

# ANNUAL REPORT

OF THE

## NUTLEY PUBLIC S C H O O L S

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BOARD OF EDUCATION  
NUTLEY, NEW JERSEY

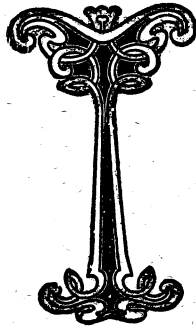
1914

# ANNUAL REPORT

OF THE

## NUTLEY PUBLIC S C H O O L S

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BOARD OF EDUCATION  
NUTLEY, NEW JERSEY  
1914

THE NUTLEY SUN

**BOARD OF EDUCATION****1913-1914****OFFICERS**

**RICHARD W. BOOTH**  
**FRANK T. SHEPARD**  
**MORRIS B. ROSENSTOCK**

President,  
 Vice-President,  
 District Clerk.

**MEMBERS**

	Term Expires.
Richard W. Booth .....	1914.
John M. Sattler .....	1914
Frank T. Shepard .....	1914
Henry T. Dakin .....	1915
William J. Kinsley .....	1915
Wm. Hinckley Mitchell .....	1915
Almon G. Calkins .....	1916
Gertrude M. Little .....	1916
William Longfelder .....	1916

**STANDING COMMITTEES****Finance**

Almon G. Calkins                      Henry T. Dakin                      William Longfelder

**Teachers**

William Hinckley Mitchell              Frank T. Shepard              Gertrude M. Little

**Curriculum**

Wm. J. Kinsley                      Gertrude M. Little                      John M. Sattler

**Buildings and Property**

John M. Sattler                      Wm. Hinckley Mitchell                      Henry T. Dakin

**Rules and Regulations**

Henry T. Dakin                      Wm. Longfelder                      Almon G. Calkins

**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—1914

**SCHOOL SESSIONS****High School Department**

8:15 A. M. to 1:10 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 3:00 P. M.

**Kindergarten**

9 A. M. to 12 M.

**CALENDAR****1913-1914****1913**

- Sept. 6, Saturday—Teachers' Meeting, Preliminary to the opening of school.  
 Sept. 8, Monday—Fall term begins. Registration. Examinations for all who have conditions to remove.  
 Nov. 4, Tuesday—Election Day, Holiday.  
 Nov. 26, Wednesday—Patriotic Exercises.  
 Nov. 27-28, Thursday and Friday—Thanksgiving Holidays.  
 Dec. 19, Friday—Fall term ends.

**Christmas Holidays.****1914**

- Jan. 5, Monday—Winter term begins.  
 Feb 11, Wednesday—Patriotic Exercises.  
 Feb. 12, Thursday—Lincoln's Birthday, Holiday.  
 Feb. 20, Friday—Patriotic Exercises.  
 Feb. 23, Monday—Washington's Birthday, Holiday.  
 April 9, Thursday—Winter Term ends.

**Easter Vacation**

- April 20, Monday—Spring term begins.  
 May 29, Friday—Patriotic Exercises.

June 6, Saturday—Annual field meet.

June 17, Wednesday—H. S. Final Examinations begin.

June 25, Thursday—H. S. Commencement Exercises.

June 26, Friday—Spring term ends. Final Scholarship Reports.

Sept. 9, Wednesday—Fall Term begins.

Total number days of school according to the above—189.

### SUPPLEMENTARY STATEMENT

for

Four Months Ending June 30th 1913.

#### RECEIPTS.

Balance on hand March 1st, 1913 .....		\$15,665.43
From State Railroad Tax .....	\$ 9,705.64	
From State Manual Training .....	1,600.00	
Interest on Custodians' Balance .....	124.64	
All other Sources .....	21.25	11,451.53
		<hr/>
		\$27,116.96

#### DISBURSEMENTS.

Manual Training .....	\$ 846.33	
Teachers Salaries .....	15,112.40	
Janitors Salaries .....	1,200.00	
Janitors Supplies .....	108.74	
District Clerk .....	183.31	
Repairs to Buildings and Property .....	1,750.89	
Library .....	373.69	
Interest on Bonds .....	860.00	
Current Expense .....	1,002.55	
	<hr/>	
	\$21,437.91	
Balance with Custodian .....	5,679.05	\$27,116.96

**BUILDINGS AND PROPERTY ACCOUNT****FOR****EIGHT MONTHS ENDING FEBRUARY 28th 1914.****RECEIPTS.**

Balance on hand June 30th 1913 .....	\$ 788.09
From District Tax .....	4,000.00
	<u>\$4,788.09</u>

**DISBURSEMENTS.**

Repairs .....	3,288.19	
Grading Washington School Grounds .....	1,028.99	
Furniture .....	99.55	
Park Drive .....	1,200.00	5,616.73
	<u></u>	
Overdraft .....		\$ 828.64

**MANUAL TRAINING ACCOUNT****FOR****Eight Months Ending February 28th 1914.****RECEIPTS**

Balance on hand June 30th, 1913 .....	\$ 519.23	
From District Tax .....	1,300.00	
From State 1911-12, 1912-13 .....	1,600.00	\$ 3,419.23

**DISBURSEMENTS.**

For Teachers Salaries .....	\$ 1,744.05	
For Supplies .....	525.12	
For New Equipment .....	41.28	
	<u>2,310.45</u>	
Balance with Custodian .....	1,108.78	

**\$3,419.23**

**BALANCE SHEET**

as of

**FEBRUARY 28th 1914.****ASSETS.**

Cash in hands of Custodian .....	\$ 23,643.04	
Park School and Grounds .....	125,000.00	
Permanent Improvements .....	1,820.70	
Furniture, Books, Works of Art .....	11,000.00	
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 .....	62,056.98	
Yantacaw School and Grounds .....	32,500.00	\$289,020.72

**LIABILITIES.**

Park Hall Bonds due in 1914 .....	\$ 8,000.00	
Yantacaw Bonds due in 1914 .....	28,000.00	
Park School Bonds due in 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 .....	126,020.72	\$289,020.72

**INSURANCE ON SCHOOL PROPERTY.**

	<b>Buildings</b>	<b>Contents</b>
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
Totals .....	\$142,000.00	\$ 6,300.00



## FINANCIAL STATEMENT

## FOR

EIGHT MONTHS ENDING FEBRUARY 28th 1914.

## RECEIPTS

Balance on hand June 30th 1913 .....		\$ 5,679.05
From State, Railroad Tax 1911 .....	\$10,636.87	
From State to reduce School Tax .....	360.57	
From State \$250,000 School Fund .....	769.03	
From State 90% School Tax .....	21,735.69	
From State 10% School Tax .....	1,944.50	35,446.66
From District Tax .....	26,500.00	
From District for Interest on Bonds .....	6,770.00	33,270.00
From Tuition .....	150.00	
From All other Sources .....	5.05	155.05
		<u>\$74,550.76</u>

## DISBURSEMENTS.

Manual Training .....	\$ 2,310.45	
Teachers Salaries .....	25,410.69	
Janitors Salaries .....	2,738.00	
Janitors Supplies .....	331.12	
District Clerk .....	228.41	
School Supplies .....	1,774.05	
School Books .....	1,863.65	
Repairs to Buildings and Grounds .....	5,616.73	
Library .....	437.55	
Printing .....	74.25	
Incidentals .....	1,035.55	
Fuel .....	1,989.16	
Water Rents .....	157.62	
Pianos and Repairs to same .....	4.00	
Lighting .....	237.86	
Expressage .....	98.01	
Lectures .....	115.50	
Medical Inspection .....	542.17	
Insurance .....	32.95	
Interest on Bonds .....	5,910.00	\$50,907.72
	<u>\$50,907.72</u>	
Balance with Custodian .....	23,643.04	74,550.76

# ANNUAL REPORT OF THE NUTLEY PUBLIC SCHOOLS

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## BUDGET, 1913-1914.

Teachers Salaries .....	<del>2</del> 58000	\$52,350.00	
Janitors Salaries .....	4620	4,620.00	
Janitors Supplies .....	550	400.00	
District Clerk .....		500.00	
School Supplies .....		2,000.00	
School Books .....		1,900.00	
Repairs to Buildings and Property .....		4,900.00	
Library .....		50.00	
Printing .....		250.00	
Medical Inspection .....		1,200.00	
Fuel .....		2,750.00	
Water Rents .....		350.00	} 700
Light and Power .....		350.00	
Expressage .....		125.00	
Lectures .....		150.00	
Manual Training and Domestic Science .....		1,100.00	
Incidentals .....		1,000.00	
Insurance .....		800.00	
Fire Escapes .....		2,500.00	\$77,295.00

## Estimated Receipts from State 1913-1914.

State School Tax and Appropriation .....	32,500.00	
State for Manual Training .....	1,100.00	33,600.00
Total to be raised by tax .....		43,695.00
		\$77,295.00

The above amount of District Tax is divided as follows:

Current Expenses .....	\$35,195.00	
Manual Training .....	1,100.00	
Repairs to Buildings, etc. ....	2,500.00	
Grading, planting & seeding Washington School grounds .....	400.00	
Furniture .....	300.00	
Pianos .....	500.00	
Reimbursement for outlay for Park Drive .....	1,200.00	
Fire Escapes .....	2,500.00	\$43,695.00
		\$43,695.00

1913-1914.

## SUPERVISORS AND SPECIAL ASSISTANTS

J. R. Beachler, M. A. Columbia .....	Supervising Principal
Stella Hicks, Pratt Institute .....	Drawing
Frances R. Gould, B. S. Columbia .....	Music
Daisy M. Enright, Ph. B. Vermont .....	Librarian, August, 1913
Irene C. Phillips, Pratt Institute .....	Librarian
Margery Bedell .....	Assistant Librarian
Ellen Nichols .....	Pianist
Elizabeth Mutch .....	Clerk to Superintendent

## PRE-VOCATIONAL

Francis S. Collier, New Paltz .....	Manual Training
Helen H. Jessup, B. S. Columbia .....	Domestic Science
Dean P. Otis, B. S. Dartmouth .....	Academic

## HIGH SCHOOL

L. P. Knapp, A. B. Colby .....	Principal and Mathematics
Vernon E. Fries, A. B. Otterbein .....	English
Clara A. Scott, A. B. Columbia .....	Latin
Gertrude Raftery, A. B. St. Lawrence .....	German and French
Eliza C. Curtis, Potsdam .....	Commercial
Jonathan Force, B. S. Columbia .....	Science
L. E. Garwood, M. A. Wisconsin .....	History

## PARK SCHOOL

John S. Herron, Trenton .....	Principal
D. F. Guiney, Potsdam .....	Grade VIII—Boys
Edna Jones, A. B. Barnard .....	Grade VIII—Girls
Curtis E. Parish, Geneseo .....	Grade VII—A
Marguerite E. Lougee, A. B. Bates .....	Grade VII—B
Ina F. Geele, Gorham .....	Grade VI
Mabel V. Emmons, Trenton .....	Grade V—A
Dorothy Greenwood, A. B. Columbia .....	Grade V—B
Winifred M. Turner, Oswego .....	Grade IV—A
Anna M. Swain, Trenton .....	Grade IV—B
Anna A. Troy, Trenton .....	Grade III—A
Helen Bainbridge, L. Fisher Tr. School .....	Grade III—B
Nellie Doremus A. B. Smith .....	Grade II—A
Bertha Blum, Trenton .....	Grade II—B
Ethel B. Hallock, Mansfield .....	Grade I—A
May Powers, Geneseo .....	Grade 1—B
Anita Hubschmitt, Paterson Tr. School .....	Grade I—C
Kate C. Lambert, Teachers' College .....	Kindergarten

## YANTACAW SCHOOL

Alice J. Bickers, Fredonia .....	Principal
Ethel Dickinson, Cortland .....	Grade VI
Teresa C. Curran, Plymouth .....	Grade V
Ruby B. Swezey, Geneseo .....	Grade IV
Louise Kurtz, Montclair .....	Grade III
Emma Shannon, Fredonia .....	Grade II
Carol F. Young, Trenton .....	Grade II
Kate B. Haupin, Cortland .....	Grade II
Katherine Conlon, Teachers' College .....	Kindergarten

## WASHINGTON SCHOOL.

Susan F. Lockhart, Albany .....	Principal
A. Helene Robinson, Trenton .....	Grade VI
Florence E. Cooper, A. B. Smith .....	Grade V
Eva V. D. Philip, Montclair .....	Grade IV
Marcella M. Simonds, Potsdam .....	Grade III
Robertta L. Tupper, A. B. New York .....	Grade II—A
Bertha Robinson, Trenton .....	Grade II—B
Katherine Milne, Trenton .....	Grade I
Henrietta M. Jahn, Montclair .....	Grade I
E. Frances Briggs, Ethical Culture .....	Kindergarten
Katherine Jackson, L. Wheelock Tr. School .....	Assistant Kindergarten
Dr. A. F. Jackson .....	Medical Inspector
Laura S. Persch .....	School Nurse
Wright Sutcliffe .....	Attendance Officer
Frederick E. Mohrmann, New York .....	Physical Director

### FREE PUBLIC LECTURES.

The Free Public Lecture Course conducted by the Board has maintained its popularity during the past season and good audiences have been in attendance, except on one occasion, when there were conflicting entertainments.

The audiences have expressed appreciation of all the lectures in this year's course and have found them uniformly good; and at the last lecture, by unanimous vote, the audience requested the Board to continue the lecture course feature.

The course for 1913-14 was as follows:

1913.

Nov. 28.—The Dangers and Difficulties of Professional Field Photography,  
By E. A. Reed of Underwood & Underwood.

Dec. 12.—The Colorado River and Its Canons, By Miss Mary V. Worstell.

1914.

Jan. 9.—Afoot in Switzerland, By James A. Cruikshank.

Jan. 16.—The Songs of the British Isles, By Lewis W. Armstrong.

Jan. 30.—Everywhere with Lincoln, By Rev. Henry R. Rose.

Feb. 13.—A Trip Abroad and Economy of Travel, By Chas. Rollinson.

All of these lectures were illustrated by stereopticon except Mr. Armstrong's and he sang songs that fitted his descriptions.

Our citizens are urged to keep the first announcement with dates so as to obviate the necessity for so many advertisements of the individual lectures. The money spent for advertising could be better spent by adding two more lectures to the course.

These lectures are maintained primarily for adults but occasionally there is a subject that appeals to children. Whenever children under sixteen attend, they should be accompanied by adults.

WM. J. KINSLEY,  
Lecture Committee.

### THE STATE FEDERATION OF DISTRICT BOARDS OF EDUCATION OF NEW JERSEY

With 462 Boards of Education in the State, a state organization for the public school system, and state organizations for public school teachers, it seemed reasonable that there should be a state organization for Boards of Education for conferences relative to their problems. With this idea in mind, this federation was organized in December, 1912. The Nutley Board joined in the spring of 1913. At the meeting of the federation held in Trenton, February 7, 1914, the secretary reported 114 Boards of Education as members, and every county in the state represented. It remained for Montclair and Nutley to send women representatives.

Respectfully submitted,

GERTRUDE M. LITTLE,

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### ANNUAL REPORT OF THE LIBRARIAN.

To the Board of Education:

It is with pleasure that I present to you the third annual report of the library for the year ending December 31st, 1913.

It is peculiarly gratifying to note in this, the final report of the Public School Library, an increase in every phase of the library's activities. The growth of the public interest argues well for the future of the Free Public Library into which the Public School Library was merged on January 1st, 1914.

The library has been open for the circulation of books 303 days and 151 evenings. There were issued 16,758 volumes, an increase of 2,289 over the circulation for 1912. During the year 401 names were added to the registration list, making the total number of borrowers 2,151, which is approximately 33 per cent. of the population. There were 274 books purchased during the year, about equally divided between fiction and non-fiction. More than 30 magazines and 4 newspapers are subscribed to by the library. Each month has seen an increasing number of readers at the library tables. The total number of those who availed themselves of this privilege during the year was 3,659. Collections of graded books have been placed in the Yantacaw and Washington Schools, from whence they are circulated among the pupils.

Thanks are due the many friends who have so generously remembered the library in the matter of gifts; also, the local newspapers which have helped to keep it before the public.

Respectfully submitted,

IRENE C. PHILLIPS, Librarian.

### THE PENNY PROVIDENT SAVINGS.

The Penny Provident system of Savings was introduced into our schools as an experiment in February, 1909, by Mrs. A. B. Proal. To purchase the equipment necessary for the work, five of the members of the Women's Auxiliary loaned the sum of \$25 each. The equipment consists of stamps of different denominations, books, envelopes and cards. The stamps are received on an equal deposit of money from the Penny Provident Fund of New York. The books, cards, and envelopes are given gratuitously by that organization. The Bank of Nutley agreed to accept all checks and to help promote the work. Two women were assigned to each school to make collections once each week. The principals and teachers explain to the children why they should become depositors; they also instruct them in the art and practice of economy.

In October, 1910, the Woman's Auxiliary appointed Mrs. Proal chairman and treasurer of the fund, and Mrs. Douglas, Mrs. Livingston, Mrs. Arnold and Mrs. Morss as a committee to assist her. The Auxiliary advanced the sum of \$100.00, which later was advanced to \$115.00, and this year to \$150.00 and a permanent station was opened in each of the schools. In 1911, after rendering valuable service Mrs. Proal resigned, and was succeeded by Mrs. Catherine P. Morss, the results of whose efforts reflects the enthusiasm she is putting into this work. Each year there has been an increase in the amounts saved, as the report below will show:

Feb. to June, 1909.....	\$ 333.69
Oct. to May, 1909-1910 .....	379.36
Oct. to May, 1910-1911.....	577.30
Oct to May, 1911-1912.....	681.24
Oct. to May, 1912-1913.....	819.43
Oct. to Jan. 31, 1913-1914.....	521.42
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Total savings .....	\$3,312.44

Through this work our children have been taught how to bank money, how and why interest is paid, and to draw and sign checks. It is the object of this work to encourage our children in habits of thrift and judicious economy. The high cost of living of the past few years has taught this to many men and women but these men and women have not awakened to the realization that the value of the penny and the nickle should be taught to their children. Also that there is a joy in having money for some specific purpose. This is now a necessary part of the education of a child. Those who have made a study of this project think it would be well if an Act were passed by the New Jersey Legislature (as has been done in Massachusetts) to provide for the compulsory instruction in thrift in the public schools.

### INSTRUCTION IN ART.

Many have the desire, but few may enjoy the privilege of visiting the great art galleries of the world to study in the original that remarkable period of the world's history as portrayed on the canvas by the master artists. During the year interested persons have brought to the local schools valuable contributions to the study of art; an appreciation of which we hereby acknowledge.

Under the auspices of the Woman's Public School Auxiliary an art exhibit, secured from a Boston Art Collection was held in the Park School auditorium. Admission tickets were sold by the children. All school children were admitted free. The amount realized was \$116, which was invested in pictures for the schools; twenty-one in all were purchased. These were framed by the Board of Education.

Mrs. Gertrude Weld Arnold has prepared an instructive as well as a very entertaining talk on art, illustrated by some seventy lantern slides, for the school children. The subject is "Portraits of Children by the Great Masters." The talk is being given to groups of about forty children and will continue twice weekly until all children in all the schools will have heard it. The interest shown by the children is very gratifying.



## SCHOOL SURVEY

Authorized by the Board of Education at its regular meeting, **January 27, 1914.**

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

This is the age in which the community ideal is uppermost. By this is meant the idea that our governments, our common councils, our churches and our schools exist not for any individual or group of individuals but that they are only performing their proper functions when they serve the entire community all the time. Nowhere has this community ideal found greater support than among progressive schoolmen and boards of education. Any school which does not serve all of the legitimate needs of the community, in so far as it is economically consistent so to do, is not considered efficient, and efficiency is the magic word of the twentieth century.

A study of municipal conditions shows that almost universally the one mistake which caused the greatest economic waste and lasting inconvenience was a policy which provided only for the present and gave little or no consideration for the future. Nutley has reached both the critical point in her development and the acme of her opportunity. The density of population in proportion to area, is rapidly approaching that point where any attempt to bring about ideal school conditions would be quite expensive if not impossible if not acted upon now. Our close proximity to so many dense centers of population is bound to force upon us a very rapid growth whether we wish it or not.

Therefore—An efficient policy of public school expansion should be tested by such economic principles as will return the greater service to all the people, both now and in the years to come.

### LINES OF INVESTIGATION.

- I. Educational Needs.
- II. Geographical conditions and real estate developments.
- III. A sociological study of the people served.
- IV. Recapitulation, deductions, and conclusions.

#### Topic I—Educational Needs.

##### A. Administration.

##### 1. Organization of school units.

- (a) Group I—Elementary—Kindergarten, Grades, 1—6. Rudimentary, fundamentals, humanizing, mandatory.

It is imperative, for the State's welfare and for the perpetuity of our American democracy, that the completion of the first six years (Grades 1—6) of the elementary course of study, or its equivalent, be made mandatory for all normal children, in order

to become trustworthy guardians of the sacredness of the ballot. To make this aim easiest to achieve, this type of schools should be located out near the people.

- (b) Group II—Junior High—Grades 7, 8, 9. Academic, commercial, and vocational courses. Experimental. Laboratory. The Pathfinder School.

The Junior High School should be the pathfinder school. It should offer three highly differentiated courses of study: academic, commercial and vocational; by means of which the boys and girls may discover themselves, and may come into the full possession of their talented inheritance; and whereby they may qualify to enter upon that particular lifework for which they are best adapted.

#### The Vocational School

The vocational school must go one step farther. It must supervise the employment and hold on to the employees until they are fairly well established. It must eliminate the blind-alleys into which so many boys are enticed for the sake of that first dollar. The public will be imposed upon by unskilled and vagabond workmen, so long as it does not provide adequately for instruction in the manual arts.

- (c) Group III—Senior High—Grades 10, 11, 12. Professional, specialization, and concentration express the aim of this school.

By the time pupils reach the Senior High School, they will have rather definitely decided upon their lifework, and consequently will be able to choose their courses of study with a specific end in view. When high school students have once answered the question of their lifework, then does school life become real, earnest, and studious. Concentration is impossible so long as that question remains unanswered.

There may be those who do not favor the Senior High School; and these can produce two very effective arguments; viz., the small part of the school population that reaches this school, and the increased per capita cost. But, two points must not be overlooked;

(a) That the leadership of the country, for the most part, comes from the young men and women who continue their education through if not beyond the high school. The multitude whether organized for reform, for defense, or for industrial purposes, is helpless without wisely directed leaders.

(b) That the burden of public taxation falls heaviest on those who send their children through the high school. Why should these not enjoy that which they give so generously to others?

### Use of the Three Group Plan.

#### B. The three group organization based on school attendance.

The three group organization is especially recommended and designed to overcome these conditions which are found in the two group organization; viz, eight years elementary and four years high school.

1. More than fifty per cent. of the pupils never enter the seventh grade. This condition would not exist if more vocational work was provided.
2. Eighty per cent. of the pupils entering the seventh complete the eighth grade. These would probably remain in school one year longer under the three group plan.
3. The wide gap between the eighth grade and the first year high school. Under the new plan there would be no gap here.
4. The great loss of pupils between the eighth and ninth grades. This is caused by the lack of correlation of practical academic subjects and the entirely different organization of the elementary school and the high school.
5. Of all the pupils in the high school, 43 per cent. are enrolled in the first year; 26 per cent. in the second; 18 per cent. in the third and 13 per cent. in the fourth. (U. S. Commissioner's Report). The idea about which the high school is organized, is based on the theory that all the high school pupils are going to college. Statistics show this to be a very mistaken notion.

#### C. Location of Units.

1. Group 1. (a) Small schools containing about eight classrooms, large kindergarten, teachers' room, room for medical inspection, and bath. When the second half of the unit is constructed it should include an auditorium. The complete building erected in two, six, or eight classroom units, as increased population demands, located out near the people, away from the main thoroughfares, mills, trolley lines, and noise.
- (b) That the number of non-teaching principals is sufficient for a number of years to come; and as more buildings are erected, place two buildings under the jurisdiction of the same supervisor.
2. Groups II and III centralized at or near the geographical center.
- (a) Reasons.
  - (1) Finer classification.
  - (2) Greater differentiation of courses of study.
  - (3) To provide for highly specialized supervision.
  - (4) Attract a higher grade of teachers.
  - (5) Unit equipments in laboratories, commercial, vocational and trades, and libraries.
  - (6) Economy in maintenance.
  - (7) Athletic activities and athletic grounds and gymnasium.
  - (8) Segregation of groups having similar social interests. The chil-

dren too readily imitate the foibles of older pupils. Groups II and III could be combined in one building to better advantage than Groups I and II.

(9) The central school should be located about the civic center; should be equipped with complete gymnasium and spacious auditorium and made the social center for the general activities of the town.

(10) The Junior and the Senior High Schools should be located near the Public Library.

#### More Buildings Needed at Once.

#### D. Immediate Need of School Buildings.

1. The immediate need is for a six or an eight class-room building (the first half of the complete unit) of the type of Group I. (Kindergarten and grades 1—6.)
2. The next building to be erected should be of the type of Group III. This building should contain a complete equipment of laboratories, a complete commercial department, a complete equipment for the mechanical and industrial arts (to be used by pupils attending the Junior High School of Group II.) It should also contain a complete gymnasium and an ample auditorium. This building should be located about the civic center and should be the center of civic and social activities of the whole town.
3. Playgrounds. The playground is becoming an indispensable factor in education and cannot be overlooked. The playground should contain four acres; and the minimum size should be not less than three acres. To be morally and physically strong, children must be lifted off the street and out of the alley and given a suitable place to play. The parks do not provide adequately for the children. They want to play where they feel a welcome; where no "keep off the grass" signs are warning. The school playground is the logical place and it must be kept open the entire year and supervised play provided.

#### E. Standardization of school buildings.

1. All future buildings should conform to a unified plan adopted for each group. The Board should employ its own consulting architect.

#### Classification on Sociological Basis

#### Topic II—Sociological conditions.

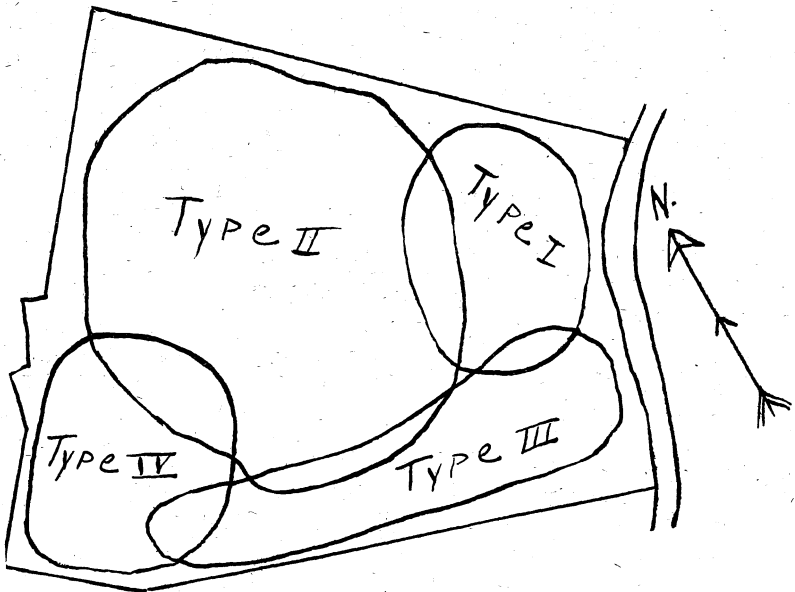
(In no sense does this report mean to convey the idea of classifying people as to qualities expressed by good, better and best.) Efficient education must adapt itself to the needs of all the people; and the method of instruction and the selection of subject matter must vary within the same system as the types of people within the school district vary. Instruction must begin with the child where he is and as he is; and from this point "train him in the way he should go, and he will not depart therefrom." Educational leadership must never become so blind that it does not see that all children are not going in the same direction.

This brings us to the consideration of four general types of our population, each having a somewhat different ancestral background, which must be considered in the general educational scheme.

A. Types.

1. Those who pay for the financial support of the public schools but educate their children in the private schools. What provision has the public failed to make for these?
2. Those who thoroughly believe in the efficacy of the public schools, who willingly contribute to their support, and who send their children through the school or as far as they are physically able.
3. Those who feel the need of public schools, appreciate the opportunities provided, and establish themselves in colonies which condition makes it easy for them to hang on to their traditions. Only a few of these will complete more than the Elementary and the Junior High school.
4. A fourth type, sober, serious and industrious who love America because it is a good place to work into the ownership of a modest little home, and whose children are to contribute to that end as soon as their services have an earning value. Only a few of these will complete more than the first six grades of the elementary school.

MAP SHOWING DISTRIBUTION OF POPULATION.



B. Distribution of School Enrollment According to Nationality. (See chart below.)

School	Grades	American	Foreign	Colored	Total
Yantacaw .....	1 to 6	282	3	3	288
Park .....	1 to 6	338	229	11	578
Washington .....	1 to 6	152	184	24	360
Grammar .....	7 and 8	134	11	2	147
High School .....	9-10-11-12	124	4	1	129

C. The price of real estate and the selection of population.

1. The size of the lots varies inversely as the supply of school population.
2. The large lot, single house, few children; the small lot, double house or apartment, many children.

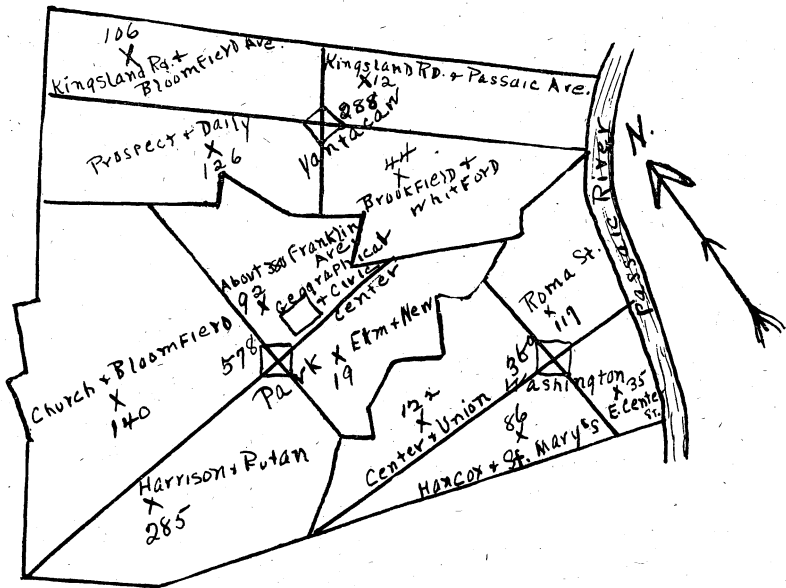
D. Recommendations.

1. The erection of small school buildings for kindergarten and grades 1 to 6, out near the people for the different types represented. This plan will more nearly provide for all types according to their specific needs.
2. Vary the instruction and course of study to meet the needs of the types of people served.
3. Centralize in the Park School all the pupils of grades 7, 8 and 9; and offer three distinctly differentiated courses of study.
4. Erect a modern and fully equipped high school building that will appeal to all the people.

#### Effect of Geographical Conditions

Topic III—Geographical Conditions.

- A. The geographical center of the school district is near the northeast corner of the Park School campus.
- B. The civic center of the town is about the Park School campus which contains about 13 acres. On this campus is the finest natural athletic field in the State, the Park Elementary and High School, ample grounds for a new high school building, the Free Public Library, the town hall and post office.
- C. The map below shows the center of school population for each district on February 4th, 1914.



(The facts of the above map are deduced from another map drawn on a much larger scale which locates the residence of each child attending school in all the kindergartens and grades 1-2-3-4-5-6. This map is on file in the office of the superintendent of schools.)

D. This map shows—

1. Washington School District.

- (a) That the distribution of school population about the Washington school building is comparatively evenly divided.
- (b) That the distance in the westerly part of the district is out of proportion when compared to the distance in the other directions; and that the children residing in this part should be transferred to some nearer school.

2. Yantacaw School District.

- (a) That the distribution of school population about the Yantacaw school building is very unevenly balanced.
- (b) That the pressure of school population is strong from the north-west; and that it is none too soon to secure a school site in that direction now.

3. Park School District.

- (a) That the distribution of school population about the Park School building is very unevenly balanced.

- (b) That a number of pupils now attending the Washington school, rightfully belong to the Park school district.
- (c) That the Park school is very much over-crowded.
- (d) That the high school is poorly and inadequately housed in the Park school building.
- (e) That the pressure of school population is very strong from the west.
- (f) That the distance west of the Park school building is 3—3-5 times farther than the distance south, east, and northeast of it.
- (g) That 425 pupils live west of the school, to 111 that reside east of it.
- (h) That a new building of the type of Group I (Kindergarten and Grades 1-6) is needed in the western part of this district now.

#### What Is Shown By Survey

##### Topic IV—Recapitulation.

1. Organization of school units according to the following plan.
  - (a) Group I—Kindergarten and Grades 1, 2, 3, 4, 5, 6, Elementary.  
Located out near the people.
  - (b) Group II—Grades 7, 8, 9.  
Junior High School.  
Located at the geographical center.  
(In the Park School Building.)
  - (c) Group III—Grades 10, 11, 12.  
Senior High School.  
Located at the geographical center and about the civic center.  
(On the Park School campus.)
2. Secure a site for a school of Group I in the northwestern part of the Yantacaw District.
3. Make provision for the erection of a modern high school for Group III on the Park School campus.
4. Erect a school building of Group I type in the western part of the Park district now.

Respectfully submitted,

J. R. BEACHLER,  
Supt. of Schools.