

Annual Report

of the

Nutley Public S c h o o l s



Board of Education
Nutley, New Jersey
1916

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THE NUTLEY SUN.

Board of Education

1915-1916

OFFICERS

RICHARD W. BOOTH.....	President
MARION L. LEWIS.....	Vice-President
MORRIS B. ROSENSTOCK.....	District Clerk

MEMBERS

	Term Expires
Almon G. Calkins.....	1916
Gertrude M. Little.....	1916
Nils. O. Lindstrom.....	1916
Richard W. Booth.....	1917
John M. Sattler.....	1917
Marion L. Lewis.....	1917
Horatio W. St. John.....	1918
Edward M. Cone.....	1918
William C. Slavik.....	1918

STANDING COMMITTEES

Finance

Almon G. Calkins	Ed. M. Cone	Wm. C. Slavik
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Teachers

Marion L. Lewis	Gertrude M. Little	Nils O. Lindstrom
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Curriculum

Gertrude M. Little	H. W. St. John	Marion L. Lewis
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Buildings and Property

John M. Sattler	H. W. St. John	Nils O. Lindstrom
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Rules and Regulations

Wm. C. Slavik	Gertrude M. Little	Almon G. Calkins
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Regular Meetings

Fourth Tuesday of each month, Board Room, Park School, 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—1901
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—1916

SCHOOL SESSIONS

High School Department

8.45 to 11.45 A. M. 1.00 to 3.15 P. M.

Grammar Department—Grades 7-8

8.45 to 11.45 A. M. 1.15 to 3.15 P. M.

Intermediate Department—Grades 3, 4, 5, 6

9.00 to 11.45 A. M. 1.15 to 3.15 P. M.

Primary-Kindergarten Department—Kdg. and Grades 1-2

9.00 to 11.30 A. M. 1.15 to 3.00 P. M.

CALENDAR

1915—September 13, Monday, Schools open after summer vacation.
 October 12, Tuesday, Columbus Day, Legal Holiday.
 November 2, Tuesday, Election Day, Legal Holiday.
 November 25, Thursday, Thanksgiving Day, Legal Holiday.
 November 26, Friday, Schools closed by order of Board of Education.
 December 23, Thursday, 3.00 P. M., Schools close for Christmas vacation.
 1916—January 3, Monday, 8.30 A. M., Schools re-open.
 February 4, Friday, First term ends.
 February 22, Tuesday, Washington's Birthday, Legal Holiday.
 April 14, Friday, Arbor Day (See note c)
 April 14, Friday, 3.00 P. M., Schools close for Easter vacation.
 April 24, Monday, 8.30 A. M., Schools re-open.
 May 30, Tuesday, Memorial Day, Legal Holiday.
 June 14, Wednesday, Flag Day (See note d)
 June 23, Friday, 3.00 P. M., Second term ends.
 June 24, 8.30 A. M., Final pay day, Office of Board of Education.
 September 11, Monday, 9.00 A. M., Schools open after summer vacation.
 Total—188 days.

MANDATORY PATRIOTIC AND OTHER EXERCISES.

- (a) The United States flag shall be displayed daily during school hours.
- (b) "It is recommended that in each school the daily exercises shall include a salute to the United States Flag."
- (c) Arbor Day. The second Friday of April exercises shall be held for the purpose of planting and protecting shade and forest trees. The Board of Education is having a chart made of each school ground, outlining a systematic planting of trees and shrubs, telling just what varieties of trees and shrubs to plant, and indicating where to plant them. Principals should follow the directions as given thereon. If individuals or civic organizations contribute shrubs or trees or money, these contributions should conform to the outline provided by the Board of Education.
- (d) Flag Day. Appropriate exercises shall be held on the 14th day of June each year for the purpose of celebrating the adoption of the American Flag by the Continental Congress.
- (e) Patriotic Exercises—Shall be held on the last school day preceding these holidays: Thanksgiving Day, Lincoln's Birthday, Washington's Birthday, and Memorial Day, for the development of a higher spirit of patriotism.

SUPPLEMENTARY STATEMENT

February 28th, 1915 to June 30, 1915.

RECEIPTS.

Balance on hand March 1st, 1915.....	\$28,401.55	
From State, 10% Reserve Fund.....	2,012.65	
From Sale of Bonds.....	47,500.00	
From Sale of Avondale School House.....	120.00	
From Returned Warrant.....	51.30	
From Interest on Custodian's Bank Balances.....	442.58	
From all other sources.....	17.35	
		<hr/> \$78,545.43

DISBURSEMENTS.

Teachers' Salaries	\$19,635.27	
Janitors' Salaries	1,300.00	
Fuel	316.70	
Expenses Supervising Principal's Office..	251.32	
Text Books	58.37	
School Supplies	157.11	
Apparatus	22.25	
Janitors' Supplies	104.38	
Light, Water, Power	293.02	
Medical Inspection	462.05	
Expenses, Bd. of Ed. offices	590.13	
Insurance	25.11	
Wages of other employees	369.70	
Lectures and Recreations	91.31	
Incidentals	242.02	

Total Current Expense \$23,918.74

Teachers' Salaries	\$1,250.80
Materials and Supplies	467.26

Total Manual Training 1,718.06

Library, Books	17.10
Interest on Bonds	860.00
Repairs to School Houses	352.76
"Lincoln School" Construction Account	12,939.20

\$39,805.86

Balance with Custodian 38,739.57

\$78,545.43

FINANCIAL STATEMENT

June 30th, 1915 to February 29th, 1916.

RECEIPTS.

Balance on hand June 30th, 1915.....	\$38,739.57
From State R. R. Tax.....	\$10,085.88
From State to reduce School Tax.....	390.45
From State \$250,000 Fund.....	843.80
From State 90% School Tax.....	25,726.77
From State Manual Training.....	1,100.00
 Total from State.....	 \$38,146.90
Bond Sale for Heating Plant.....	11,000.00
District Tax	\$35,000.00
District Tax for Interest on Bonds.....	8,610.00
 Total from District.....	 \$43,610.00
Tuition fees	\$ 335.00
All other sources	42.25
	<hr/> \$ 377.25
	<hr/> \$131,873.72
Current Expenses	\$44,396.43
Manual Training	\$ 2,884.72
Library, Books	14.38
Interest on Bonds	7,901.62
Repairing and Leasing School houses.....	\$ 2,226.14
"Lincoln School" Construction Account	28,864.75
 Grand Total Disbursements	 \$94,676.79
Balance with Custodian	37,196.93
	<hr/> \$131,873.72

CURRENT EXPENSE ACCOUNT.**RECEIPTS.**

Balance on hand June 30, 1915.....	\$ 4,076.35
From State	37,046.90
From District Tax	30,880.00
From all other Sources	347.25
	<u>\$72,350.50</u>

DISBURSEMENTS.

Teachers' Salaries	\$31,339.67
Janitors' Salaries	3,136.00
Fuel	1,816.67
Expenses Supervising Principal's office..	547.54
Text Books	2,295.43
School Supplies	1,886.42
Apparatus	485.40
Janitors' Supplies	482.07
Light, Water and Power	826.31
Medical Inspection	449.46
Board of Education and Offices	461.51
Insurance	53.71
Wages other employees	287.28
Lectures and Recreations	180.26
Incidentals	148.70
	<u>\$44,396.43</u>
Balance with Custodian	\$27,954.07
	<u>\$72,350.50</u>

MANUAL TRAINING ACCOUNT.**RECEIPTS.**

Balance on hand June 30th, 1915—	
From District Tax	\$ 1,700.00
From State, Appropriation 1914-15	1,100.00
	<u>\$ 2,800.00</u>

DISBURSEMENTS.

For Teachers' Salaries	\$ 2,133.30
For Materials and Supplies	595.65
For Repairs and Replacements	36.95
New Equipment	118.82
	<u>\$ 2,884.72</u>

Deficit, \$84.72, due to non receipt from State of

Appropriation of 1913-14.....\$1,300.00

1915-16..... 1,700.00

will be balanced by transfer from Current Expense.

LIBRARY ACCOUNT.**RECEIPTS.**

Balance on hand June 30th, 1915.....	\$ 198.14	
From District Tax	70.00	
		\$ 268.14

DISBURSEMENTS.

For Books	\$ 14.38	
Balance with Custodian	253.76	
		\$ 268.14

INTEREST ON BONDS ACCOUNT.**RECEIPTS.**

Balance on hand June 30th, 1915.....	\$ 300.84	
From District Tax	8,610.00	
		\$ 8,910.84

DISBURSEMENTS.

For Interest on Bonds	\$ 7,901.62	
Balance with Custodian	1,009.22	
		\$ 8,910.84

REPAIRING AND LEASING SCHOOL HOUSES ACCOUNT.**RECEIPTS.**

Balance on hand June 30th, 1915.....	\$ 1,933.84	
Sale of Bonds for Fire Protection	3,000.00	
From District Tax	2,350.00	
Sale of Old Desks	30.00	
		\$ 7,313.84

DISBURSEMENTS.

General Repairs	\$ 1,441.53	
Leasing Class Rooms	100.00	
Repairs to Furniture	118.71	
New Furniture	565.90	
Current Expense, Advance repaid	3,000.00	
		\$ 5,226.14
Balance with Custodian	2,087.70	
		\$ 7,313.84

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"FIRE PROTECTION" ACCOUNT.

RECEIPTS.

From Advance from Current Expense Funds.....	\$ 3,000.00
From Sale of Bonds.....	3,000.00
	<hr/> \$ 6,000.00

DISBURSEMENTS.

For Work and Materials.....	\$ 992.98
Returned to Current Expense.....	3,000.00
	<hr/> \$ 3,992.98
Balance, included in balance of Repairs to School	
Houses	\$ 2,007.02
	<hr/> \$ 6,000.00

"HEATING AND VENTILATING PLANT" ACCOUNT.

RECEIPTS.

Sale of Bonds	\$11,000.00
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DISBURSEMENTS.

To E. G. Woolfolk Co., Contractors.....	\$ 8,388.75
Balance with Custodian.....	2,611.25
	<hr/> \$11,000.00

"LINCOLN SCHOOL" CONSTRUCTION ACCOUNT.

RECEIPTS.

Balance on hand June 30th, 1915.....	\$32,230.80
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DISBURSEMENTS.

To E. M. Waldron & Co., on account.....	\$28,864.75
Balance with Custodian	3,316.05
	<hr/> \$32,280.80

BUDGET 1916-17.

Teachers' Salaries	\$60,500.00
Janitors' Salaries	5,400.00
Fuel	2,800.00
Expenses Supervising Principal's office	800.00
Text Books	2,400.00
School Supplies	2,400.00
Apparatus	800.00
Janitors' Supplies	600.00
Light, Water and Power	1,100.00
Medical Inspection	1,200.00

Expenses Board of Education:

Printing, Supplies, Salaries of District Clerk and Custodian	1,100.00
Insurance	200.00
Wages of other employees	600.00
Lectures and Recreations, including Playground Apparatus	700.00
Incidentals	500.00
<hr/>	
Total Current Expenses.....	\$81,100.00
Material and Supplies	\$ 800.00
Repairs and Replacements	200.00
New Equipment	200.00
<hr/>	
Total Manual Training.....	\$ 1,200.00
Library Books	25.00
Repairs to School Houses and Properties.....	3,000.00
<hr/>	
Total amount of Budget.....	\$85,325.00

ESTIMATED RECEIPTS 1916-17.

From State School Tax and R. R. Tax.....	\$38,600.00
From State Manual Training.....	1,200.00
From Balance to be carried over (estimated).....	5,000.00
<hr/>	
	\$44,800.00

Total amount to be raised by Tax.....\$40,525.00

The above amount of District Tax is divided as follows:

Repairs to School Houses and Properties.....	\$ 3,000.00
Manual Training	1,200.00
Library Books	25.00
Current Expense	36,300.00
<hr/>	
	\$40,525.00

BALANCE SHEET

as of

February 29th, 1916.

ASSETS.

Cash in hands of Custodian	\$ 37,196.73
Park School and Grounds	130,000.00
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 Grounds	2,000.00
Washington School and Grounds	62,056.98
Yantacaw School and Grounds	32,500.00
Lincoln School and Grounds	45,000.00
	<hr/> \$352,574.41

LIABILITIES.

Yantacaw Bonds, due 1921	\$ 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
Heating Plant Bonds, 11 year Serial	11,000.00
Lincoln School and Grounds, Fire Protector Bonds, due 1945	48,000.00
Surplus	138,574.41
	<hr/> \$352,574.41

INSURANCE ON SCHOOL PROPERTY.

	Building	Contents
Park School	\$ 78,000.00	\$ 3,000.00
Yantacaw School	27,000.00	2,000 00
Church Street School	4,500.00	2,500.00
Washington School	2,500.00	2,500.00
Lincoln School	2,500.00	2,500.00
Park Hall	28,000.00	
	<hr/> \$142,500.00	<hr/> \$12,500.00

FREE PUBLIC LECTURE COURSE.

During the past season the Free Public Lecture Course held under the auspices of the Board of Education has been exceptionally good. Prominent among the names of lecturers is that of Garret P. Serviss.

The lectures (taking weather conditions into consideration) were well attended and every one was illustrated by stereopticon. They were, furthermore, splendidly delivered by men whose worth and reputation are well known and were instructive, as well as intensely interesting.

The course was as follows:

1915

November 5—"Old Holland," by Garrett P. Serviss. A trip through the Netherlands in the spirit of their heroic days.

November 12—"Fighting Fire," by Chas. T. Hill. Described how fires are fought all over the world. A tense talk wonderfully illustrated.

November 26—"Beginnings and Methods of Astronomy," by Garrett P. Serviss. Pyramids and temples used for astronomical purposes. Great telescopes, famous astronomers, spectrum analysis.

December 17—"The Alps," by Garrett P. Serviss. Their romance, beauty and scientific significance personal adventures on the Matterhorn and Mt. Blanc.

1916

January 28—"Jesters and Clowns in Shakespeare's Plays," by Francis Rolt Wheeler.

February 25—"Discoveries Among Other Worlds." Photographs and drawings of the Sun, Moon, Venus, Mars, Saturn, Jupiter, Eclipses and Planetary Meteors.

March 10—"The Romance of the Pyrenees," by Garrett P. Serviss. The historical and picturesque Pyrenees. The Basques. The legend of Roncesvalles. Charlemagne and Roland. A visit to the ancient little Republic of Andorra.

WILLIAM C. SLAVIK,

Lecture Committee.

REPORT OF THE SUPERVISING PRINCIPAL.

To the Citizens of Nutley:

A discussion of problems which are of vital interest to all parents.
 "What we would find in a people, we must first put into its schools."

So much is being said about a child's rights; let us not overlook a principle in our scheme of education far more vital to our social and national life, that a child has duties as well. Is the product of the institutions of education such that the State can depend upon every man doing his full duty toward fostering the general welfare of all the people? An injudicious assertion of rights leads to arrogance; a regard for duty leads to service. The welfare of the child and the obligation of the state compel any society, not false to its clear perceptions, to enforce "compulsory school attendance," which is but the State's official opinion expressed in terms of law.

A Higher Working Efficiency.

On the outside wall of the administration building of a great manufacturing plant in the United States, are these words: "Good enough is an enemy to the best." As head of the public school system, my recommendation to the Board of Education and to the people for an appropriation ample to maintain free public schools cannot be wholly justified if the attendance is irregular or indifferent; or if a number of pupils in school are mentally incapacitated for study by the excitement and loss of sleep from the social function on the night before. There is nothing that reduces the working efficiency and retards the progress of the group more than to have a considerable number of pupils in school who devote their evenings to such entertainment. The majority of pupils are in school for business; they are diligent in school and devote part of each evening to study. These must be protected from the retarding influence of the less studious.

Purpose of Education.

The policy of the State to perpetuate a national democracy is expressed most clearly in the "Ordinance of 1787," second in importance only to the Constitution itself, which says: (Article III.) Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. Our own state, accepting this fundamental principle as necessary to stable government, makes liberal provision for the financing of its public schools, having incorporated in its constitution the following: (Section 6) Be it enacted by the Senate and General Assembly of the State of New Jersey, That the fund for the support of free schools, and all money, stock, and other property—shall be securely invested and remain a perpetual fund; and the income thereof—shall be annually

appropriated to the support of public free schools, for the equal benefit of all the people of the State.

Compulsory Education Law.

To achieve this "equal benefit to all the people" as provided in the constitution, the State was obliged to enact these compulsory education laws: (Article XV.) Every parent, guardian or other person having charge and control of a child under sixteen years of age shall cause such child regularly to attend a day school in which at least, reading, writing, spelling, English grammar, arithmetic and geography are taught in the English language.—Every child under the age of sixteen years who shall have completed the grammar school course, who is not regularly and lawfully employed in any useful occupation, shall attend the high school. No "age and schooling certificate" shall be issued to any child who has not reached the age of fourteen, who has not attended school for a period of not less than one hundred and thirty days during the twelve months next preceding the date of the application for such certificate, who has not completed a course of study equivalent to five yearly grades in reading, writing, spelling, English language and geography, and who is not familiar with the fundamental operations of arithmetic, up to and including simple fractions; and furthermore, that the child is physically able to perform the work in which he or she expects to be employed.

The Wisconsin compulsory education law requires that every person under sixteen temporarily unemployed shall attend school every day. Pennsylvania has just recently enacted a law, taking one step in advance of Wisconsin and New Jersey in that attendance is enforced until every person has both reached sixteen and completed the first six years of elementary school.

Regular Employment a Necessity.

The State realizes the necessity of keeping the youth steadily and busily employed at things useful during that precarious and vacillating period of adolescence when habits are formed for life. The State compels the youth to attend school in order to reduce the number of evil habits and tendencies which would otherwise be written on the debit side of the ledger of our national life, as well as to conserve its vital human resources by reducing the number of recruits who annually join the ranks of the three million hoboes in this country.

Forming the Habit.

Very few boys under seventeen find employment which is permanent. Most of them jump from job to job, or are forced to do so by their own incompetence, until the vacillating habit is fastened upon them, when

they cannot endure to remain on any one job for more than a few weeks or months. The astonishing fact is that seventy per cent. of this army of three million professional tramps are American born; and that not two per cent. ever learned a trade; therein is the root of the disease. This fact, together with the fact that the youth of the State are compelled to attend school longer, not only argues for, but forces upon us, more vocational and trade education.

VALUE OF A DAY SPENT IN SCHOOL.

(From the United States Bureau of Education Exhibit, Panama Pacific Exhibition.)

Every Day Spent in School Pays the Child Nine Dollars.

Here is the proof.

Uneducated laborers earn on the average,	
\$500 per year for 40 years, a total of.....	\$20,000
High school graduates earn on the average,	
\$1000 per year for 40 years, a total of.....	\$40,000
This education required 12 years of schooling of 180 days each, a total of 2,160 days in school.	

If 2,160 days at school add \$20,000 to the income for life, then each day at school adds \$9.25.

The child that stays out of school to earn less than \$9.00 a day is losing money, not making money.

Hindrances to School Work.

Attending school with punctuality and regularity is as much the business and duty of children, as it is of their fathers to report punctually at their places of business. There is a growing tendency, either by the permission of parents or by their passive acquiescence, for pupils to arrange or to attend parties and other social functions any number of nights during the week, thereby not only depriving them of the right of study during those evenings, but making it a physical impossibility for them to study on the following day. We thoroughly believe that there should be a judicious amount of wholesome recreation for every child; but for the highest moral, intellectual and physical welfare of the child, both now and for the future, we must protest against this too liberal indulgence in social functions. Good health—a strong mind in a strong body—depends directly upon regular hours, regular habits, plenty of sleep and abundance of physical exercise in the open air. On school nights each child should be in his own home, preferably in his own room much of the time, where the habit of following a definite program in a systematic way can be acquired most easily.

We have but the child's best interests in mind—his health, his habits, his school welfare—that we call attention to these hindrances to school work and ask the parents to exercise their authority in reducing these hindrances to a minimum.

Study Periods.

Some parents request teachers to excuse their children from school because they have a study period, as if a period of study is a waste of time. The fact is that a period of earnest study is far more valuable to the child than a period for recitation. An education—a trained mind and a well disciplined will—is not acquired by any act or word of the teacher. It is acquired through the intellectual efforts of the individual; through the struggle of overcoming resistance and turning defeat into victory. If one wants to develop a strong right arm, he uses the muscles of the right arm instead of sitting through lectures on "how to develop strength in the right arm." Like as the process by which one grows physically, does one grow intellectually, morally and spiritually.

Education for Business.

During the past year a number of competent investigators have been making a scientific study of the educational needs of those who enter business. Too often courses of study have been recommended on the ground that "it is our opinion" that this course will best meet your needs. We are more and more verifying our opinion by a definite knowledge of what business men want and expect of their employees.

The following is a brief summary of two different and distinct investigations:

Investigation No. 1—More than 5,000 active successful business men were interviewed and asked to report on what subjects taught in school are of most value in their occupation. From a study of the returns we have these conclusions.

First—The better positions are reached eventually through the non-clerical rather than the clerical side of business. This proves the advantage of adequate preparation and shows the value of a high school education as a business investment.

(a) That the best pay for girls in commercial life is along clerical lines if they are fitted by nature to become good stenographers.

(b) That next in importance for girls is a training to fit them to become saleswomen.

Second—That course is the best for boys which will lay a broad foundation for actual business followed by specific training for the competitive side of business. This makes a high school course a necessity, and argues strongly against the habit of taking a "short cut" from

the eighth or ninth year into business through a six-months' course in a business college.

Third—That statistics clearly show the value of a high school education. While the grammar school graduate may for the first six years be ahead of the high school graduate when the latter commences work, the high school graduate makes more rapid advancement and quickly passes the one who has not gone beyond the grammar school. Out of the 5,000 who were interviewed, the statistics show that at the age of forty-three the high school graduate earns from twenty to thirty per cent. more than the grammar school graduate.

Fourth—That the technical subjects most used in business, which are taught in school, are ranked in the following order: Penmanship, mental arithmetic, bookkeeping, typewriting and stenography.

Investigation No. 2—This investigation was conducted by the Women's Educational and Industrial Union during which 1,177 business women in offices were interviewed. The survey finds that one-third of all women workers are engaged in some sort of office service and that one-third of all those employed in office service are employed in stenography and typewriting. It finds that education is the most important factor by which women are promoted to a higher wage within the minimum length of time; that there is a limited opportunity for well trained women bookkeepers; that their earnings vary from \$12 to \$18 per week; that the earnings of stenographers and typists vary from \$10 to \$18 per week; that seventy-one per cent. of the stenographers had a high school education and only eight per cent. were without high school training.

The survey made a comparison of the education given by the private business college with that given by the high schools which seems to show:

(a) That the private business college produces workers with inadequate general education.

(b) That the high school produces workers with inadequate technical preparation.

The report further shows:

(a) That the commercial educator must be acquainted with the demands of many different kinds of business.

(b) That the student should acquire adequate equipment to meet these demands.

(c) That a four-year high school course should be insisted upon for all.

(d) That a fifth year intensive course in technical training should be encouraged.

WHAT FOUR YEARS IN SCHOOL PAID.

(The following was taken from the United States Bureau of Education Exhibit, Panama Pacific Exposition.)

Wages of Two Groups of Brooklyn Citizens.

	Those who left school at 14. Yearly salary.	Those who left school at 18. Yearly salary.
When 14 yrs. of age	\$200	\$ 0)
" 16 " " "	250	0) high school.
" 18 " " "	350	500
" 20 " " "	475	750
" 22 " " "	575	1000
" 24 " " "	600	1150
" 25 " " "	688	1550

Total salary for 11 years.....\$5,112.50

Total salary for 7 years.....\$7,337.50

Notice that at 25 years of age the better educated boys are receiving \$900 per year more salary, and have already, in seven years received \$2,250 more than the boys who left school at 14 years have received for eleven years work. It pays financially to continue your studies.

Courses of Study to Meet Every Need.

The six courses of study which are described and outlined below adapt the school work to the child's specific needs. Many failures in high school are due to the selection of the wrong course of study by the pupil. By the time of completing the eighth grade the child should give evidence of certain marked tendencies, which, if recognized, will indicate what studies and what kinds of work appeal most strongly to his interest. These are the indices which point out a child's future career; by these a child's lifework should be interpreted; and those courses chosen which will best prepare the person for a definite useful career. The principal and teachers of the school know much about the pupil's scholarship and his tendencies. Parents should consult the teachers for an explanation of the courses as well as the characteristics of the child. This is what is meant by parental co-operation. Teachers cannot go about the district telling parents of the mental traits and temperamental characteristics of the children. It is the privilege and duty of parents to seek this information from the teaching specialist, just as they consult the medical specialist.

Demand for High School Education.

Over the door of a number of offices and shops and above the open door to all the professions is this sign: "None but high school graduates need apply." Let not your child at some future day have to admit: "I have no chance; I am not a high school graduate."

The following statement of academic requirements should be helpful to parents who are planning for their children any one of these professions.

Legal Academic Requirements.

(a) The successful completion of four years of high school work and two years of college work is required by law before entering upon the study of Medicine.

(b) The successful completion of four years of high school work is required before entering upon the study of Law, Dentistry, Osteopathy, or for Certified Accountants.

(c) The successful completion of two years of high school work is required before beginning the study of Optometry.

(b) The successful completion of one year of high school work is required before beginning the study of Nursing, Pharmacy or Chiroprody.

High School Curricula

CLASSICAL COLLEGE PREPARATORY

This curriculum will prepare a pupil for entrance into the Bachelor of Arts courses of practically all the colleges. With slight modifications it can be made to meet the entrance requirements of any college. It is of the highest importance that pupils determine early what college they hope to enter and what course in college they plan to pursue. By doing so they will save much valuable time and avoid much anxious worry over meeting college entrance requirements. Pupils should frequently consult the principal of the high school concerning this important question, because colleges are changing their entrance requirements almost annually. Pupils should secure from the high school principal catalogues of some of the following colleges for comparison: Amherst, Brown, Barnard, Columbia, Goucher, Rutgers, Smith, Wellesley, Wesleyan, Vassar, etc.

CLASSICAL COLLEGE PREPARATORY CURRICULUM

NINTH YEAR—

English I	5—5
Latin I	5—5
Algebra I	5—5
Ancient History	5—5

 20

ELEVENTH YEAR—

English III	4—4
Latin III	5—5
Algebra II	5—5
German II	5—5

 19

TENTH YEAR—

English II	5—5
Latin II	5—5
Geometry	5—5
German I	5—5

 20

TWELFTH YEAR—

English IV	4—4
Latin IV	5—5
German III	5—5
Chemistry	7—5

 19

 Total.....78

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.

2. The following optional subjects may be elected any year as the student's program will permit:

- (a) One point credit for music is given on the basis of two full periods of study per week for one year.
- (b) Two points credit for drawing is given on the basis of four full periods per week for one year.
- (c) One point credit for cooking is given on the basis of two full periods per week for one year.
- (d) One point credit for sewing is given on the same basis.

SCIENTIFIC COLLEGE PREPARATORY

This curriculum, which is planned more specifically for boys, will meet the entrance requirements of the technical and the engineering schools, and will connect up well with the college courses of study leading to the degree of Bachelor of Science. A pupil should have a liking for mathematics and should possess more than average mathematical ability, to succeed well in this line of work. Pupils should frequently confer with the principal and secure from him for examination, catalogues from the technical schools, a few of which are: Boston Polytechnic, Brooklyn Polytechnic, Columbia, Cornell, Drexel Institute of Technology, Rutgers, Stevens Institute of Technology, etc.

Scientific College Preparatory Curriculum.

NINTH YEAR—

English I	5—5
Algebra I	5—5
Ancient History	5—5
Biology	5—4

19

Elective—

Mechanical Draw.	4—2
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TENTH YEAR—

English II	5—5
Geometry	5—5
German I	5—5
English History	5—5

20

Elective—

Mechanical Draw.	4—2
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ELEVENTH YEAR—

English III	4—4
Algebra II	5—5
German II	5—5
Physics	6—5

19

Elective—One only—

Mechanical Draw.	2—1
Wood Shop	2—1
Machine Shop	2—1

TWELFTH YEAR—

English IV	4—4
German III	5—5
Solid Geometry	5—2½
(First Term)	
Trigonometry	5—2½
(Second Term)	
Chemistry	7—5

19

Elective—One only from the two not elected in 11th year—

Mechanical Draw	2—1
Wood Shop	2—1
Machine Shop	2—1

Total.....77

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.

NORMAL SCHOOL PREPARATORY.

This curriculum is planned for pupils who hope to enter one of the State Normal Schools. All those who complete this course, maintaining an average scholarship of "G" (good), will be able to finish their normal school study (according to present requirements) in two years. Those who cannot maintain an average scholarship record of "G" throughout their high school career, should not attempt to become teachers.

Normal School Preparatory Curriculum.**NINTH YEAR—**

English I	5—5
Latin I	5—5
Algebra I	5—5
Biology	5—4
Music	1—½
Drawing	2—1
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20½

ELEVENTH YEAR—

English III	4—4
Latin III	5—5
Physics	6—5
Industrial History and Economics	5—5
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19

TENTH YEAR—

English II	5—5
Latin II	5—5
Geometry	5—5
English History	5—5
Music	1—½
Drawing	2—1
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21½

TWELFTH YEAR—

English IV	4—4
Latin IV	5—5
Chemistry	7—5
U. S. History and Civics	5—5
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19

Total.....80

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.
2. The following optional subjects may be elected by the eleventh and twelfth year pupils as their program will permit.
 - (a) Cooking—One point credit for cooking is given on the basis of two full periods per week for one year.
 - (b) Sewing—One point credit for sewing is given on the same basis.

COMMERCIAL CURRICULUM.

This is planned for all boys and girls who expect to become stenographers, typewriters, bookkeepers, bank clerks, office assistants, etc. Anyone completing this course should be prepared to accept a position as stenographer, typewriter or bookkeeper. This course prepares for entrance into schools of commerce, accounting, finance and business administration.

NINTH YEAR—

English I	5—5
Bookkeeping I	5—5
Commercial Arith.	5—2½
(First Term)	
Commercial Geog.	5—2½
(Second Term)	
Typewriting I	5—2½
Spelling and	
Penmanship	4—2

19½

TENTH YEAR—

English II	5—5
Bookkeeping II	5—5
Stenography I	5—5
Typewriting II	4—2
German I or)	
English History)....	5—5

22

ELEVENTH YEAR—

English III	4—4
Stenography II	5—5
Typewriting III	4—2
Industrial History	
and Economics	5—5
German II. 5— or)	
Physics6—).....	5

21

TWELFTH YEAR—

English IV	4—4
U. S. History and	
Civics	5—5
Stenography III	2—2
Typewriting IV	2—1
Commercial Law	3—3
German III, 5— or)	
Chemistry ..7—).....	5

20

Total.....82½

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.

2. Pupils taking this course will not be recommended for normal school or college entrance.

3. Credit for penmanship will not be given until the pupil has achieved a legibility above eighty per cent. as measured by Thorndike's scale for handwriting.

PRACTICAL ARTS CURRICULUM.

For girls who wish to learn the art of home-making and the science of housekeeping; for those who hope to become dressmakers, fitters, costume designers, milliners; for those who wish a practical knowledge of cooking, dietetics, nursing, sanitation, and house decoration; and for those who wish to study the fine arts, drawing, and music.

NINTH YEAR—

English I	5—5
Biology	5—4
Bookkeeping I or)	
Algebra I	5—5
Drawing I	4—2
Music	1—½
Sewing I	4—2
Spelling and Penmanship	4—2

 20½

TENTH YEAR—

English II	5—5
German I	5—5
English History or)	
Geometry	5—5
Drawing II	4—2
Music	1—½
Cooking	2—1
Sewing II	2—1

 19½

ELEVENTH YEAR—

English III	4—4
German II	5—5
Industrial History and Economics	5—5
Millinery	2—1
Algebra II, 5— or)	
Physics6—)	5

 20

TWELFTH YEAR—

English IV	4—4
German III	5—5
U. S. History and Civics	5—5
Chemistry	7—5

 19

 Total.....79

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.

2. Credit for penmanship will not be given until the pupil has achieved a legibility above eighty per cent. measured by Thorndike's scale of handwriting.

INDUSTRIAL ARTS CURRICULUM.

For boys who are planning to become mechanics, contractors, builders, draftsmen, factory foremen, salesmen, etc.; who wish to increase their earning capacity through a more general education, who wish a practical knowledge of bookkeeping, commercial arithmetic and type-writing sufficient to transact their own business.

NINTH YEAR—

English I	5—5
Algebra I	5—5
Bookkeeping I	5—5
Spelling and Penmanship	4—2
Mechanical Drawing I ..	4—2
Wood Shop I	2—1

20

TENTH YEAR—

English II	5—5
Geometry	5—5
Bookkeeping II or)	
German I	5—5
Mechanical Drawing II ..	4—2
Wood Shop II	2—1
Machine Shop	2—1

19

ELEVENTH YEAR—

English III	4—4
Physics	6—5
Industrial History and Economics	5—5
German II or)	
Algebra II	5—5

19

TWELFTH YEAR—

English IV	4—4
Chemistry	7—5
U. S. History & Civics ..	5—5
Solid Geom'y, 5—2½ (First Term)	
Trigonometry, 5—2½ ...	5
(Second Term) or	
German III, 5—)	

19

Total.....77

1. Assembly singing is required of all pupils, unless excused by the principal, for one period each week throughout the year.
2. Credit for penmanship will not be given until the pupil has achieved a legibility above 80 per cent. as measured by Thorndike's scale for handwriting.
3. Pupils of the ninth, tenth and eleventh years may elect type-writing to the extent of three points.
4. Pupils of the tenth, eleventh and twelfth years may elect from Mechanical Drawing, Shop, or Commercial Law to the extent of three points.

REQUIREMENTS FOR GRADUATION.

(a) A minimum of 75 points is necessary for graduation, and that in making up the 75 points, at least 45 of which must be in not more than three fields, of which English shall be one.

(b) The completion of two years in any language is the minimum requirement for which credit is given.

(c) All required subjects of the course chosen must be completed as early as possible.

(d) No pupil can carry more than a twenty-two point course without a special written permit from the high school principal, which permit shall be withdrawn when the pupil receives a grade of "D" in any academic subject.

(e) The following classification of pupils shall maintain:

1. Pupils shall be ninth year students until they have fifteen points credit.
2. Tenth year students from sixteen to thirty-five points inclusive.
3. Eleventh year students from thirty-six to fifty-five inclusive.
4. Twelfth year students from fifty-six to graduation.

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1. Five points of credit toward graduation are given for the successful completion of a prepared subject which recites daily for the entire school year.
 2. To secure credit for a subject, a pupil must have maintained a mark of "M" or better for the entire course.
 3. To receive a normal school or a college entrance certificate and a faculty recommendation, a pupil must maintain an average scholarship of "G" or better.
 4. The following marks for scholarship are given with their numerical interpretation: E, Excellent (100—90; G, Good (89—90; M, Medium (79—70; D, Deficient (69—60); F, Failure (Below 60).
 5. We recommend all pupils, having "make up" work to do or "conditions" to remove, to do such work in some regularly organized public summer school.

Respectfully submitted,

J. R. BEACHLER,

Supervising Principal.