

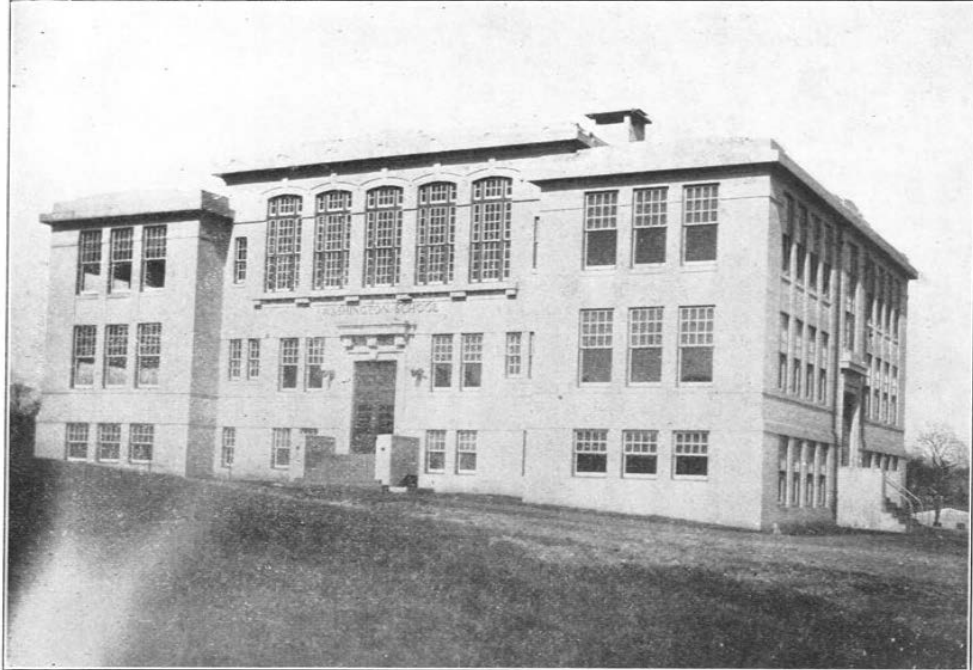
# *Annual Report*

Of the Nutley  
Public Schools



Board of Education  
Nutley, New Jersey

1912



*Washington School*

March 19, 1912.

*To the Citizens of Nutley:—*

The estimated balance which the Board expects to carry over this year is \$4,000.00. This rather small balance is caused by the non receipt from the State of \$3,501.63 of the apportionment of the Railroad Taxes. The Board is advised that the Railroad Taxes are in litigation but that we may expect the full amount of \$9,000 next year. The appropriation asked from the town is based upon the expectation of getting this sum from the State.

At present there are seven rooms in use in the Washington School. The contour of the ground permitted the finishing of two extra rooms with 12 foot ceilings at an additional expense of about \$2,000. We therefore, instead of getting eight school rooms and auditorium for \$50,000, have ten rooms and auditorium for \$52,000. Next fall nine of the rooms in the Washington School will be occupied, so that the outlay of the additional \$2,000 is fully justified. New school facilities are needed in the northwest section of the town. The Yantacaw School is already over-crowded. It will be necessary within a year to relieve this congestion unless the 6th grade is transferred to the Park School by a readjustment. This is impracticable, for the reason that the distance is too great for children of 6th grade age. In fact, it would be better if conditions would permit the re-establishment of a 7th grade in the Yantacaw School.

It is evident therefore that with the Park School taxed to the limit of its capacity, the Yantacaw School overcrowded, and all the rooms with one exception in the Washington School in use that additional school facilities must be provided to take care of the constantly increasing school population. With that end in view, the Board therefore asks permission to sell the Church St. property and acquire a suitable school site to relieve the pressure at Yantacaw.

For the Board of Education.

By H. W. ST. JOHN,  
President.

# Board of Education

## 1911-1912

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### OFFICERS.

HORATIO W. ST. JOHN.....President  
FRANK T. SHEPARD.....Vice-President  
MORRIS B. ROSENSTOCK.....District Clerk

### MEMBERS.

	Term Expires.
Arthur Stager.....	1912
Horatio W. St. John.....	1912
George A. Hill.....	1912
Thomas J. O'Neil.....	1913
Perley A. Prior.....	1913
Alfred B. Sturges.....	1913
Richard W. Booth.....	1914
John M. Sattler.....	1914
Frank T. Shepard.....	1914

## Standing Committees

### Finance.

George A. Hill                      Richard W. Booth                      Alfred B. Sturges

### Teachers.

Thomas J. O'Neil                      P. A. Prior                      Frank T. Shepard

### Curriculum

Perley A. Prior                      George A. Hill                      Thomas J. O'Neill

### Buildings and Property

Arthur Stager                      Richard W. Booth                      John M. Sattler

### Rules and Regulations.

Alfred B. Sturges                      Arthur Stager                      John M. Sattler

### Lectures.

George A. Hill

### Library.

George A. Hill                      Perley A. Prior                      Alfred B. Sturges

### Regular Meeting

Last Friday of each month, Board Rooms,  
Park School at 8 P. M.

### Custodian of School Moneys.

Dr. A. H. Van Riper.

### Superintendent

J. R. Beachler.

Office Hours: 8-9 A. M., 3:30-4:30 P. M., on school days, Park School.

## Presidents of the Board

William H. Boardman.....	1891—1899
Alexander B. Bishop.....	1899—1900
George R. Pond.....	1900
John F. Clark.....	1901—1902
John Vernon Bouvier, Jr. ....	1902—1908
George B. Philhower, M. D.....	1904—1906
Henry W. Goodrich.....	1906—1909
George A. Hill.....	1909—1911
Horatio W. St. John.....	1911—1912

## School Sessions

### High School Department.

8:15 A. M. to 1 P. M.

### Grammar Department

9 to 11:45 A. M.; 1:15 to 3:15 P. M.

### Primary Department.

9 to 11:30 A. M.; 1:15 to 3 P. M.

### Kindergarten

9 A. M. to 12 M.

## Calendar

Monday, September 11, 1911; Fall Term begins.  
Thursday, October 12, 1911; Columbus Day.  
Tuesday, November 14, 1911; General Election.  
Thursday and Friday, November 30, Oct. 1; Thanksgiving Recess.  
Friday, December 22, 1911; Fall Terms ends.  
Tuesday, January 2, 1912; Winter Term begins.  
Monday February 12, 1912; Lincoln's Birthday.  
Thursday February 22, 1912; Washington's Birthday.  
Thursday, April 4, 1912; Winter Term ends.  
Monday April 15, 1912; Spring Term begins.  
Thursday May 30, 1912; Decoration Day.  
Friday June 21, 1912; Spring Term ends.

Total number school days, 186.

## Supplementary Statement

For Four Months Ending June 30th, 1911.

### RECEIPTS.

Balance on hand Mach 1st, 1911.....	\$ 28,104.56
From State Reserve Fund .....	\$ 1,617.83
R. R. Tax 1906.....	4.46
R. R. Tax 1909.....	8,185.78
	—————\$ 9,808.07
Sold Washington School Bonds.....	\$ 50,000.00
Premium & Interest on same.....	1,050.00
	—————\$ 51,050.00
Refund part of taxes on Washington School property.....	87.50
Town of Nutley, balance of tax levy for interest on bonds....	54.00
Rent from buildings on Washington School Property.....	204.73
Balance sale of old buildings on Washington School Property	625.00
Interest on Custodians Bank Balances to June 30, 1911.....	374.56
All other sources.....	2.90
	—————
	\$ 90,311.32

### DISBURSEMENTS.

Teachers' Salaries .....	\$ 12,376.60
Janitors' Salaries .....	1,060.00
District Clerk .....	150.00
Manual Training .....	699.51
Buildings and Properties.....	856.62
Library Account .....	224.25
Interest on Bonds.....	1,060.00
Current Expense .....	2,326.95
Washington School Construction Acct.....	27,148.04
Balance. . . . .	44,409.35
	—————\$ 90,311.32

## Repairs to Buildings and Properties, Account.

### RECEIPTS.

Balance on hand June 30th, 1911.....		\$2,622.99
From Sale of old buildings on Washington School Property .....	725.00	
From Returned Warrants.....	7.04	
From District .....	1,300.00	2,032.04
Total Receipts .....		4,655.03

### DISBURSEMENTS.

High School, Furniture, .....		\$ 161.50
Park School—		
Janitor's Supplies .....	\$ 128.34	
Furniture .....	56.30	
Equipment to Furnaces .....	115.00	
Electric Work .....	21.37	
Plumbing Work .....	152.45	
Carpenter Work .....	79.70	
Painting .....	104.28	
Piano .....	75.00	
Labor about Grounds .....	24.06	
Trucking .....	68.10	
	\$	824.60
Yantacaw School—		
Labor about Grounds .....	\$ 24.87	
Janitor's Supplies .....	87.52	
Equipment to Furnace .....	50.00	
Plumbing Work .....	63.74	
Painting .....	4.25	
Grading .....	1,353.66	
	\$	1,592.04
Church Street School—		
Boarding up Windows, etc.....		\$ 152.20
Washington School—		
Labor about Grounds .....	\$ 52.25	
Janitor's Supplies .....	73.89	
Furniture .....	26.80	
Electric Work .....	96.34	
Plumbing Work .....	69.50	
Carpenter Work .....	37.07	
Grading .....	633.56	
Flags .....	10.25	999.21
	\$	3,727.55
Balance on hand .....		927.48
	\$	4,655.03



## Balance Sheet

As February 29th, 1912.

Cash in hands of Custodian.....	
Park School and Grounds.....	125,000.00
Yantacaw School Bonds due 1931.....	
Furniture, Books, Works of Art etc.....	11,000.00
Park Hall .....	25,000.00
Church Str. School and Grounds..	6,000.00
Passaic Ave. School and Grounds.....	2,000.00
Washington School Grounds.....	10,301.75
Washington School, Bldg. and Furniture.....	51,395.72
	<u>\$284,769.84</u>

### LIABILITIES.

Park Hall Bonds Due 1914 .....	\$ 8,000.00
Yantacaw School Bonds due 1931.....	28,000.00
Park School Bonds due 1931 .....	15,000.00
Washington School Grounds due 1931.....	10,000.00
Park School Addition Bonds due 1946.....	52,000.00
Washington School Bonds due 1951 .....	50,000.00
Surplus .....	121,769.84
	<u>\$284,769.84</u>

### INSURANCE ON SCHOOL PROPERTY.

	Buildings.	Contents.
Town Hall .....	\$ 28,000.00	
Park School .....	78,000.00	3,000.00
Yantacaw School .....	27,000.00	2,000.00
Church Street School .....	4,500.00	
Passaic Avenue School .....	3,500.00	300.00
Washington School .....	1,000.00	1,000.00
	<u>\$141,000.00</u>	<u>\$6,300.00</u>

# Financial Statement

**Eight Months Ending February 29th, 1912.**

## RECEIPTS.

Balance on hand June 30th, 1911.....	\$	44,409.35
From State, R. R. Tax 1910.....	\$ 5,451.63	
From State School Tax.....	345.33	
From State, \$200,000 School Fund.....	582.22	
From State, Ninety Per Cent. School Tax.....	19,116.12	
From State Reserve Fund .....	1,744.16	
From State, Manual Training .....	750.00	
	<hr/>	27,989.46
From District Tax .....	12,500.00	
From District for Interest on Bonds.....	7,170.00	
	<hr/>	19,670.00
From Tuition .....	295.00	
From all other sources .....	66.30	
	<hr/>	361.30
	<hr/>	\$ 92,430.11

## DISBURSEMENTS.

Manual Training .....	\$ 997.59
Teachers Salaries .....	21,035.50
Janitors' Salaries .....	2,140.00
District Clerk .....	150.00
School Supplies .....	1,820.94
School Books .....	1,599.23
Repairs to Buildings & Properties .....	3,727.55
Repairs to Builrings & Properties.....	3,727.55
Library Account .....	722.24
Printing .....	205.75
Safe .....	125.00
Typewriters.....	130.00
Incidentals.....	1,011.40
Fuel.....	1,847.72
Water Rents .....	160.31
Repairing Pianos .....	7.50
Lighting.....	155.10
Expressage.....	91.31
Interest on Bonds.....	6,332.92
Medial Inspector .....	100.00
Medical Inspector .....	100.00
Washington School Construction Acct.....	23,497.75
Bonds Redeemed.....	5,000.00
	<hr/>
	\$70,857.81
Balance with Custodian.....	21,572.30
	<hr/>
	\$ 92,430.11

# Manual Training Account.

For Eight Months Ending February 29th, 1912.

## RECEIPTS.

Balance on hand June 30th, 1911, .....	\$ 1,247.45	
From District Tax .....	800.00	
From State .....	750.00	
	—————	\$ 2,797.45

## DISBURSEMENTS.

Teachers' Salaries, .....	770.00	
Supplies .....	227.59	
Balance with Custodian .....	1,799.86	
	—————	\$ 2,797.45

## Budget 1912-1913

Teachers' Salaries .....	\$ 38,625.00
Janitors' Salaries .....	3,480.00
Janitors' Supplies .....	300.00
District Clerk .....	300.00
School Supplies .....	1,600.00
School Books .....	1,400.00
Repairs to Buildings and Property .....	3,000.00
Library .....	1,100.00
Printing .....	250.00
Medical Inspector .....	300.00
Fuel .....	2,500.00
Water Rent .....	300.00
Repairing Pianos .....	250.00
Lighting .....	350.00
Expressage .....	125.00
Lectures .....	100.00
Gymnasium .....	150.00
Manual Training and Domestic Science.....	800.00
Incidentals .....	1,995.00
To Complete Washington School.....	875.00
	\$ 57,800.00

### ESTIMATED RECEIPTS FROM STATE 1912-1913.

State School Tax and Appropriation.....	\$ 29,000.00
Manual Training .....	800.00
	\$ 29,800.00
Balance to be carried over (estimated) .....	4,000.00
Total to be raised by tax.....	24,000.00
	\$ 57,800.00

The above amount of District Tax is divided as follows:

Current Expenses .....	\$ 19,325.00
Manual Training .....	800.00
Repairs to Buildings and Property.....	3,000.00
To complete Washington School .....	875.00
	\$ 24,000.00

## Supervisors and Teachers

John. R. Beachler .....	Superintendent
Stella Hicks.....	Drawing and Construction
Frances R. Gould.....	Music and Gyunastics
Etta H. Fink.....	Sewing and Cooking
H. H. Strong.....	Manual Training
Ellen Nichols.....	Pianist
Daisy M. Enright.....	Librarian
Louise E. Booth.....	Clerk to Superintendent

### HIGH SCHOOL.

W. C. Davis, Principal.....	Mathematics
Clara L. Shepard.....	English
Agnes L. Kingsley.....	Latin
Gertrude Raftery.....	German and French
T. R. Treadwell.....	Science
E. L. Grady.....	Commercial
Hazel I. Krantz.....	History

### PARK SCHOOL.

S. F. Lockhart.....	Principal
John S. Herron.....	Grade VIII-Boys
Clara Hunter.....	Grade VIII-Girls
Hazel Krantz .....	Grade VII-A
Raymond A. Meyers.....	Grade VII-B
Rachael Plank .....	Grade VI-A
May M. Flannery.....	Grade VI-B
Irene F. Anderson.....	Grade V
Mabel Schoonmaker.....	Grade IV-A
M. Winifred Turner.....	Grade IV-B

## Supervisors and Teachers, Continued.

Mabel V. Emmons .....	Grade III-A
Anna A. Troy.....	Grade III-B
Margaretta R. Williams.....	Grade II-A
Bertha Blum .....	Grade II-B
Ethel B. Hallock .....	Grade I-A
E. Frances Briggs.....	Grade I-B
Kate C. Lambert.....	Grade Kindergarten

### YANTACAW SCHOOL.

Alice J. Bickers.....	Principal and Grade VI
Maria Baumgarten.....	Grade V
Ruby B. Swezey.....	Grade IV
Laura Ballantine.....	Grade III
Emma B. Shannon.....	Grade II
Burnettie C. Struble.....	Grade I-A
Helen Hitchcock.....	Grade I-B
Ida G. Homan.....	Kindergarten

### WASHINGTON SCHOOL.

H. M. Arnold.....	Principal and VI and V Grade
Ruth M. Koehler.....	Grade IV
Marcella Simonds.....	Grade III
Mae E. McGovern.....	Grade II
Katherine Milne.....	Grade I-A
Henrietta M. Jahn.....	Grade I-B
Katherine T. Conlon.....	Grade Kindergarten
Dorothy L. Wallis.....	Grade Kindergarten Assistant

Dr. A. F. Jackson.....	Medical Inspector
Laura S. Persch .....	School Nurse
Wright Sutcliffe.....	Chief of Police, Attendance Officer



*Two Class Rooms in the  
Washington School*



## Superintendent's Report

To the Board of Education of the School District of Nutley, N. J.:

Gentlemen:

At the present time school reports are undergoing searching inspection. There is a widespread demand among Boards of Education and school officials to unify reports so that one school system may be compared with that of another. If the administration of the public schools is to be elevated above the plane of personal opinion, if our theories are to be given foundation in fact, if our assumptions with reference to lines of work, methods of instruction, mastery of subject matter are to be displaced by positive knowledge, data must be collected with reference to actual social conditions, with reference to the effect upon children of certain lines of instruction, and with reference to the effectiveness of given methods of teaching. If school administration is to be rescued from the domination of tradition and personal bias, systematic and scientific study must be made of school methods, and of school results. For only as facts take place of opinion, assumption gives way to definite knowledge, mere personal points of view yield to established principles, will the administration of our schools be placed upon a firm footing, and education be made scientific and professional.

### **Determining the work of the School.**

To know the whole work of the school it is necessary to keep from year to year certain tabulated facts. A comparison of these facts will after a few years indicate the general direction or tendency of the school system. As a foundation for these estimates, it is necessary to have a complete and accurate census of the school population. Our last school census was taken in March, 1909. (The last decennial census is as yet not available.) The purpose of such facts is to determine whether the per cent. of school enrollment is increasing or decreasing as calculated on the total school population. These facts are especially useful in districts of rapidly increasing or changing population. If the per cent. shows an increase in proportion to the population then the public schools are meeting the demands of more people, and are satisfying a wider variety of interests. Fewer pupils are withdrawing to attend private schools, and a greater number are receiving their apprenticeship education in the local public schools.



## School Population

As shown by the Census of March, 1909.

Also, the school attendance during January, 1911 and January, 1912.

Ages. . . . .	4	5	6	7	8	9	10	11	11	12	13	14	15	16	17	18	19	Total
Census March, 1909. . . . .	154	154	140	125	116	104	129	110	121	117	96	82	74	82	45	2	...	1651
Attendance Jan. 1911. . . . .	39	94	130	119	116	111	110	80	118	105	84	52	27	21	9	2	1	1218
Attendance Jan. 1912. . . . .	30	75	107	156	132	117	101	126	90	117	91	60	38	11	7	5	...	1263

## Withdrawals

The work of the school up to the present time has been judged in large measure by the number of its graduates. There is no intention to minimize this phase of the school's success; but we do not want our enthusiasm in this direction to overlook the losses in another direction. Little or no account has been taken of the great number of pupils who have withdrawn all along the way. The number who annually withdraw from our schools even before completing the fifth or sixth grade of the elementary school is surprisingly large; vastly too large.

No one will assume to claim that the cause of this leaving school is wholly the fault of the school. Social and economic conditions are the causes of the greater number. However, the school has not done its full duty by the child, until it has ascertained the causes, and so far as possible, reduced the withdrawals to a minimum.

In view of this condition, the school must offer a broad course of study which will appeal to a wide variety of interests. While all general education is utilitarian as well as cultural, yet many students are looking for some specific kind of training that will correlate closely with some particular work they hope to do. The school must provide for these.

## Distribution By Grades

### Elementary School.

Grade.	K'd'g'n	1	2	3	4	5	6	7	8	High School 9-10-11-12	Total.
No. Different Pupils Enrolled 1910-1911....	151	235	141	180	122	118	96	71	65	110	1289
Attendance January, 1911.....	137	206	123	166	106	106	88	68	61	105	1166
Attendance, January, 1912.....	137	229	165	134	149	99	93	71	59	113	1249
Member not promoted during 1910-11.....	...	57	26	42	17	19	8	12	1		182
Number repeating Grade Jan. 1912.....	...	59	35	40	25	14	13	5	1		192

The causes given for these withdrawals are financial condition at home, illness in family, personal illness, physical defects, incapacity, indifference, left town, and going to work. The causes given for non-promotion are foreign born and lack of English, irregular attendance, incapacity, indifference, physical defects, and personal illness.

## Distribution by Schools

### Elementary Department.

Grade.	K'd'g'n	1	2	3	4	5	6	7	8	Total.	No. of Teach- ers.	No. of per Teach- ers.
Park, Jan. 1911.....	41	86	58	83	72	72	59	68	61	600	17	35.3
Yantacaw, Jan. 1911.....	58	75	36	46	34	34	29	..	..	312	9	34.7
Passaic Ave., Jan. 1911.....	38	45	30	..	..	..	..	..	..	113	9	37.7
Church St., Jan. 1911.....	..	..	..	37	..	..	..	..	..	37	1	37
Park, Jan. 1912.....	43	89	78	62	74	44	50	71	59	570	17	33.5
Yantacaw, Jan. 1912.....	36	60	47	41	35	32	26	..	..	277	8	34.6
Washington, Jan. 1912.....	58	80	40	31	30	23	17	..	..	279	8	34.9

## Age and Progress of Pupils

Each observing teacher must have realized that after she has taught a group of children for several months there is a certain clogging of the educational machinery; that the school no longer works in unity; that instead of the group working together, the individuals are working farther apart; and that is exactly what has happened. The degree of individual intelligence is asserting itself. The progress of some is rapid, others normal, others slow. The progress of no two being alike, calls for the most expert skill in teaching. Each individual is entitled to that direction which keeps him working up to the maximum of his ability.

### Normal-age

The State has not at this time given any standard for determining what children are normal and which are below. But for a present basis of comparison, we will assume the age-grade basis. All children whose grades correspond to the ages given below will be classed as normal. The age of entering school will modify this in the beginning.

- A child 6 to 8 years of age should be in the First Grade.
- A child 7 to 9 years of age should be in the Second Grade.
- A child 8 to 10 years of age should be in the Third Grade.
- A child 9 to 11 years of age should be in the Fourth Grade.
- A child 10 to 12 years of age should be in the Fifth Grade.
- A child 11 to 13 years of age should be in the Sixth Grade.
- A child 12 to 14 years of age should be in the Seventh Grade.
- A child 13 to 15 years of age should be in the Eighth Grade.

Any child younger than the minimum age given above and whose grade corresponds to that opposite is considered Rapid or Young, or both; likewise any child older than the maximum age is classed as Slow or Over age, or both; and the child is am many years Rapid or Slow, as the case may be, as the years vary from those given above.

# Distribution of Pupils as to Progress

## Elementary Department.

Grade	No. pupils Rapid	One year Rapid	Two years Rapid	No. pupils Normal	No. pupils Slow	One year Slow	Two years Slow.	Over two years Slow
I. . . . .	5	5	0	189	38	20	10	8
II. . . . .	2	2	0	127	36	15	10	11
III. . . . .	3	3	0	82	47	17	18	12
III. . . . .	4	4	0	90	43	23	8	12
IV. . . . .	4	4	0	90	43	23	8	12
V. . . . .	4	4	0	67	24	11	10	3
VI. . . . .	1	1	0	60	36	22	9	5
VII. . . . .	3	3	0	53	19	7	9	3
VIII. . . . .	0	0	0	49	9	7	1	1
Totals. . . . .	22	22	0	717	252	122	75	55

## Distribution of Pupils as to Progress High School Department.

High School from Sept. 11, 1911 to Feb. 2, 1912.    Sept. 1910 to June 1911.

	*Hours offered.	Number enrolled.	Number dropped subject.	No. repeating subject.	Number enrolled	Number dropped subject	No. failing in subject
English I.....	5	49	3	1	49	9	3
II.....	5	34	0	1	26	4	1
III.....	3	19	1	0	17	2	2
IV.....	3	16	0	1	10	0	0
Latin I.....	5	22	4	1	24	5	2
II.....	5	10	0	0	13	3	1
III.....	5	5	1	0	8	2	1
IV.....	5	3	0	0	3	0	0
German I.....	5	27	0	0	27	8	0
II.....	5	16	0	0	15	6	2
III.....	5	8	0	0	7	0	0
French I.....	5	12	1	0	3	0	0
II.....	5	3	0	0	2	0	0
History—Ancient.....	5	32	2	1	43	7	6
European.....	not given this year.						
English.....	3	10	0	0	14	2	1
U. S. & Civics.....	3	7	0	0	6	0	0
Algebra I.....	5	52	5	0	51	9	12
II.....	2½	13	1	0	8	1	1
Geometry—Plane.....	5	38	4	8	44	11	11
Solid.....	5	6	0	0	not given		
Trigonometry.....	not given 1st half year.						
Physics.....	5	15	1	0	11	0	0
Chemistry.....	5	11	1	0	9	0	0
Biology.....	5	33	4	0	23	6	0
Commercial Geog.....	not given 1st half year.				22	7	2
Commercial Arith.....	2½	26	2	0	22	not given 2nd half.	
Bookkeeping I.....	2½	12	1	0	11	3	1
II.....	2½	2	1	0	3	0	0
Penmanship.....	1	15	1	0	not given.		
Stenog. & T'p'writing I..	5	5	1	0	7	1	0
II..	5	6	0	0	1	0	0
Drawing.....	1	21	4	0	16	1	0
Music.....	1	12	1	0	not given.		
Manual Training.....	1	6	1	0	12	0	0
Domestic Science.....	1	10	4	0	12	8	0

\*A minimum of 72 recitation hours is necessary for graduation, provided these include all required subjects.

## Promotion of Pupils

No one factor penetrates so deeply into the life of the school as the method of promotion. This involves standards of attainment and means of ascertaining efficiency. The best thought of the day is away from the promotion by examination basis. Dr. McMurry, of Teachers College, Columbia University says, "The plan of promoting children on the sole basis of an examination is a good hundred years behind the times when viewed in the light of modern educational theory. It is a fine example, showing how far practice may lag behind theory."

Many school systems have broken away from the annual plan and adopted the semi-annual promotion. A number of city school systems are dividing the school year into terms of twelve or thirteen weeks each with a reclassification at the end of each term. Whatever plan is adopted, there should be left sufficient freedom to promote or to demote, if need be, a child at any time, as his intellectual capacity warrants. The aim is to reduce the amount of repetition and the number of retarded pupils.

### Some New Problems in School Organization

Several cities have adopted the plan of extending the school year to forty-eight weeks, divided into four terms of twelve weeks each. Each term being a unit in itself. Under the present arrangement it requires eight years for the normal child to complete the course of study in the elementary school. Under the four term arrangement the course could be completed in six years.

This arrangement serves four purposes. First, it provides for greater educational opportunities to that great body of students who must give up their education at an early age to go to work. Second, a greater number of pupils may be handled by a proportionately smaller equipment. Third, this plan will raise the average intelligence of the masses. Fourth, it provides an opportunity for all pupils who make slow progress, to bring up all back work. In most cases registration for the summer course, to a certain extent, is optional; but, if a pupil registers the attendance must be regular and enforced. The four-term school year especially commends itself to a favorable consideration in those districts where there is a large foreign population.

## Measuring Efficiency of Instruction

We occasionally hear loud criticism that the schools of to-day are not as thorough as they were two or three generations ago. Statements are broadly made that children do not read as well, spell as well, write as well, and they do not have the same skill in arithmetic. All these assertions are based on opinion rather than on fact. However, the student of education cannot afford to turn a deaf ear to these criticisms, and push them aside by saying it is not true; but rather he will set himself to work diligently to determine to what extent they are true or false. Public criticism must be met by facts, and the affirmations must rest upon positive knowledge.

The following shows the results of the same tests given to pupils of the same city of different generations. Similar tests have been given in many schools throughout the United States where the organization has been sufficiently long to make such tests. All show the same general result as the following illustration.

I am indebted to Superintendent Elson for these figures.

	No pupils Examined.	Avg. No. Misspelled words per pupil.	Avg. P. C. of efficiency.
Cleveland.			
Spelling Test of 1858....	143	5.215	73.92
Same Test in 1909.....	3240	4.307	78.46
Arithmetic Test of 1856..	162	10.358	48.21
Same Test in 1909.....	3081	8.074	59.63

## Course of Study

The course of study is a guide to the selection and sequence of material rather than a prescription of the amount of work to be done. Some classes will do more than others working with the same course, and some individuals in each class will accomplish more than other individuals.

Youth and school-life is too short and too important to insist that each child is to master everything mentioned in the course of study.



The course of study is much like a menu card prepared and offered to the diners at some of our best restaurants. No one would think "of eating straight through the bill of fare. If we would be comfortable, we must select something that we can eat and forget." So in study it is fallacious to attempt to remember everything in the hope that it may be useful some day.

The course of study must be quite extensive because various needs must be met. The school is compelled to do much more for some children than others because the home does less. The school must also supply much of that "community-of-interest" life which the home of a few generations ago possessed and is now unknown in modern housekeeping and home life. However, the school must never aim to relieve the home of all its duties and responsibilities to its children. Such a plan would eventually be fatal to the one fundamental institution of organized society.

Even though children are grouped together in classes, they come to school with widely varying general information. There must be then as many courses of study as there are essential differences in population; or there must be one course broad enough to meet the varying needs. The leading educators advise the adoption of one extensive course. The plan of teaching must emphasize the systematic development of some important topic, and must work away from the idea of storing the mind full of uncorrelated facts in the hope that some day they may be needed. The truth is that things we experience never happen as we have learned them in school.

Another movement is that of getting away from the textbook. The textbook although of great importance is after all only a means to a certain end. The teacher holds the place of highest importance and the book is a valuable aid. Too often the order is reversed. We have accepted as facts whatever appears in print; and we have fallen into the habit of accepting everything as true because it appeared in print. That school is a sorry one in which there is a teacher less resourceful than the textbook. In all progressive countries of Europe, the textbook, as such, is of little importance; but the school-master is the source of knowledge, the authority for facts, and the inspiration to learning.

A movement towards that broader course of study has already been inaugurated, and the idea is being carried out quite successfully in penmanship, spelling, arithmetic, reading and history. Other subjects will be taken up as we have fully adapted our teaching to those already adopted.

The following table shows the percentage of time given to each subject in the different cities. With these facts as a guide, we can apportion the time in our own schedule more intelligently. However, each municipality has some local conditions which must be taken into consideration. For this data, I am indebted to Superintendent Dyer, of Cincinnati.

## DISTRIBUTION OF TIME

	Cincinnati	Boston	New York	Chicago	Rochester	Cleveland	Indianapolis	St. Louis	Milwaukee	Kansas City	San Francisco	Average P. C.
Reading. . . . .	14.20	26.25	32.30	40.26	17.77	26.31	17.80	17.90	22.79	14.50	30.93	23.48
Spelling. . . . .	8.83	....	....	....	5.28	5.94	5.33	6.39	8.07	10.70	5.23	7.20
Grammar. . . . .	2.25	....	....	....	2.39	3.63	2.16	....	....	....	....	2.50
Composition, Opening Exercise and Supplementary Reading.	17.00	20.14	....	....	7.98	12.18	18.03	10.05	13.27	11.20	10.50	13.37
Writing. . . . .	5.00	....	5.81	4.88	5.08	5.73	7.86	11.05	6.86	9.66	3.77	6.70
Arithmetic. . . . .	17.00	16.41	13.41	11.02	18.60	16.40	11.97	14.98	14.71	15.10	16.59	15.14
Geography and History. . . . .	12.00	10.06	10.77	9.65	16.95	9.36	9.66	11.50	9.55	14.10	12.82	4.32
Total for Fundamental Branches	76.28	72.86	62.48	65.81	74.05	79.56	72.81	71.87	73.25	75.26	79.90	72.43
Music. . . . .	4.50	4.47	4.85	6.37	4.78	5.40	6.85	8.18	6.92	6.60	5.38	5.90
Drawing. . . . .	5.60	6.85	8.90	6.95	4.78	4.91	9.45	9.98	6.92	11.50	4.52	7.58
Manual Training. . . . .	2.16	6.15	4.65	9.85	7.83	4.93	2.16	2.38	6.23	....	1.80	4.80
Physical Training, Physiology and Hygiene . . . . .	6.83	7.09	13.05	5.17	6.57	5.31	8.65	5.32	4.61	4.00	5.23	6.71
Elementary Science. . . . .	2.25	2.51	6.01	5.80	1.99	....	....	2.92	....	3.11	3.11	3.46
Total for Special Subjects and unassigned time . . . . .	23.77	27.06	37.46	34.14	25.96	20.41	27.11	28.78	24.68	25.21	20.04	27.57

## Record of Attendance

	Attendance.	Perfect Attendance.	Tardiness.	Truancy.
1910-11.				
Sept. ....	1170	807	72	14
Oct. ....	1194	576	133	6
Nov. ....	1161	512	78	2
Dec. ....	1156	367	170	15
Jan. ....	1167	432	136	5
Feb. ....	1162	412	144	26
March. ....	1163	436	93	22
April. ....	1164	404	125	19
May. ....	1142	426	140	23
June. ....	1145	422	188	3
1911-12.				
Sept. ....	1227	829	51	2
Oct. ....	1254	529	108	16
Nov. ....	1244	621	144	4
Dec. ....	1242	604	140	7
Jan. ....	1239	423	195	3

A comparison of the above figures shows an average monthly attendance for the year of 1910-11 of 1162; and for the first half of the year 1911-12 an average of 1241: an average increase of 79. The average perfect attendance for 1910-11 is 479; for 1911-12 is 601; an increase of 122. The average monthly tardiness for 1910-11 is 121; for 1911-12 is 127: an increase of 6. The average monthly truancy for 1910-12 is 13; for 1911-12 is 6; a decrease of 7.

### Washington School.

The number of pupils accommodated by the Washington building has exceeded our widest anticipation. Seven of the nine rooms are already occupied; and with the opening of the next September term of school, all nine rooms will be occupied. This is sufficient proof that the building was provided none too soon and none too large. The fact that all class rooms in all buildings will be occupied next year, urges the Board of Education to plan for new building sites.

## Equipment.

During the year there has been a liberal addition of useful equipment in different departments. There has been an extension of the course in the Science, Commercial, Manual Training and Domestic Science departments. Some of the equipment includes tables, laboratory desks, lecture table, electric wiring equipment, apparatus, typewriters, book-cases and stereopticon.

## Nutley Public School Library

The work of the library during the past five months has been quite successful. The decision of the Board of Education to ask for a special appropriation for library purposes, and to employ a trained librarian is fully justified.

Since September last 3118 books have passed through the records of the library; 294 new volumes have been added by purchase and gifts; 818 new cards have been added to the catalogue. The total circulation has been 5128. The library subscribes to thirty-one magazines and six newspapers, representing the best of a wide variety of periodical literature. A new equipment of furniture has been installed. The library is open to the general public daily except Sundays and legal holidays from 1 to 5 P. M.; and on Monday, Wednesday and Saturday evenings from 7:30 to 9.

## Co-operative Agencies

Sincere appreciation is felt for the great variety of services rendered by all organized societies of social workers and by all individuals, who have cooperated in the cause of general education.

The Juvenile Court has placed one probation officer in close touch with the schools.

Several ladies representing social settlement organizations in Newark and New York, as well as several ladies of Nutley, make occasional calls or inquiries about the conduct of a few boys and girls in whom they have taken a special interest.

The truant department under the Chief of Police is managed very efficiently and with diligence.

The Board of Health through its Secretary notifies the school of the existence of any contagious or infectious diseases. These are followed immediately by the Medical Inspector and steps taken to safeguard the health of the children.

The School Nurse makes many calls at the homes not only to learn of and to advise hygienic and sanitary conditions, but to determine whether children are in need of food, clothing or the services of a professional nature.

We have no organized Associated Charities but many individuals have been quite generous in their contributions of clothing, provisions, and money, as well as their time, to relieve any homes in need of such attention.

The Ladies Public School Auxiliary has provided two courses of lectures which deserve a most generous support. The first is a series of six lectures on "The World's Greatest Moral Leaders" by Prof. Edward Howard Griggs, a master of English. The second is a course of four lectures on "The Conservation of Health" by different medical and scientific experts.

Much interest is taken in the Story Hour; and those in charge are rendering not only much that is joyful, but more that is useful.

Those in charge of the Penny Provident are meeting with greater success and are doing a work which is of more consequence perhaps than the organizers then knew. The plan is developing into a sort of "Savings Institution." In a number of instances certain mothers and others are using the Penny Provident as a means of saving their week's earnings. The following report will show the extent of the Savings:

February 1911	.....	\$ 82.78
March 1911	.....	99.20
April 1911	.....	46.53
May 1911	.....	27.77
October 1911	.....	55.50
Nov. 1911	.....	151.57
Dec. 1911	.....	63.07
January 1912	.....	127.33
Total for 8 months	.....	\$653.75

This is an average of \$81.72 per month. Forty per cent. of the children in the grades use the penny provident. There are about 400 active accounts.

## The Physical Welfare

The Board has been diligent in looking after the physical welfare of the children. Changes have been made about the buildings wherever they could be made with any degree of consistency, to improve the heating, ventilating and sanitation. The common towel and cake of soap has been displaced by the individual towel and soap dispensers.

A much wider use of the gymnasium is being made. A great variety of exercise and games are being introduced that all pupils may receive some physical exercise adapted to their strength. Plans are under consideration for the extension of this department and the purchase of additional apparatus; especially of that sort adapted to the play ground and other out-door sports.

## Conclusion

The year has been one of progress. We have not only accomplished much hard work in classrooms, but an effort is being made to extend the social life of the school as well. The Department of Music is organizing several societies in the different activities of vocal and instrumental music. The Department of Art is planning an exhibit. Music and Art adds more to the joy of living than has been as yet realized. They provide a means of home entertainment for both young and old that has scarcely been appreciated and recognized.

There is increased interest in school room decoration. The tinting of walls and interior color schemes, in relation to light and the effect upon the eye, are now considered as important as sanitation, and ventilation. The value of suitable decoration of the school interior lies in the effects which come from the daily enjoyment of beautiful things. Just as by association with well-mannered persons the child insensibly conforms to the demands of courteous intercourse; or by familiarity with correct speech himself acquires a correct speech; so by daily sight of beautiful pictures or sculpture he unconsciously makes to some degree his own standards and perceptions of beauty which these things express.

Respectfully submitted,

JOHN R. BEACHLER.