

# **Annual Report**

## **Of the Nutley Public Schools**



**Board of Education  
Nutley, New Jersey**

**1913**

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The Ryan Press  
Nutley, N. J.  
1913

# Board of Education

## 1912-1913

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### OFFICERS

RICHARD W. BOOTH.....President  
FRANK T. SHEPARD.....Vice-President  
MORRIS B. ROSENSTOCK.....District Clerk

### MEMBERS

	Term Expires
Thomas J. O'Neil.....	1913
Almon G. Calkins.....	1913
Alfred B. Sturges.....	1913
Richard W. Booth.....	1914
John M. Sattler, Jr.....	1914
Frank T. Shepard.....	1914
Henry T. Dakin.....	1915
William J. Kinsley.....	1915
Wm. Hinckley Mitchell.....	1915

## STANDING COMMITTEES

### FINANCE

Alfred B. Sturges      Almon G. Calkins      William J. Kinsley

### TEACHERS

Thomas J. O'Neil      Wm. Hinckley Mitchell      Frank T. Shepard

### CURRICULUM

Henry T. Dakin      W. Hinckley Mitchell      Alfred B. Sturges

### BUILDINGS and PROPERTY

Frank T. Shepard      Thomas J. O'Neil      John M. Sattler, Jr.

### RULES and REGULATIONS

Wm. Hinckley Mitchell      Almon G. Calkins      Henry T. Dakin

### LECTURES

William J. Kinsley

### LIBRARY

William J. Kinsley

### REGULAR MEETING

Fourth Tuesday of each month, Board Room,  
Park School at 8 P. M.

### CUSTODIAN OF SCHOOL MONEYS

Dr. A. H. Van Riper

### SUPERVISING PRINCIPAL

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 Vernou Bouvier, Jr.....	1902—1904
George B. Philhower, M. D.....	1904—1906
Henry W. Goodrich.....	1906—1909
George A. Hill.....	1909—1911
Horatio W. St. John.....	1911—1912
Richard W. Booth.....	1912—1913

## 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 9, 1912; Fall Term begins.

Tuesday, November 5, 1912; General Election.

Thursday and Friday, November 28-29,; Thanksgiving Recess.

Friday, December 20, 1912; Fall Term ends.

Monday, January 6, 1913; Winter Term begins.

Wednesday, February 12, 1913; Lincoln's Birthday.

Thursday, March 20, 1913; Winter Term ends.

Monday, March 31, 1913; Spring Term begins.

Friday, May 30, 1913; Memorial Day.

Friday, June 27, 1913; Spring Term ends.

Total number school days, 189

## SUPPLEMENTARY STATEMENT

for

Four Months Ending June 30th 1912

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### RECEIPTS

Balance on hand March 1st, 1912.....	\$21,572.30
Sale of Bonds.....	\$15,000.00
Accrued Interest.....	236.67
Interest on Custodian's Bank Balances.....	378.31
Warrant, charged but not issued:.....	222.92
All other sources.....	27.15
	<hr/>
	\$15,865.05
	<hr/>
	\$37,437.35

### DISBURSEMENTS

Manual Training.....	\$ 626.92
Teachers' Salaries.....	14,096.76
Janitors' Salaries.....	1,120.00
District Clerk.....	150.00
Repairs to Buildings and Properties.....	835.86
Library .....	302.17
Interest on Bonds.....	1,155.83
Washington School Construction Account...	661.19
Bonds Retired.....	15,000.00
Current Expense.....	1,658.22
	<hr/>
	\$35,606.95
Balance with Custodian.....	1,830.40
	<hr/>
	\$37,437.35

# BUILDINGS and PROPERTY ACCOUNT

for

Eight Months Ending February 28th, 1913

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## RECEIPTS

Balance on hand June 30th, 1912.....	\$ 87.58
From District Tax.....	3,000.00
	<hr/>
	\$ 3,087.58

## DISBURSEMENTS

Repairs .....	\$ 1,148.93
Permanent Improvements.....	908.37
	<hr/>
	\$ 2,057.30
Balance with Custodian.....	1,030.28
	<hr/>
	\$ 3,087.58



# BALANCE SHEET

as of

February 28th, 1913

## ASSETS

Cash in hands of Custodian.....	\$ 15,665.43
Park School and Grounds.....	125,000.00
Permanent Improvements.....	620.70
Furniture, Books, Works of Art, Etc.....	11,213.00
Park Hall.....	25,000.00
Church Street School and Grounds.....	6,000.00
Passaic Avenue School and Grounds.....	2,000.00
Washington School and Grounds.....	61,395.72
Yantacaw School and Grounds.....	32,500.00
	<hr/>
	\$279,394.85

## LIABILITIES

Park Hall Bonds Due 1914.....	\$ 8,000.00
Yantacaw Bonds Due 1931.....	28,000.00
Park School Bonds Due 1931.....	15,000.00
Washington School Grounds Bonds Due 1931.....	10,000.00
Park School Addition Bonds Due 1946.....	52,000.00
Washington School Bonds Due 1951.....	50,000.00
Surplus .....	116,394.85
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	\$279,394.85

## INSURANCE ON SCHOOL PROPERTY

	Buildings	Contents
Park 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
	<hr/>	
	\$142,000.00	\$6,300.00

# FINANCIAL STATEMENT

for

Eight Months Ending February 28th, 1913

## RECEIPTS

Balance on hand June 30th, 1912.....		\$ 1,830.40
From State R. R. Tax 1908-09.....	\$ 16.40	
From State R. R. Tax 1910.....	3,159.38	
From State to reduce School Tax.....	352.15	
From State \$200,000 School Fund.....	592.70	
From State Ninety Per Cent. School Tax....	20,367.06	
From State Ten Per Cent. School Tax.....	1,786.77	
		<hr/>
From District Tax.....	\$24,000.00	\$26,274.46
From District for Interest on Bonds.....	6,770.00	
		<hr/>
		\$30,770.00
From Tuition.....	162.50	
From All Other Sources.....	44.25	
		<hr/>
		206.75
		<hr/>
		\$59,081.61

## DISBURSEMENTS

Manual Training.....	\$ 1,457.38
Teachers' Salaries.....	22,461.20
Janitors' Salaries.....	2,400.00
Janitors' Supplies.....	430.74
District Clerk.....	182.92
School Supplies.....	1,836.65
School Books.....	1,739.49
Repairs to Buildings and Grounds.....	2,057.30
Library .....	766.23
Printing .....	73.25
Incidentals .....	1,118.30
Fuel .....	1,796.56
Water Rents.....	204.36
Pianos and Repairs to Same.....	202.00
Lighting .....	167.39
Expressage .....	90.88
Lectures .....	52.05
Attendance Officer.....	200.00
Medical Inspection.....	244.28
Insurance .....	25.20
Interest on Bonds.....	5,910.00
	<hr/>
	\$43,416.18
Balance with Custodian.....	15,665.43
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\$59,081.61

## MANUAL TRAINING ACCOUNT

for

Eight Months Ending February 28th, 1913

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### RECEIPTS

Balance on hand June 30th, 1912.....	\$ 422.94
From District Tax.....	800.00
	<hr/>
	\$ 1,222.94
Deficit .....	234.44
	<hr/>
	\$ 1,457.38

### DISBURSEMENTS

For Teachers' Salaries.....	\$ 1,070.40
For Supplies.....	347.42
For New Equipment.....	39.56
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	\$ 1,457.38

The deficit is caused by the failure of the State Department to pay the appropriation for Manual Training for the years 1911-12, 1912-13, amounting to \$1,600.

## BUDGET 1913-1914

Teachers' Salaries.....	\$45,670.00	
Janitors' Salaries.....	3,780.00	
Janitors' Supplies.....	300.00	
District Clerk.....	400.00	
School Supplies.....	1,900.00	
School Books.....	1,700.00	
Repairs to Buildings and Property.....	2,000.00	
Grading Washington School Grounds.....	1,500.00	
Furniture .....	500.00	
Library .....	600.00	
Printing .....	250.00	
Medical Inspection.....	900.00	
Fuel .....	2,500.00	
Water Rent.....	300.00	
Pianos and Repairs to Same.....	250.00	
Lighting .....	325.00	
Expressage .....	125.00	
Lectures .....	100.00	
Manual Training and Domestic Science.....	1,300.00	
Incidentals .....	1,000.00	
		\$65,400.00
<b>Estimated Receipts from State 1913-1914</b>		
State School Tax and Appropriation.....	\$31,000.00	
Manual Training.....	1,300.00	
		\$32,300.00
Balance to be carried over, (estimated).....	\$ 6,600.00	
Total to be raised by Tax.....	26,500.00	
		\$65,400.00

The above amount of District Tax is  
divided as follows:

Current Expenses.....	\$21,200.00
Manual Training.....	1,300.00
Repairs to Buildings etc.....	2,000.00
Grading Washington School Grounds..	1,500.00
Furniture .....	500.00
	\$26,500.00

## SUPERVISORS and TEACHERS

John R. Beachler.....	Supervising Principal
Rosalie Ogle.....	Elementary Supervisor
Stella Hicks .....	Drawing and Construction
Frances R. Gould.....	Music and Gymnastics
Helen H. Jessup.....	Sewing and Cooking
Francis S. Collier.....	Manual Training
Ellen Nichols.....	Pianist
Daisy M. Enright.....	Librarian
Louise E. Booth.....	Clerk to Superintendent

### HIGH SCHOOL

L. P. Knapp, Principal.....	Mathematics
Vernon E. Fries.....	English
Agnes L. Kingsley.....	Latin
Gertrude Rafferty.....	German and French
Jonathan Force.....	Science
John R. Fritts.....	Commercial

### PARK SCHOOL

John S. Herron, Principal and.....	Grade VIII-Boys
Clara Hunter.....	Grade VIII-Girls
Eugene S. Bailey.....	Grade VII-A
Rodney J. Floyd.....	Grade VII-B
Rachael A. Plank.....	Grade VI
May M. Flannery.....	Grade V-A
Irene Anderson.....	Grade VI-B
Winifred M. Turner.....	Grade IV-A
Mabel V. Emmons.....	Grade IV-B
Anna A. Troy.....	Grade III-A
Helen Bainbridge.....	Grade III-B

## SUPERVISORS and TEACHERS, Continued

Nellie Doremus.....Grade II-A  
Bertha Blum.....Grade II-B  
Ethel B. Hallock.....Grade I-A.  
May Powers.....Grade I-B  
Kate C. Lambert.....Kindergarten

### YANTACAW SCHOOL

Alice J. Bickers, Principal and.....Grade VI  
Maria Baumgarten.....Grade V  
Ruby B. Swezey.....Grade IV  
Margaretta R. Williams.....Grade III  
Emma Shannon.....Grade II  
Carol F. Young.....Grade II-B and I-A  
Kate B. Haupin.....Grade I  
Katherine Conlon.....Kindergarten

### WASHINGTON SCHOOL

Susan F. Lockhart, Principal and.....Grade VI  
Florence E. Cooper.....Grade V  
Eva V. D. Philip.....Grade IV  
Marcella Simonds.....Grade III  
Jessie M. DeHart.....Grade II-A  
Bertha H. Robinson.....Grade II-B and I-A  
Katherine Milne.....Grade I-B  
Henrietta Jahn.....Grade I-C  
Frances R. Briggs.....Kindergarten  
Catherine Jackson.....Asst. Kindergarten

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

## ANNUAL REPORT OF THE LIBRARIAN

To the Board of Education:

Gentlemen:

It is with pleasure that I submit my second annual report, covering the activities of the Library for the year ending December 31, 1912.

During this period the growth of the library has been very rapid. The readers' registration list was increased by 337, making a total of approximately 1475 active borrowers. The total accessions for the year have been 676 volumes, which is 338 more than during the previous year. Of the 676 volumes accessioned, 306 have been gifts; 144 purchased with money received from fines; and the remainder were purchased from the regular library fund. The total number of volumes in actual use exceeds 3000. The library has subscribed to about 30 magazines and several others have been regularly sent in by various friends of the library. These periodicals, books of current interest and the convenience of the reading tables, have brought to the library 2317 readers for both pleasure and profit, a large increase over previous years before the tables were procured.

During the year the library has been open to the public 303 days and 152 evenings, with a total circulation of 14,469 averaging 48 per day. The greatest monthly circulation was that of November 1600 and the greatest daily circulation 111 on September 23. In 1911 the circulation was 9,012, showing an increase of 5,457 the past year. Through the courtesy of the Newark Library many of our patrons have been supplied with books and pictures that were not on our shelves.

The library is indebted to the Woman's Public School Auxiliary for its efforts in securing gifts of books, and to the local newspapers for their continued kindness in printing book lists and notices.

I wish to thank all friends of the library individually and collectively who by gifts and interest have helped to further its usefulness.

Respectfully submitted,

DAISY M. ENRIGHT,

Librarian

### FREE PUBLIC LECTURE COURSE

The free public lectures continue to grow in popularity. During the spring of 1912 a course of five lectures was given. The lecturers and subjects were:

The Yellowstone National Park, Dr. George B. Philhower.  
Mark Twain, Mr. Wm. H. Arnold.

The Brain, Dr. G. G. Yarrow.

Romance of Glass Making, Mr. Edgar H. Bostock.

The Passion Play of Oberammagau, Rev. Henry R. Rose.

For the present school year a course of eight was planned.

The lecturers and subjects were:

1912

Nov. 29 The Mammoth Cave of Kentucky, B. Ellsworth Call, PhD.

Dec. 13 An Evening in Birdland; Our Wild Song Birds,

Mr. Edward Avis

1913

Jan. 10 The Canadian Rockies, Mr. B. S. Comstock.

Jan. 24 The Real Tokio, Prof. M. C. Leonard

Feb. 7 The Panama Canal, Mr. Arthur B. Proal.

Feb. 21 The Yosemite Valley, Miss Mary V. Worstell.

Mar. 14 The Famous Songs of Many Lands, Mr. Lewis William  
Armstrong.

April Camping Out, Mr. James A. Cruikshank.

All of the lectures for the spring, 1912, course were illustrated by stereopticon except Dr. Yarrow's; and for that lecture Dr. Yarrow used charts, mannakins, etc.

All of the 1912-1913 lectures are illustrated by stereopticon except "The Famous Songs of Many Lands."

The local lecturers and Dr. Yarrow gave their services free and the thanks of the Board of Education and their pleased audiences are due these public spirited gentlemen.

This lecture course is intended primarily for adults, but children between ten and sixteen years of age are admitted if accompanied by adults.

The attendance and appreciation have encouraged the Board to continue this feature of its work.



## ANNUAL REPORT OF THE SUPERVISING PRINCIPAL

To the Board of Education and to the Citizens of Nutley, N. J.

Gentlemen:—I have the honor, as well as the pleasure, to submit herewith my third annual report. The main purpose of a published report is to acquaint those who maintain the schools with what is being done to provide an efficient education free to all. Few people visit the schools, and few know except in a general way whether the schools are or are not wisely financed and administered. Public opinion is based largely on what is said of the schools by individuals who often speak without full knowledge of the facts. That it is the aim to have the very best schools is a policy on which all are agreed; and to this end the Board of Education has been laboring most faithfully.

We have been growing so rapidly, that only those who have been actively interested in the managing and financing of the schools, have an intimate knowledge of the problems involved. The problem of providing ample school rooms for a rapidly growing municipality like ours, is one that calls for farsighted business management. The report of 1895 says, "We shall need to employ one additional teacher next year." Today we are compelled to employ annually two additional teachers.

By the Report	1895—The total number teachers employed.....	11
In	1913—The total number teachers employed....	47
Report	1895—Total number pupils in high school.....	29
In	1913—Total number pupils in high school....	127
Report	1895—Total number pupils enrolled in Elementary School.....	325
In	1913—Total number pupils enrolled in Elementary School.....	1196
Report	1895—The amount spent for textbooks was...	\$500
In	1913—The amount needed will be.....	\$1,600

### Modern Tendencies in Education

The report of last year stated briefly a few present day movements in education. The tendency today is to make teaching fit the need and capability of the individual child. That education is of most worth which can be applied. We have come to believe that a practical education produces increased income; and this in turn makes a higher plane of moral and civic living possible. There are so many inducements held out to mere children to withdraw from school, that some more definite restrictions will have to be adopted. It is safe to say that no normal child should be permitted to withdraw from school until he has acquired that mental and moral poise necessary to become a trustworthy guardian of these fundamental principles

of government as set forth in the preamble of the Constitution of the United States. Where force of circumstances compels children to go to work, then the State should provide ways and means, and should supervise both work and continuation study.

#### **Course of Study**

This idea of individual treatment of children has revolutionized the making of courses of study. It has faced about. It was comparatively easy to make a course of study for a type of child having certain intellectual and moral attainments, which existed nowhere except in the imagination; and then to push each child up through the course as far as possible, without giving much attention to the physical strength and mental potentiality. The schools of the country are now in this transitory stage. The progress is slow and hard. The grip of customs old is mighty firm. It is so comfortable to stay in the beaten path; and so easy to teach as we were taught.

It was this grip of custom that provoked Mr. T. W. Churchill, a prominent New York business man, to declare rather vigorously, "The first duty of most modern boards of education, as the parents' representative body, is to throw away half the requirements in the course. Our children are being overworked at the wrong kind of tasks. The school organizer has developed schools after the factory type. But a new schoolman has arisen here and there throughout the country who would ascertain whether a child of given age is trained in power of thought, execution, response and readiness belonging to his years."

Experts have defined education anew. They have re-established the aim and adopted new means. Prof. James says, "Education is for behavior; and habits are the stuff of which behavior consists." Dr. F. M. McMurray defines the scope of the course of study by saying, "Whatever cannot be shown to have a plain relation to some real need of life, whether aesthetic, ethical, or utilitarian in the narrower sense, must be dropped." Evidences of progress come from State Commissioner Kendall, who has had prepared syllabi outlining the new tendencies in education.

#### **The Problem of New School Buildings**

Any casual observer must have noticed the number of new residences springing up in every direction. This creates a demand for more schoolhouses.

The Enrollment for December 1910 was 1156

The Enrollment for December 1911 was 1242

The Enrollment for December 1912 was 1323

Figuring the actual cost of school house construction from the increase in school enrollment, it shows that Nutley must

provide for new school rooms at the rate of \$10,000 annually. Or, to state the same fact another way, it means, at the present rate of increasing population, one new school building having the capacity of the Washington school every five years.

#### **Maximum Efficiency with a Minimum Expenditure**

To secure these two results in the problem of schoolhouse construction, these two divisions of groups of school organization should be adopted.

(a) Buildings of a specific type should be planned to house the primary and intermediate schools, which should consist of the kindergarten and grades 1, 2, 3, 4, 5 and 6. These buildings should be located near the people, easy of access, in a quiet zone off the main lines of traffic, and surrounded with large play grounds.

When the people fully realize that more than one half of all the youths leave school before completing the sixth grade, the wisdom of such school organization will be seen. When they also realize the great dangers to the stability of a Republic whose very life depends upon the intelligence of the ballot, then will the State demand of all normal youths the completion of the course of study of at least the first six grades in the elementary school.

(b) A separate building likewise specifically planned for grammar grades and high school where grades 7, 8, 9, 10, 11 and 12 could be centralized. Larger cities are making two divisions of this group as follows: Junior High School for grades 7, 8 and 9; and a Senior High School for grades 10, 11 and 12.

The dividing of the twelve years work into equal parts is known as the Six-and-Six plan. The Six-and-Six plan provides against the duplication of much expensive apparatus. It reduces both the cost of maintenance and the cost of teaching; while on the other hand it increases the teaching efficiency by centralizing the work and placing each department under the instruction of a specialist.

#### **Closer Correlation of Grammar School and High School**

These two schools were organized separately and independently of each other. For a long time they were under separate management. Only quite recently have they been placed under the same control and maintained from a common fund. For a long time the elementary school was the only one maintained by a municipality. It was therefore a complete school, built from the bottom up. Later a high school was established; but it did not begin where the elementary school left off. Its or-

ganization began at the college entrance requirement and projected itself downward. In educational sequence, the two are as yet not properly correlated and adjusted.

### **Night School**

Germany has abandoned night schools for the reason that she has demonstrated that a boy or girl who has worked all day is in no physical or mental condition to profit by night school. Only those who are endowed with unusual physical strength and mental energy can, after a hard day's work, attend school nights and benefit thereby. Dr. W. H. Maxwell, Superintendent of Schools, New York, says that evening schools for child workers under 18 years of age are a gigantic blunder. They rob youth of rightful privileges and stunt its mental and physical growth.

If there are night schools they should be open to adults alone. For those youths who are compelled to contribute to the support of the family or themselves, provision should be made whereby they could divide the day between work and study.

There is ample evidence to prove the enormous good which properly planned night schools have done for adults whose daily struggles for a livelihood leave them only the evening as a last opportunity to secure an education. But unless the admission to night classes is carefully guarded and restricted, such a school merely subtracts so much service from the day school and adds an additional expense. To those parents who desire to barter their children's time for a cash value the night school serves only as an excuse for an education, and leads them into the temptation.

### **Criticism and Social Unrest**

During the past few years society has been active in its criticism of all its institutions, including government, church, home, business and the school. Some of this criticism has been just, but most of it unjust and imaginary. Notwithstanding the imperfection of the schools, which none knows better than the educators themselves, they are, taken the country over, better and more efficient today than they have ever been in the past. The schools, as other institutions, reflect but the will of the people. They are therefore the most democratic of all our institutions. The public mind may make a mistake; but it is just as ready to correct the error.

But criticism of our public institutions, including the public schools, is to most thinkers a sign of life. Only the cemetery sends up no cry of distress or registers no complaint. All men, and especially educators, who have a worthy cause at heart, welcome honest criticism. But in the last analysis let it ever be remembered that co-operation is as essential to success as agitation and criticism.

Respectfully submitted,

J. R. BEACHLER