FRANKLIN GRADED SCHOOLS.

APRIL 1, 1894.

REPORT OF THE

TRUSTEES OF SCHOOL DISTRICT No. 4,

ESSEX COUNTY, N. J.

PRESS OF THE NUTLEY REVIEW, NUTLEY, N. J.

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CALENDAR.

Friday, June 15, 1894, - - Second Term, 24 weeks ends.

SUMMER VACATION—ELEVEN WEEKS.

Tuesday, September 4, 1894, First Term, 16 weeks, begins.
Friday, December 21, 1894, " " 16 " ends.

WINTER VACATION—ELEVEN DAYS.

Wednesday, January 2, 1895, Second Term, 24 weeks begins.
Friday, June 14, 1895, - - " " 24 " ends.

Non-resident pupils will be admitted only when vacant seats exist, and only on the presentation to the teacher of a receipt from the District Clerk, showing payment in advance of tuition for the term. The rate is $20 per year payable quarterly in advance to the District Clerk.

PARK HALL is rented only for purposes approved by the Trustees. The charge for evening entertainments is $6. This includes the services of the Janitor, who must always be admitted, and whose directions concerning safety and good order must be obeyed. Applications should be made to the District Clerk.

TRUSTEES.

Alexander B. Bishop. Wm. H. Banta. E. F. Bassford.
W. H. Boardman, *Chairman.* C. B. Van Dewater, *District Clerk.*

TEACHERS.

WM. R. WRIGHT, PRINCIPAL.

MAMIE P. NEWELL, *1st Assistant.*
ADELAIDE L. LIVERMORE, *2d Assistant.* - - Park School.

High School: Senior, 2 pupils; A class, 8 pupils; B class, 19 pupils.
Grammar School: A class, 11 pupils.

ALICE F. TRYTHALL, - - - Passaic Avenue School.

Grammar, B class, 27 pupils.
Grammar, C class, 22 pupils.

MARY D. PEET, - - - - - - - Park School.

Grammar, D class, 26 pupils.
Intermediate class, 26 pupils.

MABEL J. CHASE, - - - - - Passaic Avenue School.

Fourth year Primary, 24 pupils.
Third year Primary, 16 pupils.

RUTH L. EVERTS, - - - - - Church Street School.

Fourth year Primary, 17 pupils.
Third year Primary, 12 pupils.

GERTRUDE BROADBENT, - - - - Church Street School.

Second year Primary, 19 pupils.
First year Primary, 29 pupils.

JENNIE L. CHILDS, - - - - - Passaic Avenue School.

Second year Primary, 27 pupils.
First year Primary, 37 pupils.

PETER J. SMITH, - - - - - - - Music Teacher.
LOUIS VAN ORDEN, - - - - - Teacher of Penmanship.

Total, 322 pupils enrolled.

WILLIAM H. GIBSON, - - - - - - - - *Janitor.*

GENERAL ACCOUNT, 1893-4.

INCOME.

Balance, Franklin Collector, March 31, 1893		$5,739 71
" Belleville, " " "		33 86
" District Clerk, " "		39 13
Special Taxes Maintenance of Schools, &c		3,000 00
" " Bond, No. 3		1,000 00
" " Interest on Bonds		625 00
" " Painting, &c		300 00
" " Free Books		300 00
State Appropriation		203 79
" Tax		4,189 06
From Sale of Bonds		28,000 00
Rents from Homestead		324 00
" Town Hall		92 00
Tuitions		40 00
Library Account		79 15
Joseph Stirrat on account		100 00
Incidentals		11 23
		$44,076 93

EXPENSES.

School Books		$ 488 55
Teachers		5,600 00
Janitor		285 16
School Supplies		124 44
Fuel		260 25
Building Supplies and Incidentals		227 07
Repairs to Furnaces		14 00
Repairs and Improvements to Buildings,		
Carpenter Work $36 12		266 27
Painting 186 15		
Plumbing, draining and new stove 44 00		
Park Property Improvement		127 50
Furniture		129 43
School Census		30 75
American Insurance Company		30 00
Printing Reports, 1893		38 75
On account of new building,		
Nicholas Meyler, Carpenter. $2,000		
Bush & Co., Mason 7,000		11,150 00
Thos. A. Gyles, Cut Stone 1,250		
E. R. Tilton, Architect 900		
Interest on Bonds		650 00
" " $2,800 mortgage		168 00
Bond No. 3		1,000 00
Balance in hands of Fidelity, Title and Deposit Co		18,850 00
Balance in hand, Franklin Collector		4,201 42
" " Belleville "		428 89
" " District Clerk		6 45
		$44,076 93

ASSETS AND LIABILITIES.

APRIL 1, 1894.

ASSETS.

Park property, 11⅔ acres, cost	$15,000 00	
" permanent improvements	2,700 00	
Park School, amount paid on account	11,150 00	
Church Street School property, cost about	6,000 00	
Passaic Avenue School property, about	4,000 00	
School furniture, Park Hall chairs and 5 pianos	1,750 00	
Rents and accounts due	150 00	
Cash on hand	23,486 00	
		$64,236 00

LIABILITIES.

Church Street mortgage, 6 per cent	$2,800 00	
Park purchase bonds, 5 per cent., payable $1,000 a year	12,000 00	
Park School bonds, 5 per cent, payable $2,000 each year beginning November, 1898	28,000 00	
Surplus	21,436 00	
		$64,236 00

INSURANCE.

Park Building, American Ins. Co, on building	$ 1,000 00	
" " " " furniture, &c	1,000 00	
" Essex Co. M. Ins. Co., on building	3,000 00	
		$5,000 00
Park Homestead, Essex Co. M. Ins. Co., on building		3,000 00
Passaic Ave. Building, Essex Co. M. Ins. Co., on build'g	2,500 00	
" " American Ins. Co., "	1,200 00	
" " " " on furnit'e	800 00	
		$4,500 00
Church Street Building, American Ins. Co., on building	2,000 00	
" " Ex. Co. M. Ins. Co., "	2,500 00	
" " " " " on furniture	500 00	
		$5,000 00

DISTRICT CLERK'S CASH RECORD.

FROM APRIL 1, 1893, to APRIL 1, 1894.

RECEIPTS.

Balance on hand, April 1, 1893			$ 39 13
Sale of Washington Donation Cards			79 15
Tuition			40 00
Rent of Homestead, M. P. Kaufman		$144 00	324 00
" " E. L. Perkins		180 00	
Rent of Park Hall, Building and Loan		40 00	92 00
	Epworth League	2 00	
	Kickapoo Indians	6 00	
	Democratic Association	6 00	
	Keef of Belleville	7 00	
	M. N. R. Social	7 00	
	Methodist Church	4 00	
	Reformed Church	4 00	
	Episcopal Church	2 00	
	Knights of Honor	14 00	
Sale of old Iron			75
Essex Mutual Ins. Co			10 13
From pupil for glazing			35
Joseph Stirrat on account of old building			100 00
			$685 51

PAYMENTS.

Repairs and Improvements	$ 35 48
Building Supplies and Incidentals	164 69
School Books	14 82
" Supplies	43 29
Printing	3 65
R. S. Cunningham, Collector	417 13
Balance on hand	6 45
	$685 51

ANNUAL REPORT.

The experiment of furnishing free text books to all pupils in all departments is believed to be decidedly successful. We have this first year expended nearly five hundred dollars for that purpose, but the expense for future years is not estimated at more than half that sum. Since books are supplied to all alike, it is not regarded by any as an act of charity, and yet we know of individual cases where pupils could not have attended school this year without this assistance. There has been but one instance of willful damage to text books, and in that case the parent replaced the book. The system has, moreover, the material advantage of avoiding lost days' work by new pupils at the beginnings of terms and of cultivating in the minds of scholars habits of neatness and regard for public property.

In 1893 the voters of this School District rejected a proposition to remodel the present Park Building and directed the trustees to immediately build a new school house on the Park at a cost not to exceed $30,000, using for this purpose the $2,000 building fund and borrowing $28,000.

In pursuance of this order from the district, the trustees invited a competition among architects, without restriction as to place of residence, and as a result about 37 plans for the proposed building were submitted. The plans of Mr. E. R. Tilton, of this town, were selected, and he was appointed architect and superintendent. He prepared plans and specifications in full detail for the cut stone, the mason and carpenter work, heating and ventilating and plumbing, and bids were invited from all responsible contractors. The contracts so far awarded are as follows:

Cut Stone, Thomas A. Gyles	$2,680
Mason Work, H. Bush & Co	11,100
Carpenter Wood, Nicholas Meyler	10,885
Heating & Ventilating, Thatcher Furnace Co	1,700

The plumbing contract has not yet been awarded. The structure, as may be seen, is well under way, and will probably be completed in time for use next September. We believe that the cost of building and furnishing will not exceed the appropriation. The Church street building will not be needed for school purposes after this school year.

The trustees prepared 28 coupon bonds of a denomination of $1,000 each, interest 5 per cent., payable semi-annually in May

and November; principal payable $2,000 November 1, 1898, and $2,000 on the first of each November thereafter until November 1, 1911. These bonds were sold at par to the trustees of the School Fund, at Trenton. Interest begins on February 1, of this year.

The architect, Mr. E. R. Tilton, furnishes the following description of

THE NEW PARK SCHOOL.

The plan as adopted is the simplest solution that the architect could make of the problem of an eight room school house. The basement is of our native brown stone, and the main exterior walls are of Haverstraw brick 16 inches thick. The window lintels, sills, entrance, etc., are of the best grade Belleville brown stone; the exterior steps are blue stone. The cornices are painted galvanized iron, and the roof is covered with red tile made in Trenton, N. J. Most of the plumbing and all the sanitary arrangements are located in the basement, and the water and waste pipes are concentrated in one part of the building. Provision has been made for drinking water, wash basins, etc., on each floor. The plumbing is all specified to comply with the regulations of the New York city health laws, which are exceedingly strict. The heating and ventilating systems have been carefully planned, and may be relied on to be thoroughly executed by the Thatcher Furnace Company.

The framing timber is spruce; the floors, finish, wainscots and trim are of North Carolina Pine. The rock wall plaster will be laid on wire lath.

The architectural and artistic exterior of the building depends rather on the general mass and outline than on ornament and is as simple and as dignified as possible.

The interior arrangements are laid out with a view to economy in construction and safety from fire. The construction is not fire proof but is what is generally known as "slow burning." The staircases, being the most vital consideration, are placed both in front and at the rear of the building, entirely outside the main building, separated from it by the main walls which carry through 16 inch thick. The advantages of this arrangement are obvious, as the possibilities of fire spreading rapidly to both flights of stairs from the building, or vice versa, are decidedly small.

Beside the above advantages connected with the isolation of the stairs, another one worthy of consideration is that the pupils can gain direct access to their class rooms, closets, or assembly room, on any floor, without entering the main body of the building, a system that is conducive to quiet and order. The stairs being in two distinct flights, a certain amount of order and discipline can be maintained by requiring pupils and others to ascend by one flight and descend by the other. Below the first floor the two flights lead to the basement, one flight being reserved for girls and one for boys, leading to their respective lavatory and closet arrangements which are situated in opposite ends of the building. The remaining part of the basement is devoted to the furnaces, storage of coal, etc.

The second story plan is similar to the first; hence no second story plan is printed here.

The class rooms have a ceiling height of 13 ft., and are 24 ft. x 32 ft., adapted for 50 pupils each (60 if necessary) so that the total pupil capacity is 400 to 480. They are all lighted so as to bring the light over the left shoulder of the pupil. This is especially important since it has been found that weak and diseased eyes among school children is due to bad lighting more than to any other one cause. The lower line of the windows is above the level of the heads of pupils sitting in their seats, so that their attention will not be diverted by what is going on outside. In addition to class rooms there are four smaller rooms, designed to be used as trustees' room, principal's room, library, and teachers' room.

The central hall is ample in size and the arrangement of hat and coat closets for the boy and girl pupils is the latest modern scheme designed for such a purpose. These closets are to be constructed of slatted wood partitions, not over 7 ft. in height, thus insuring perfect ventilation. Cleats and hooks for coats, hats, overshoes, etc., will be provided in each.

Separate entrance doors are provided to each class room for the entrance or exit of persons not required to enter the class rooms through the coat closets. These doors are glazed.

The doors communicating with the stair hall are to be hung to swing both ways and are glazed to admit plenty of light into the hall. The class rooms have, as indicated on plans, windows connecting with the hall, above the line of top of coat closets. These will admit a flood of light into the hall.

In the top or third story, as will be seen, is a large assembly room, or gymnasium, which will seat easily 700 persons. This large room is absolutely one clear floor space without any column or support in any part of it to break either the view or the sound. The roof will be supported on a series of trusses, entirely spanning the building. In general, every consideration possible has been given this problem, and the size of class rooms, genera arrangement of hall and closets, lighting, height of ceilings, etc., have been laid out to conform exactly with the views of eminent authorities on the subject, and also according to the requirements of the New York State superintendent of schools, who has made a comprehensive study of the subject. The architect is, to a certain extent, confident that the building is a sensible and economical solution of a difficult problem.

THE SCHOOL PARK.

The trustees have always considered, as binding upon them, a resolution unanimously adopted at a school meeting a few years ago to the effect that, "the income of the park should be spent on the park." In order that this may be intelligently and systematically done by ourselves and our successors we employed Mr. Vaux, the distinguished landscape architect, and Mr. Parsons, superintendent of the New York City parks, to make a scheme for drives, walks, tree planting list and pleasure grounds, and to that end an accurate map was made by our townsman, Mr. Wylie. If the town hall and homestead rentals and what may possibly be derived from the ball and tennis grounds, be used each year for the development of the park, it will probably not be either necessary or wise to make any special appropriation. A preliminary sketch of the proposed improvements is shown in a drawing in this report. The following is a brief statement from Mr. Vaux:

The question whether any carriage roads are to be allowed is the first to be answered in planning a public pleasure ground; and, as it is evident that there must be a drive leading to the School House and also to the Town Hall, one has been planned to cross the Park from Church street, passing in front of the School House and continuing on an easy curve along the high ground to the front of the Town Hall at the intersection of Chestnut and Elm streets. This drive should in time be made a first-class macadamized road.

The walks come next in order of consideration, and have been arranged to lead from each corner of the park to the school house, also two from Church street leading to the entrances of the school house, and one from the corner of Franklin avenue and Chestnut street to the Town Hall, and from there to the Parkway and to the corner of Elm and Chestnut streets.

The lawn between New street and the school house is a suitable place for eight tennis courts.

The green between the school house and Chestnut street is to be graded and made into a foot ball and base ball ground.

At "A" on plan is shown a flower bed which is intended to be allotted in sections to the different classes of the school to be kept in order by them and used in the study of botany.

At "B" a band stand is located, where, ultimately, concerts may be given on summer afternoons, the steps of the school house answering for seats.

A grand stand is located at "C" of a size to accommodate 400 to 500 persons, the formation of the ground offering natural advantages at this point. These seats could be also used during concerts. For winter sports a trough for a toboggan slide can be put on this grand stand for a small outlay.

At "D" the old well may be arranged for a display of water plants that would be interesting and yet not involve any large outlay. A number of trees are shown on the plan in addition to these now growing.

General Outline of the Course of Study.

PRIMARY GRADE.

First Year.	Second Year.	Third Year.	Fourth Year.
Arithmetic	Arithmetic	Arithmetic	Arithmetic
Drawing	Drawing	Drawing	Drawing
Geography	Geography	Geography	Geography
Language	Language	Language	Language
Reading	Reading	Reading	Reading
Singing	Singing	Singing	Singing
Spelling	Spelling	Spelling	Spelling
Writing	Writing	Writing	Writing

GRAMMAR GRADE.

D Class.	C Class.	B Class.	A Class.
Arithmetic	Arithmetic	Arithmetic	Arithmetic—Beginning Geometry
Composition	Composition	Composition	Composition
Declamation	Declamation	Declamation	Declamation
Drawing	Drawing	Drawing	Drawing
Geography	Geography	Geography	Geography
Grammar	Grammar	Grammar	Grammar
Reading	Reading	History, U. S.	History, U. S.—Gov'ment
Singing	Singing	Reading	Reading
Spelling	Spelling	Singing	Singing
Writing	Writing	Spelling	Spelling
		Writing	Writing—Bookkeeping

HIGH SCHOOL.

ENGLISH COURSE.

B Class.	A Class.	Senior.
Algebra	Algebra	Composition
Botany	Composition	Declamation
Composition	Declamation	Elocution
Declamation	Drawing	Geometry
Drawing	Elocution	General History
Physiology	Geometry	Singing
Reading	Literature	Chemistry
Rhetoric	Physics	Reviews
Singing	Singing	

LATIN COURSE.

B Class.	A Class.	Senior.
Algebra	Algebra	Composition
Composition	Cæsar	Declamation
Declamation	Composition	Elocution
Drawing	Declamation	Geometry
Latin, Beginning	Elocution	General History
Reading	Geometry	Singing
Rhetoric	Literature	Virgil
Singing	Singing	Reviews

PRIMARY GRADE.

FIRST YEAR.

ARITHMETIC.

Addition, subtraction, multiplication, and division of numbers from 1 to 12. Objects are to be used in presenting and teaching the facts of the numbers before the symbols are given. As soon as the pupil knows the component parts of a number, let the work be abstract. Figures. Signs, +, —, x, ÷, =.

Teach child to use terms, half, third, fourth, eighth.

Teach pint, quart, gallon, inch, foot, yard, dozen, a half dozen.

Roman notation to XII.

Let children count by twos, threes, fives, even beyond 12.

Present and let each child use ordinals to twelve.

SECOND YEAR.

Number from 12 to 30.

Further drill in pints, quarts, gallons, inches, feet and yards.

Dry measure; days in a week; months in a year.

Continue work in Roman numerals and ordinal numbers.

Teach reduction, addition and subtraction, facts of fractions, using halves, fourths, eighths. Let the work be oral, objective, mental, using disks or fraction board.

THIRD YEAR.

Numbers to 100.

Addition, subtraction, multiplication, and short division, no divisor greater than 12.

Make further applications of tables of time, length, dry and liquid measures.

Teach tables of weight and U. S. money.

The work in Roman numerals may be continued in connection with the reading lessons.

Multiplication tables, much rapid drill, letting the multiplier change but not in regular order. Reading and writing of numbers up to 1,000.

Extend the work in fractions, using small denominators so that the work may be performed mentally.

FOURTH YEAR.

Review and extend work in notation and numeration.

Long division.

Drill thoroughly in the four fundamental rules, aiming accuracy and rapidity. Use many practical problems, letting children state in logical order the steps of the work.

Rapid addition.

Review all tables previously studied.

Reduction, addition, subtraction and multiplication of fractions having small denominators. The work should still be mental, the steps and results being shown on the slate.

At the end of the fourth year, work in reading and writing numbers up to 1,000,000, addition, subtraction, multiplication, short and long division should be mastered. Throughout primary work, written work should follow closely the mental. Pupils should be taught how to use slates and blackboards, much care being given to arrangement and neatness of work.

DECLAMATION.

Easy work should be given in second, third, and fourth year classes.

DRAWING.

Follow Prang's outlined work as regular lesson, but effort is to be made to teach children to draw as readily as they write, drawing being made an aid to all work.

FIRST YEAR.

GEOGRAPHY.

Teach direction, right and left applying to parts of the body. Apply same to objects in the room near the teacher or pupil. Show that their position as on the right or on the left changes as person turns. Show need of fixed terms for direction. Teach cardinal points.

Apply terms, north, east, south, west, to the corners or sides of the room to objects in the room, to objects outside of the room, to direction home.

Have talks and read to pupils about weather, clouds, sun, rain, wind. Teach children to observe easy facts about the same.

SECOND YEAR.

Review cardinal points.

Teach semi-cardinal points.

Apply the terms to the direction of objects from the children, and from other objects in the room.

Teach direction of aisles, desks, halls of schoolroom, walks and fences outside of room. Lead children away from school building as far as their observation will permit in all cardinal and semi-cardinal directions.

Present compass; teach its use. Read to children any story illustrating its use. Apply cardinal points to top of table or desk. Draw on slates top of table. Apply terms, north, east, south, west, to picture, slate in horizontal position, slate in vertical position. Do similar work, various objects having been placed on the table. Fix position of objects with reference to sides of slates, with reference to each other in the picture. Introduce term map. Show map of village.

Draw map of table, table with placed objects of school room, school yard, paying no attention to scale.

Continue talks and readings suggested above, introducing surface of the earth, noticing its high parts and low parts, its slopes, also bodies of water.

THIRD YEAR.

Review terms, inch, foot, yard, by measuring. Show children necessity of scale in drawing maps. Draw to scale top of table, desk, floor of room. Measure school ground by pacing and draw to scale. Start with school building, talk about, locate, and draw as much of surrounding territory as children's knowledge will permit.

Review cardinal and semi-cardinal points by apylying them to position of streets and prominent places marked on map drawn by child. Compare with latest map of township. Make use of Yantico Creek and its branches, also children's knowledge of Passaic River. Teach slopes, current and direction of current, source, mouth, bank, right and left banks, bed, tributaries, systems, basin. Teach spring, pond, lake, bay, rapids, waterfall, strait, island, peninsular, isthmus, cape.

Referring to surrounding country, teach hill, valley, plain, highlands, lowlands.

Teacher and children use moulding table to represent all water and land forms. Teacher present to class pictures of the same. Let pupils make a collection of pictures showing rivers, hills, lakes, etc. Have pupils draw pictures, real and imaginary, of each form taught, teacher encouraging pupil to draw that which looks like a hill, river, etc.

Water—its properties, liquid; its form, evaporation, condensation; clouds, rain, hail, frost, snow, dew, mist, fog. Soil, kinds. Atmosphere. winds.

FOURTH YEAR.

Review thoroughly all previous work. Land and all land forms, including mountains, mountain ranges, mountain system, plateau, peak, volcano, desert, oasis.

Water and all water forms, including oceans and names of oceans. Continue the use of moulding table and the drawing of pictures. Teach earth as a whole, what it is, its shape; speak of other heavenly bodies, sun, moon, &c. Teach its representation by globe and map of hemispheres. How land and water are shown. Teach its motions, day and night; seasons, circles, great and small; zones, axis, poles, horizon. Teach hemispheres, what they are, names. Teach names and position of continents, and all large bodies of water belonging to each hemisphere. Teach names and position of all large islands, continental and oceanic. Locate and name, if possible, primary mountain systems. Study position of peninsulas, position of continents with reference to zones. Men and races of mankind; occupations.

LANGUAGE.

The language work must not be considered a thing of itself. It enters into every division of the work. Each statement of the child in number work teaches language. The geography work is language. Drawing in the beginning, is more language than drawing; while reading is only chosen language expressed by the child. Still, special work in the different grades should be given.

FIRST YEAR.

Begin by having talks with the children. Ascertain somewhat extent of child's vocabulary. Present objects, let children name them, their qualities, parts, positions. Lead children to make statements about them; as, I see I have, Mary has, &c. Select familiar animals; present pictures of the same; let children talk about them, naming them. Tell their parts, uses of parts, use of animals, habits, where and how they live. As soon as child can write, let him copy from blackboard words connected with reading lesson; copy pupil's name, copy short sentences, short elliptical sentences and fill in omitted words; copy from dictation. Use period and interrogation after sentences. Teach child to begin first word of every sentence and name of a person with a capital letter; capital I.

SECOND YEAR.

Continue former year's work, increasing child's vocabulary and his ability to tell things and ask questions about things. Let child copy name of place, date, using comma; copy from slate and dictation "Memory Gems." Memorize and write from memory. Give chitd a picture, let him copy it and write about it. More extended work in elliptical sentences, letting sentences form a short story, finally let story be reproduced by child.

THIRD YEAR.

Let work of previous year be extended; obtain fuller statements. Read to children short stories; let child tell what he remembers of the story; let child read and then tell; require child to write what he has heard and read. Encourage child to illustrate parts of his stories with his own pictures. Extend story-work based on picture put before class.

FOURTH YEAR.

Work outlined by "Reed's Introductory Language Work."

In connection with language work, teacher should make use of short stories from geography, history and science readers found in the library.

READING.

FIRST YEAR.

Begin with talks with the children. Use objects and pictures. Make use of blackboard until children have learned from seventy-five to one hundred words. Reading matter to consist of both child's and teacher's statements containing both known and new words. Go from script to print; use primer and begin first reader. Much reading from other books of same grade. Easy work in phonics.

SECOND YEAR.

Make further use of blackboard; further drill on sounds of letters; finish first reader. Read as many first readers as possible; read after study, after a moment's glance, and at sight.

THIRD YEAR.

Second reader and supplementary reading of like grade.

FOURTH YEAR.

Third reader and much supplementary reading. Many tests in sight reading. Learn, if not known, alphabet in order. Teach and require use of dictionary.

Throughout all the reading work, teachers must insist on clear enunciation and correct pronunciation. From the very beginning to the close of the work, give constant care to teach child to give expression to his reading, and do not consider naming words reading.

SPELLING.

The spelling work, both written and oral, should consist of words care-

fully selected from the reading lessons, language, geography, and drawing work. Sentences containing selected words may be copied, also written from dictation.

Do not let child's haste in acquiring power to read new words destroy his chances of learning to spell. Give spelling a prominent place in the work.

WRITING.

Follow outlined work of "Normal Review System." Third year pupils are using pen and ink, but effort will be made to begin pen and ink work in the second year, and, possibly, the first.

GRAMMAR GRADE.

D CLASS.

ARITHMETIC.

Review fundamental rules using many practical problems. Require full explanations of work. Common fractions, easy work, processes only. Review all tables previously studied. Extend work in Long Measure, Square Measure. Give problems in each. Begin percentage, relating the work to that of common fractions.

GEOGRAPHY.

Review class on hemispheres; North America by topical outline.

1. Position; a, surrounded by what? b, hemisphere; c, latitude; d, longitude; e, zones.

2. Size, compared with other continents.

3. Shape, outline to be taught both by moulding and drawing.

4. Surface; to be presented by means of moulding table and relief map. Child to make use of both. a, primary highlands, mountain systems, ranges and plateaus; b, secondary highlands, mountain system and ranges; c, lowlands.

5. Drainage, work to be connected with that of surface.

6. Climate; a, zones; b, prevailing winds; c, how affected by surface; d, effect on soil; barren and fertile regions.

7. Productions; a, grade them according to commercial value; b, locate territory, producing each; c, make production map; d, collect, as far as possible, specimen products.

8. People; a, races; b, state of civilization; c, occupations; d, government.

9. Political divisions.

In teaching political divisions, treat each division in much the same manner as the continent has been taught, adding cities as centres of commerce and population, and including important water routes and lines of railway.

Include physical with descriptive and political geography; begin United States.

GRAMMAR.

Begin with the sentence in its simplest form; teach subject, predicate, modifiers, compliments, phrases, clauses. Thus, building step by step till the

sentence complete in all forms and kinds is obtained. Drill thoroughly on "analysis according to uses of words," grammatical analysis of sentence, and the naming of the parts of speech.

Diagramming may be used as an aid in the work. Finish first seventy lessons in "Graded Lessons in English," by Reed & Kellogg. Make use of composition work given in connection with above grammar lessons. Extend the work by letting children write in connection with reading and geography. In the latter, much use may be made of real and imaginary journeys through countries under discussion. Easy punctuation.

READING.

Begin fourth reader; much supplementary reading.

SPELLING.

Words selected from reading.

C CLASS.

ARITHMETIC.

More extended work in processes of common fractions. Decimal fractions; easy work in measurements. Percentage; begin interest.

GEOGRAPHY.

Finish United States, giving special attention to geography of New Jersey, South America; begin Europe.

GRAMMAR.

Sentence continued, work more difficult. "Higher Lessons in English" to subdivisions of parts of speech. Continue and extend D class composition work. More difficult work in punctuation.

READING.

Finish fourth reader.

SPELLING.

Words selected from daily work.

B CLASS.

ARITHMETIC.

Common fractions completed, full reasoning and explanations being given. Finish decimal fractions, denominate numbers, measurements. Continue work in percentage and interest.

GEOGRAPHY.

Finish Europe, Asia, Africa, Australia and Pacific Islands.

Review mathematical geography of the earth.

GRAMMAR.

Easy work in subdivisions of parts of speech, all work to be based on knowledge obtained by analysis of sentence according to uses of words.

COMPOSITION.

Sentence work needed in connection with English grammar, punctuation, reproduction, geographical and historical descriptions.

HISTORY.

Begin United States History.

READING.

Fifth reader.

SPELLING.

Reed's Word Lessons.

A CLASS.

ARITHMETIC.

Finished. One day of the week to be given to inventional geometry, or geometry for beginners.

GRAMMAR.

B work extended; subject completed.

COMPOSITION.

Reproduction, begin original essay work; letter writing; notes of invitation, &c.; telegrams.

HISTORY.

U. S. History finished.

GOVERNMENT.

State and United States, following U. S. History.

READING.

Fifth reader and selections from library.

SPELLING.

Reed's Word Lessons.

DRAWING.

Grammar Grade. Outlined work of Prang's system of "Form Study and Drawing."

DECLAMATION.

Grammar Grade. Each pupil once a month.

SINGING.

National Music Course.

WRITING.

Normal Review System. Much attention is to be paid to freedom of movement.

HIGH SCHOOL GRADE.

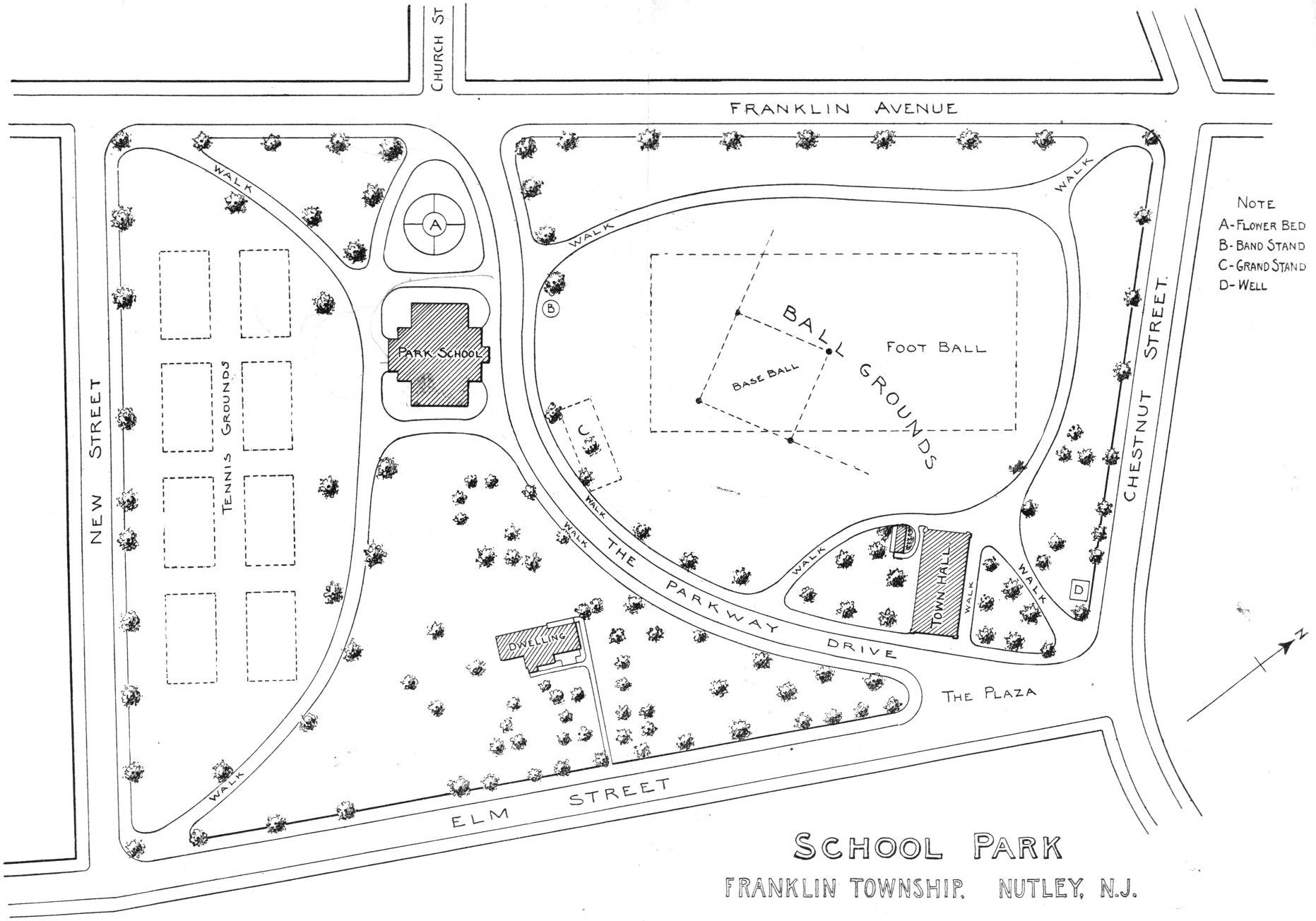
For outlined work see general outline.

COMPOSITION.

Essay every two weeks.

DECLAMATION.

Once in four weeks.



SCHOOL PARK

FRANKLIN TOWNSHIP. NUTLEY, N.J.

SCALE OF FEET
0 50 100 150 200

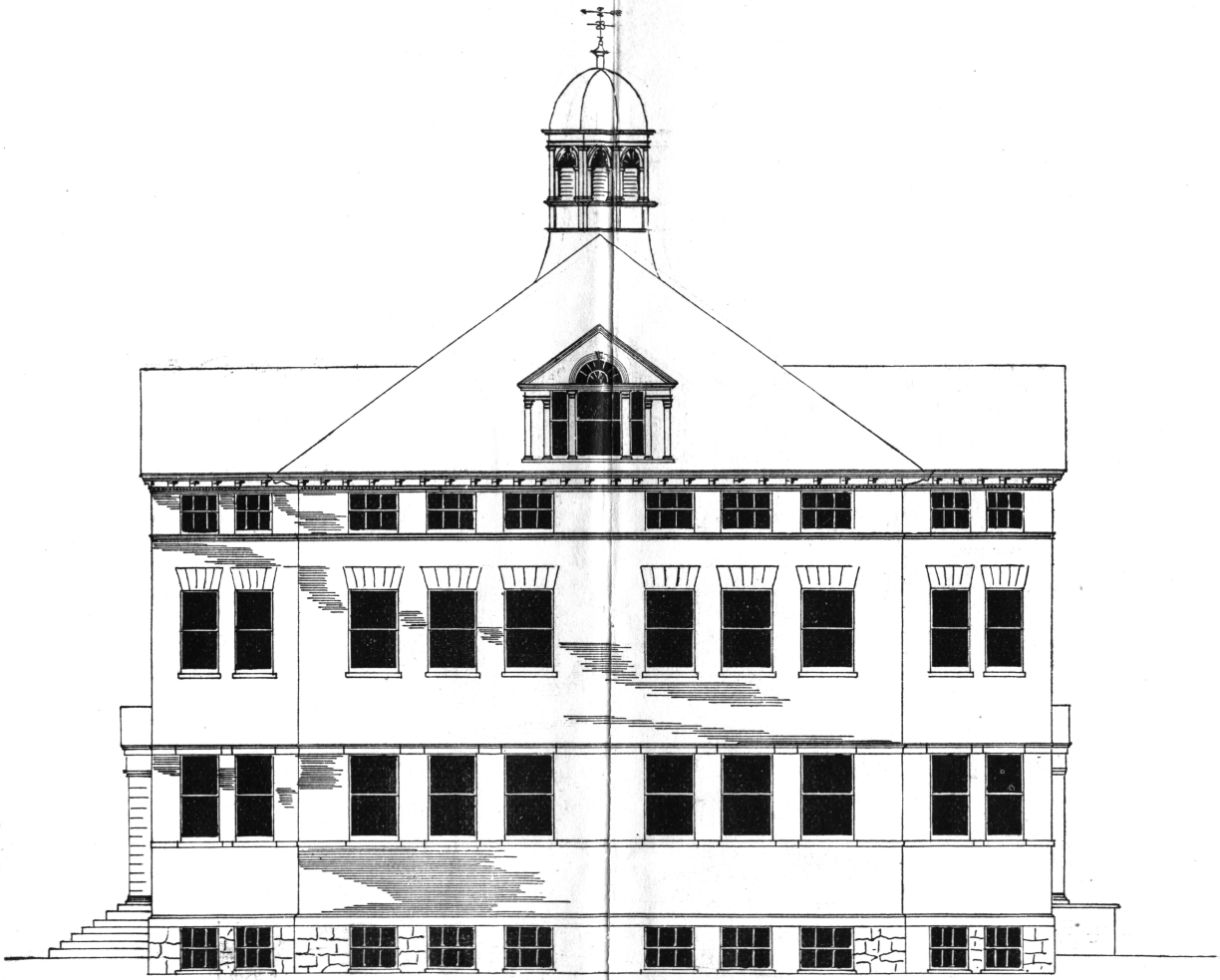
SURVEYED BY JAMES A WYLIE
NUTLEY N.J AND 5 BEEKMAN ST N.Y CITY.

DOWNING VAUX, LANDSCAPE ARCHITECT.
74 BIBLE HOUSE, NEW YORK

·E·R·TILTON· ·ARCH.

·FRONT ELEVATON

0 5' 10' 15' 20' 25'



·E·R·TILTON· ·ARCH·

·SIDE·ELEVATION·

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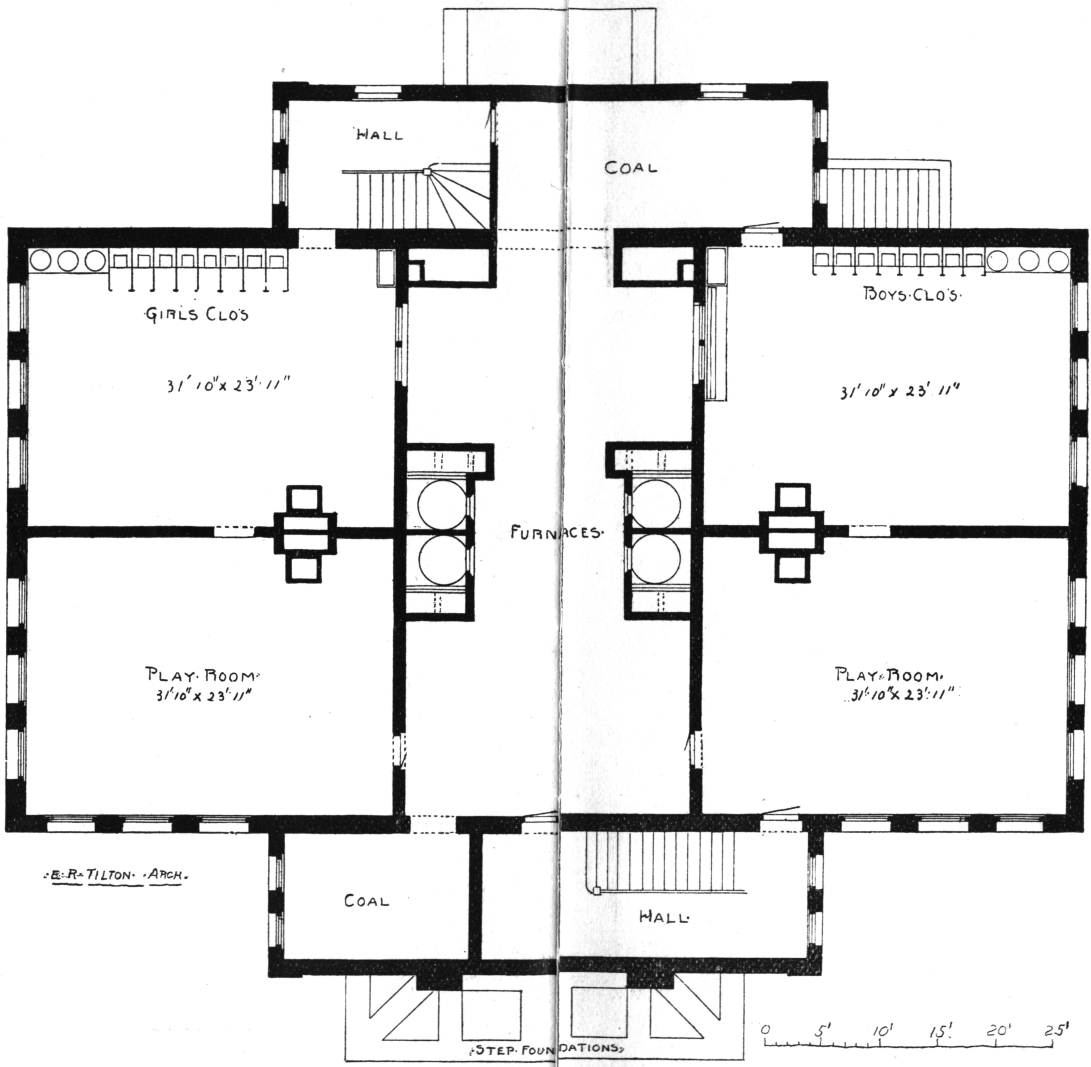
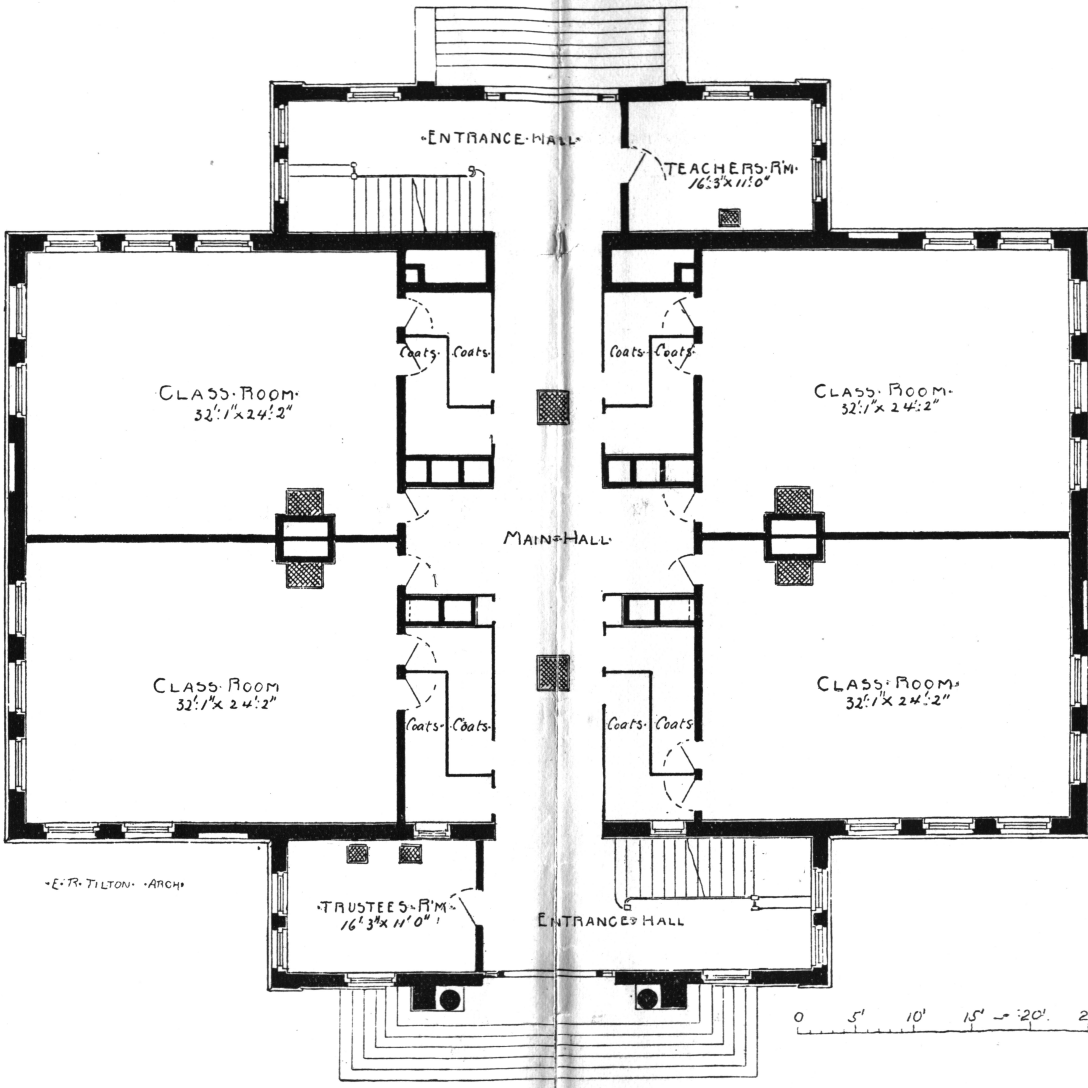
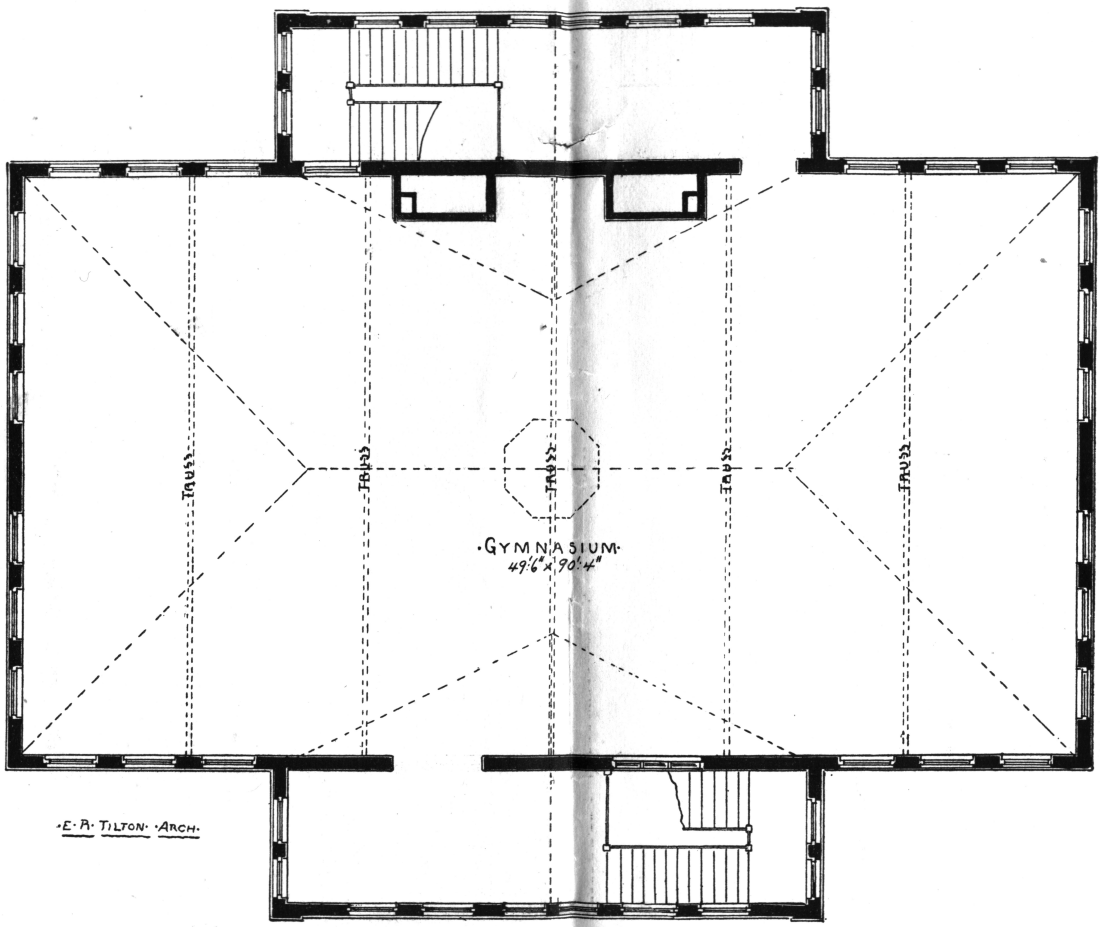


BASEMENT AND FOUNDATION PLAN



FIRST STORY PLAN

SECOND STORY THE SAME



THIRD STORY PLAN.