much dependent on other States, and, after all, we are not supplied with such teachers as we need.

I am more and more convinced of the importance of a permanent system of common schools for this State, sustained, as they should be, by State appropriations. The reasons for this conviction I gave in my last report, therefore I need not repeat them here.

I wish the department would furnish a register for the schools. I find it very difficult to obtain from the teachers such statistics as I need. I presume this is the case, more or less, with all the superintendents.

ALFRED KETCHAM,

Town Superintendent.

Greene township.

In looking over the statistical report, it will be seen that there is yet a great chance for improvement in our common schools. A little over half of the children in the township have attended school half of the time. Also, in looking over your report for the last year, it will be seen that not one fourth of the children residing in the State have attended school half of the time. Our legislators have been endeavoring to remedy the defects in our common school system, yet the reform progresses slowly; and unless the mass of citizens can be awakened to feel a greater interest in education, it will continue so to progress. The enactment establishing Teachers' Institutes seems to have been one direct step towards awakening such interest both in parents and teachers.

It is evident that the teachers' institute held in this county, although numbering but forty members in attendance, has made a decided impression on all who attended it. The regular attendance of its members; the resolutions by them adopted; together with the cordial welcome with which they were received by the citizens of Newton, tell plainly that an increased interest must be the result.

Free schools have been maintained in this township, during the time the schools have been kept open, for the past three years, the friends and opposers are nearly equally divided; the friends having but a small majority. I believe that the opposers would be greatly diminished, if it was evident that the present system was materially benefitting our common schools, either in affording better teachers, more regular attendance, or shorter vacations. If they could be convinced by example that the establishment of free schools is the first thing necessary in order to begin the reform; that proficient teachers and interested employers would be the result of gratuitous instruction, I doubt not that the opposers would be few.

The great variety of text-books used has been one great obstacle to the adoption of a systematical course of teaching.— This has been greatly obviated in this township, during the past summer, by the practical system of changing the old books for new ones, through the agency of Mr. J. H. Hickock. Saunders' series of readers and spellers, Smith's quarto and primary geography, Smith's grammar, and Thompson's arithmetic, are generally used. McGuffie's readers and spellers, and Mitchell's outline map and keys, are used in one school.

The frequent changing of teachers is another obstacle in pursuing a systematical course of instruction. Of the 40 teachers who attended the "Sussex county teachers' institute," but 25 had taught six months in the same district, 3 of whom had taught one year in the same district, and 3 more over two years. From which we may justly infer, that but three have adopted a thoroughly systematical course, three more have made a beginning, and 34 have been merely rehearsing what their predecessors have done before them. Do we not need more professional teachers to obviate this defect?

A little over one half of the members of said institute are natives of New Jersey. "Jerseymen," where is your independence? Do we not need a "State Normal School," in which "Jersey boys" may be fitted for professional "Jersey teachers?" Is there a vocation in existence that calls more loudly for professional men than the training of the minds

which are to preserve and enhance the prosperity, welfare and happiness of this growing republic.

T. F. HUNT,
Town Superintendent.

Hardystown Township.

I would add, that we are all well supplied with school books, but we feel greatly our need of teachers.

The number of well qualified teachers is small, and annually, I fear, becoming less. This, I think, is owing to the want of interest among the parents, and the want of competent support for the teachers.

JOEL CAMPBELL,
Town Superintendent.

Lafayette Township.

The undersigned, town superintendent of public schools for the township of Lafayette, in the county of Sussex, respectfully reports: that there are in this township four districts, from the trustees of each of which reports have been duly received. The whole number of children in this township, between the ages of five and eighteen years, is two hundred and seventy-seven, of whom two hundred have attended school, but less than three months; one hundred and seventy-five six months; one hundred nine months; and none twelve months, no school in the township having been kept open that length of time. The number of those attending over eighteen years of age, is five; and the number of colored children taught in the township, one. The whole number of children who have attended school is two hundred. The schools have been kept open on an average seven months.

The terms of tuition vary from two dollars to two dollars and twenty-five cents per quarter, per scholar. The amount of money raised in this township this year, by tax, for the support

of schools, is \$138 50, being fifty cents per scholar. There has been received from the State this year, \$258 26, and a balance of last year's fund of \$67 18; making the whole amount on hand for the current year, \$463 94.

Nine different teachers, five males and four females, have been engaged in the township during the present year, all of whom have been regularly examined and licensed according to law, by the superintendent and trustees of the several districts. The average salary for male teachers is \$250 per year; and for females \$175 per year. County examiners have not been appointed.

Free schools have not been opened, for the want of sufficient funds to maintain them during the year. The whole amount of money paid out by me has been exclusively for the salaries of teachers.

Experience seems to prove that all funds for the purpose of education should come directly from the treasury of the State, either by appropriation of the revenues derived from public works, or by levying a uniform tax upon the whole people of the State. This would effectually and permanently secure a uniform system of education throughout the State, leaving nothing to the varying caprices of any section in the community, but would secure to every child a liberal education.

THOMAS KAYS.

Stillwater Township.

In the statistical report, you have an approximation to the facts sought. School registers are not very carefully kept, and cannot be depended on further than to give a general outline.

The date of my election is April last, and the most important part of the year, as estimated here, is yet to come. The schools are now nearly all in progress, and I think will be crowded for one quarter, as the majority will apply all their public money to the present quarter. The cause of education, as you will readily perceive, is low with us. It may be that

something will be raised by tax next year for educational purposes; but the amount, if any, will probably be small.

T. B. CONDIT,
Town Superintendent.

Vernon Township.

In submitting to you this report, though not accurately correct, but as near as can be got at from my own knowledge, and that of others;—coming into office on the 15th of April of the present year, and being not much acquainted with the conditions of the schools up to that time, and the ex-town superintendent removing out of the State, I have not, and cannot ascertain the correct returns from some of the districts, as regards the number of scholars taught, or the average of the schools; as most of the teachers have not registered their schools in the books left in the districts for that purpose, or left no information of a definite character to judge from correctly. But the above statement is nearly correct, as near as I can get at it from the returns I have received. Several of the districts,—viz., Nos. 2, 3, 4, 17 and 18—I have not been able to ascertain the number of months taught therein (exactly) from the 1st of December to my coming into office, as the registers of the schools have not been kept. Therefore I cannot give the exact number of children taught during the winter and summer months combined, but think there has been between six and seven hundred taught the past year in the township.

There are 15 whole districts, and two parts of districts in the township. One of the latter, the school-house is situated in Hardiston township. No. 6, in this township, made no report last spring; consequently received no public money, and has had no school the past year; it is small,—numbered 20 in 1853.

The school-houses are in very good condition, with the exception of two old ones, and two new ones; the old ones are in a decaying condition; the new ones are unfinished: one has

been erected the present year, the other two or three years ago; neither are finished.

There are but two of the school-houses that have their grounds inclosed; all are situated on public roads, and some have but little play-ground attached, excepting the highway.

The school-houses have but one room each. Most of the schools manifest much interest in the cause of education, and are advancing; but a few of the schools are in rather a backward state. They are the mountain districts. The branches taught therein are spelling, reading, and writing, but few have a knowledge of arithmetic; probably some have been as far as fractions. As for geography and English grammar, they have but little knowledge of. The people in those districts are mostly poor, and unable to support a school longer than their public funds will last. Consequently they, in some instances, hire teachers that would not be granted a general license for the township; but the trustees say they will do for them, and are licensed for such school. Such teachers are hired cheaper than those who are competent, and therefore they are enabled to keep open their schools longer.

There appears to be a great scarcity of teachers in this township. Trustees say they cannot get teachers, and it appears to be the case.

There are only 8 schools at present in session.

This county has not appointed county examiners.

The teachers have all been licensed by me, and the majority of the trustees. The trustees, in some instances, do not come out to witness, or take part in the examination of the teachers. Some means ought to be devised to furnish each town with a sufficient number of teachers, so that each school might have a teacher. One thing I think would tend to increase the number of teachers, would be to increase the State school fund, so that teachers may be sure of their hire. This township voted last spring one thousand dollars school money; and if the State would appropriate an equal amount, the schools would increase, as some of the schools are kept wholly by the public money. But one district has kept a teacher for one

year (that is district No. 7). There has been six free schools kept. The rest of the schools (nine in number) have appropriated their public money as formerly (quarterly.)

The schools have been visited once in each quarter. In those districts where free schools are kept (which is no longer than what the public money will pay), the schools are not as forward as in the other districts. The reason is, the schools are not kept open as long. I have received no money for school-houses or repairs. There was, last April, in the town superintendent's hands, \$126 65, which was paid over to me.

The number of teachers, above stated, are those who have been teaching since April of the present year. Most of the teachers are employed by the month.

I have paid out \$598 67 since April last, leaving now in my hands, due the town, \$639 10, which will be all, or nearly all, expended by April next.

In most of the schools in this town, many of the scholars have a good knowledge of arithmetic, geography, the principles of English grammar, and philosophy and astronomy have been used in some of the schools. Orthography, reading and writing are attended to with good success.

The books most in use are Webster's Speller, Saunders' series of Readers, Smith's series of Geography, and Davies' Arithmetic, &c.

N. B. GIVEANS,

Town Superintendent.

Wantage township.

In obedience to law, I would submit the following as my annual report. The township of Wantage remains divided into school districts as heretofore, viz., twenty-two and one half in number, containing in the aggregate, according to the reports of the trustees of the various districts, 1,389 children, between the ages of five and eighteen years, of which thirteen have kept their schools in operation during the year, three nine months, and six, six months. The school-house of the one half dis-

trict is not in this township. The average number of months kept is about ten. The number of children attending school the first three months is 733; the number for six months is 743; the number for nine months is 731; the number for twelve months is 686; the number over eighteen is four; the number of colored is one. The whole number of children is that have been in school during any time in the year is 930. Now add to this the number that attend the two select schools in this township, and make all due deduction for those that are old enough, and have entered into any other business in the township, there must be quite a number of children that attend no school whatever. This is certainly wrong, and the responsibility must lie the door of their parents and guardians, for the means of obtaining an education are now so arranged, that they can have no reasonable excuse on the account of pay. True, there are no free schools in our township. If they are continued during the year, yet the public money is so proportioned to each quarter kept, that a very small sum per scholar will make up the deficiency. The amount of money received from the State for school purposes is \$662 54. The amount received from the interest of the surplus revenue is \$431 22. The amount raised by the township for the same purpose is \$1,500 00. The whole appropriation for school purposes during the year is \$2,593 76, all of which is divided among the districts according to the number of children of the proper age. During the year that has elapsed, I have examined and licensed thirty-four teachers, twenty males, and fourteen females. The different branches taught in the school are, orthography, reading, writing, arithmetic, geography, English grammar, history, natural philosophy, chemistry, and algebra. The system of books adopted in the township, as a general thing, is Saunder's series of school readers; his spelling book, together with the elementary, Thompson's Arithmetic, Smith's Geography, and English Grammar; Wilson's History, Parker's Natural Philosophy, Comstock's Chemistry, and Davies' Algebra. In connection with these, I would earnestly recommend the adoption of

Webster's quarto unabridged Dictionary, to be placed in each school district in the township, not only as a standard in orthography and pronunciation, so that both scholar and teacher may avail themselves of its benefit in becoming acquainted with the various meanings of different words. Words are living things only when they are parts of the sentence. Therefore every shade of meaning of the same word should be understood, that they may be placed in their proper connection.—To accomplish this, we must have some such standard; and without such a standard, both teacher and pupil must be deficient, not only in this respect, but also in the right pronunciation of geographical names.

Wages of teachers vary in the different districts. If they are employed by the scholar, they receive from two dollars to two dollars and twenty-five cents per quarter. If employed by the month, they receive from ten to twenty-five dollars per month. The school-houses in the township are in a dilapidated state, or the most of them; and really, as you go through the township, and see their situation, you must come to the conclusion, that our ancestors, or those that built them, were very scarce of land, or thought they were; for almost every one is so situated, that, when you step out of the highway, the next step is in the school room, so that the children's play-ground is the highway. Not one of them has a decent play-ground attached to it. But we live in hopes, that, when any new ones are built, or old ones repaired, there will be improvements in this respect. I closing this report, I wish to make two or three suggestions, which, if carried into effect, I think, would be for the better. The first is in relation to the division of our township into too many small school districts, which I remarked in my last report, is a serious detriment to the prosperity of our schools; but this responsibility lies at our own door, and, I hope, will be, in some measure, remedied before another year rolls round. The second is the manner of raising money for the support of schools. This, I shall persist in, should be done by the State to make our system work justly and harmoniously,

which justice and harmony are alike essential to its prosperity and durability. The third is the present mode of examining and licensing our teachers. In the third section of the supplement to the school law, it is made the duty of the superintendent, in connection with the trustees of any district, or the majority of them, to license teachers. I think it should be so altered as to leave the licensing of the teachers alone to the superintendent ; and, instead of confining it to the district, it should be given for the township in which it is granted ; and let the superintendent specify in the license the branches the teacher is competent to teach ; then, when he makes application for a school, all the trustees would have to do, so far as competency is concerned, would be to examine the license granted ; and, if it contained branches sufficient for their district, there that matter would end ; this mode would save time, expense, and a considerable trouble.

MOSES STOLL,
Superintendent.

WARREN COUNTY.

Frelinghuysen Township.

As regards remarks, I have but one to make. The present common school system works well in our township, with one exception, and it may be contracted to a few words : So long as it is left to the people to tax themselves, in order to raise free schools, we will never have them.

JOHN N. GIVEANS.

Hardwick Township.

Inclosed is the amount of our township as regards the schools. In filling up the form you forwarded to me I have endeavored to furnish, as far as possible, the information sought. Our township is small, and although we raised no school money by tax, our school has been reasonably attended, and the usual wages for teachers paid. There appears to be a

good feeling among our people in regard to sustaining the schools.

NELSON SMITH.

Hope Township.

Inclosed you will find the blank you forwarded to me which I have taken the pains to fill up as correct as possible. As I was only elected superintendent last April, I have not become as well acquainted with the duties of superintendent as my senior ones in office; and as I got no information from the former superintendent of the condition of the schools from last December until April, I cannot, therefore, give a correct statement of that length of time, as I had to collect it from the trustees. But since my election I have visited the schools several times. I find that in some of the districts the teachers labor under many disadvantages, arising from the neglect of the parents, by not furnishing the pupils with stationery, and also poor and ill-furnished school-houses; some that are very uncomfortable in the winter season, unless they intend the broken windows, cracks and crevices in the walls, to let out the impure air that is generally caused by many breathing in a tight room. And in some districts we find that the employers are laboring under a disadvantage, by employing cheap and unqualified teachers. We have a few comfortable school-houses and good teachers, but their numbers are not legion. In district No. 9 they have erected a good and comfortable house, and employed a competent teacher. In No. 10 they have also a well qualified teacher; but the house being built some length of time, has become very much dilapidated, and altogether unfit to accommodate the number of scholars that attend the school, and I should think it rather too scaly for the village in which it is situated, for the place is worthy of something better. Some of the friends of education in the district got it incorporated for the purpose of erecting a new one, but they were defeated by their opposers.

I stated that the number of districts was 11, and the number from which returns was made is 10. The cause of this is, that Nos. 8 and 9 were united last year, and set apart again this last fall by the township committee. We have eight school-houses in the township, five of them are frame and three stone. No. 2, 6, and 7 school-houses are in other townships. I have in connection with the trustees, examined eight teachers, five males and three females. We have no county examiners elected, therefore the duty falls upon the trustees and myself. In some places I find it a difficulty to get the trustees out to do their duty.

We have no free schools in our township, the public money is divided so that a certain amount goes to each quarter, and by so doing, we keep up better schools; for when it is known to be free, they send all in, and have full schools. And after the public money is expended, they cannot raise one by subscription. We received from the State \$281 08, and the interest of the surplus revenue, \$161 85, making in all \$442 93. and the balance, which is paid to teachers, is made up by subscription.

In the way of my closing remarks, I would say that the people are all in favor of free schools; and we hope the good time is not far distant when we shall have such. I think that every true citizen of our State must feel the tinge of shame mantling his cheek, when he remembers how our State, with such incomes from her canals and railroads, if applied for adopting a good common school system, it would enable the most humble to avail themselves of the benefits of knowledge. Yet, with all her boasted advantages, we see her so very far in the rear of other States inferior to us in resources, and some of them sprang up as but yesterday, with our own one of the old thirteen.

Why is it that the State of New Jersey must be so far behind other States? Is it for the want of means or inclination? I would say for the want of the latter. The word free schools has been the hobby-horse for a few years past for the politicians to ride upon. But it put us in mind of Jonah's

gourd. It spring up just before election, but withers and dies away immediately after. We sincerely hope that the Legislature will water the vine with the incomes of the canals and railroads of the State, and keep it a-growing until we shall have our schools free ; and then our school-room will be filled, and the minds of the young rising generation be enlightened. So give us free schools, and nothing less.

W. C. STEVENS.

Knowlton Township.

None of our schools have been kept free during the year. No county examiners have been appointed for this county. The defects of the system are briefly :—

1.—The school year should commence in the spring, immediately before or after town meeting, instead of the fall.

2.—The law should make it obligatory on the trustees or teacher, to make correct quarterly or annual report to the town superintendent giving the necessary statistical information.

3.—The grand defect of all this is, that the law makes no adequate provisions for supplying us with competent teachers. Give us a State Normal School for that purpose.

JEHIEL T. KENN.

Mansfield Township.

I have just visited the schools in the township. I note much improvement in the pupils composing them ; a direct result from the employment of a better quality of teachers, who are instructing by the latest methods. In imparting the art of rhetorical reading, the native teachers are emulating the imported ones. In some schools I find emphasis well placed, inflections accurate. and modulation quite pleasing and proper. In others, I find these principles inculcating with zeal and well directed effort. In aid of this movement, new and well appointed systems of books are in process of introduction. Messrs. Ivison and Phinney, with commendable liberality, and a sharp business eye, are taking obsolete text-books *in trade* for the

newest and best systems. Their plan effectually relieves superintendents and trustees from an onerous and gratuitous burden; and the revolution is easy, natural, and agreeable. In this Lhail the advent of a better course of instruction in common schools.

A strong disposition is manifested to secure good teachers, without as much reference as formerly to *price*; and if the people, in addition to paying their teachers, would also cheer and animate them by their presence in the school-room, I should expect a much higher grade of school exercises than at present attained. An enlightened tone is beginning to pervade the ranks of better society, which, though appearing insignificant at present, will increase, until all classes shall be thoroughly aroused to the immense importance of mental cultivation.— A star has arisen in the east, which will least, not only the devoted disciple of letters, and the toil-worn teacher, but also all the people who sit in darkness, to the wondrous light of intellectual day.

E. T. BLACKWELL.

Phillipsburg Township.

In transmitting to you the inclosed report, I take pleasure in stating that the schools in my township are in a flourishing condition.

The teachers have been regularly examined and licensed according to law; and the schools have been kept free for the year, except during short periods, when one or two of them were closed for want of teachers. In one district we are building a new school-house, the old one having become inadequate to our wants. In the other districts, the houses, with trifling exceptions, are in good order and repair. I believe that county examiners have not been appointed for the county.

JAS. C. KENT,
Town Superintendent.

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