

Annual Report
of the
Nutley Public Schools
NUTLEY, NEW JERSEY
Board of Education
1918

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"I pledge allegiance to my flag
And to the Country for which it stands;

One nation indivisible
With Liberty and Justice for all,"

Board of Education

1918-1919

OFFICERS

RICHARD W. BOOTH.....	President
EDWARD M. CONE.....	Vice-President
MORRIS B. READE.....	District Clerk

MEMBERS

	Term Expires
Horatio W. St. John.....	1918
Edward M. Cone.....	1918
William C. Slavik.....	1918
Nils O. Lindstrom.....	1919
Charles Fendrich.....	1919
Abijah C. Fox.....	1919
Richard W. Booth.....	1920
John M. Sattler.....	1920
Marion L. Lewis.....	1920

STANDING COMMITTEES

Finance		
Horatio W. St. John	Edward M. Cone	Marion L. Lewis
Teachers		
Marion L. Lewis	Nils O. Lindstrom	William C. Slavik
Curriculum		
William C. Slavik	Charles Fendrich	Abijah C. Fox
Buildings and Grounds		
John M. Sattler	Nils O. Lindstrom	Abijah C. Fox
Rules and Regulations		
Edward M. Cone	Charles Fendrich	Horatio W. St. John
Lectures		
Edward M. Cone		
Library		
Charles Fendrich		
Regular Meetings		
Fourth Tuesday of each month, Board Room, Park School, 8 P. M.		
Custodian of School Moneys		
A. S. Wildey		
Supervising Principal		
J. R. Beachler		
Office Hours: 8:30-9:30 A. M. 3:30-4:30 P. M. on school days, Park School		
9:00 to 12:00 Noon Saturdays		

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.....	1912-1918

SCHOOL SESSIONS

High School Department

8.45 to 12.00 M. 1.15 to 3.15 P. M.

Grammar Department—Grades 7-8

8.45 to 12.00 M. 1.15 to 3.15 P. M.

Intermediate Department—Grades 3, 4, 5, 6

8.45 to 12.00 M. 1.15 to 3.15 P. M.

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

8.45 to 11.30 A. M. 1.15 to 3.15 P. M.

CALENDAR 1917-18

- 1917—September 10, Monday, Fall term begins
 October 12, Friday, Columbus Day
 November 6, Tuesday, Election Day
 November 29, Thursday, Thanksgiving Day
 November 30, Friday, Schools closed by order of Board of Education
 December 21, Friday, Fall term closes
 December 24 to January 1, inclusive, Schools closed for Christmas Vacation
- 1918—January 2, Wednesday, Winter term begins
 February 12, Tuesday, Lincoln's Birthday
 February 22, Friday, Washington's Birthday
 March 28, Thursday, Winter term ends
 March 29, Friday, Good Friday
 April 1, Schools closed by order of Board of Education
 April 2, Tuesday, Spring term begins
 May 30, Monday, Memorial Day
 June 21, Friday, Spring term ends
- Total Number of Days—186

1918—September 9, Monday, Fall term begins

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.
- (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 to June 30th, 1917

RECEIPTS

Balance on hand March 1, 1917.....		\$75,255.36
From State, 10 per cent Reserve Fund.....	\$ 2,302.93	
From State, Manual Training.....	3,100.00	
From Tuition.....	25.00	
From Sale Manual Training materials.....	104.87	
From Interest Bank balances.....	539.83	
From all other sources.....	4.74	6,077.37
		<hr/>
		\$81,332.73

DISBURSEMENTS

Current Expenses.....	\$29,763.50	
Manual Training.....	1,623.84	
Library.....	24.06	
Interest on Bonds.....	370.07	
Erecting and Enlarging.....	11,020.77	
		<hr/>
	\$43,662.24	
Balance June 30th, 1917.....	37,670.49	
	<hr/>	\$81,332.73

FINANCIAL STATEMENT

June 30, 1917 to February 28, 1918

RECEIPTS

Balance on hand June 30, 1917.....	\$37,670.49
From State R. R. Tax.....	\$11,954.37
From State to Reduce School Tax.....	402.32
From State \$250,000 Fund.....	915.10
From State 90 per cent School Tax.....	28,464.63
From District Tax.....	\$49,400.00
District Tax for Redemption of and Interest on Bonds.....	14,355.00
	63,755.00
From Sale Manual Training Materials.....	13.77
From Interest on Bank Balances.....	183.40
From all other sources.....	95.20
	\$105,783.79
Grand Total Receipts.....	\$143,454.28

DISBURSEMENTS

Current Expenses.....	\$53,350.67
Manual Training.....	3,621.79
Library.....	56.17
Bonds Redeemed.....	3,000.00
Interest on Bonds.....	10,495.00
Repairs to Buildings.....	3,879.23
New Furniture.....	1,000.00
Erecting and Enlarging School Houses.....	30,262.01
Grand Total Disbursements.....	\$105,664.87
Balance with Custodian.....	37,789.41
	\$143,454.28

CURRENT EXPENSE ACCOUNT

RECEIPTS

Balance on hand June 30, 1917.....	\$ 3,731.76
From State.....	41,736.42
From District Tax.....	42,400.00
From all other sources.....	278.60
	<hr/> \$ 88,146.78

DISBURSEMENTS

Teachers' Salaries.....	\$37,109.86
Janitors' Salaries.....	4,295.00
Fuel.....	2,866.47
Transportation of Pupils.....	275.00
Expenses Sup. Principal.....	456.42
Text Books.....	2,226.32
School Supplies.....	2,088.81
Apparatus.....	490.82
Janitors' Supplies.....	789.91
Light, Water and Power.....	530.00
Medical Inspection.....	744.08
Board of Education and Board's Offices.....	420.89
Insurance.....	19.45
Wages, other Employees.....	481.75
Lectures and Recreations.....	254.71
Incidentals.....	301.68
	<hr/> \$53,350.67
Balance with Custodian.....	34,796.11
	<hr/> \$ 88,146.78

MANUAL TRAINING ACCOUNT

RECEIPTS

Balance on hand June 30, 1917.....	\$ 2,460.48
From District Tax.....	2,900.00
From Sale of Materials.....	13.77
	<hr/> \$ 5,374.25

DISBURSEMENTS

Teachers' Salaries.....	\$ 2,472.78
Materials and Supplies.....	814.26
Repairs and Replacements.....	11.37
New Equipment.....	323.38
	<hr/> \$ 3,621.79
Balance with Custodian.....	1,752.46
	<hr/> \$ 5,374.25

LIBRARY ACCOUNT

RECEIPTS

Balance on hand June 30, 1917.....	\$ 172.96	
From District Tax.....	100.00	
	—————	\$ 272.96

DISBURSEMENTS

Books.....	\$ 41.17	
Works of Art.....	15.00	
	—————	
	\$ 56.17	
Balance with Custodian.....	216.79	
	—————	\$ 272.96

REDEMPTION OF INTEREST ON BONDS ACCOUNT

RECEIPTS

From District Tax.....	\$ 14,355.00
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DISBURSEMENTS

Bonds Redeemed.....	\$ 3,000.00	
Interest on Bonds.....	10,495.00	
	—————	
	\$13,495.00	
Balance with Custodian.....	860.00	
	—————	\$ 14,355.00

REPAIRING AND REFURNISHING SCHOOL BUILDINGS
ACCOUNT

RECEIPTS

Balance on hand June 30, 1917.....	\$ 2,578.12	
From District Tax.....	4,000.00	
	—————	\$ 6,578.12

DISBURSEMENTS

Repairs to Buildings.....	\$ 3,243.63	
New Furniture.....	1,000.00	
Remodeling.....	635.60	
	—————	
	\$ 4,879.23	
Balance with Custodian.....	1,698.89	
	—————	\$ 6,578.12

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ERECTING AND ENLARGING SCHOOL BUILDINGS ACCOUNT

Spring Garden School

RECEIPTS

Balance on hand June 30, 1917.....\$ 28,727.17

DISBURSEMENTS

For Mason and Carpenter.....	\$21,106.97
For Plumbing.....	821.25
For Heating and Ventilating.....	5,902.75
For Grading.....	927.10
For Lighting Fixtures.....	277.25
For Electrical Work.....	199.75
For Sidewalk.....	122.64
For Window Shades, etc.....	404.30
For Architect's Fees.....	500.00
	\$30,262.20

Overdraft.....	\$ 1,534.84
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BUDGET 1918-1919

Current Expenses

Teachers' Salaries.....	\$69,500.00
Janitors' Salaries.....	7,560.00
Fuel.....	4,000.00
Expenses Supervising Principal's office.....	800.00
Text Books.....	2,600.00
School Supplies.....	2,600.00
Apparatus.....	600.00
Janitors' Supplies.....	900.00
Light, Water and Power.....	1,200.00
Medical Inspection.....	1,250.00
Expenses Board of Education:	
Printing, Supplies and Salary of District Clerk....	1,000.00
Insurance.....	100.00
Wages of other employees.....	800.00
Lectures and Recreations.....	800.00
Incidentals.....	500.00
	\$ 94,210.00

Manual Training

Teachers' Salaries.....	\$ 4,000.00
Material and Supplies.....	800.00
Repairs and Replacements.....	200.00
New Equipment.....	200.00
	<hr/>
	\$ 5,200.00
Library Books.....	50.00
Furniture.....	1,100.00
Repairs to School Houses and Properties.....	3,000.00
	<hr/>
Total amount of Budget.....	\$100,960.00

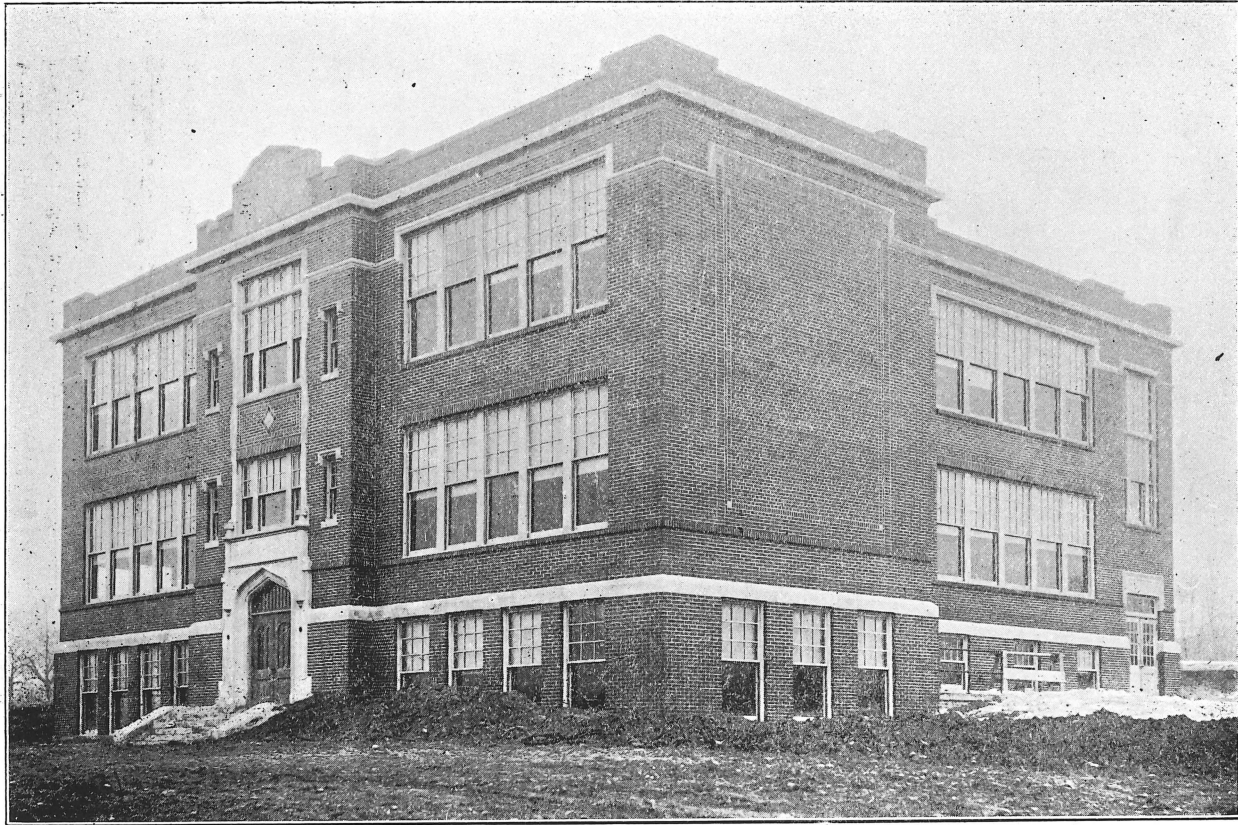
ESTIMATED RECEIPTS 1918-1919

From State School Tax and R. R. Tax.....	\$45,000.00
From State Manual Training, 1916-1917.....	2,600.00
Balance June 30, 1918, Estimated.....	5,000.00
	<hr/>
	\$ 52,600.00

Total amount to be raised by Tax.....\$ 48,360.00 -

The above amount of District Tax is divided as follows:

Repairs to School Houses and Properties.....	\$ 3,000.00
Manual Training.....	2,600.00
Library Books.....	50.00
Current Expense.....	41,610.00
New Furniture.....	1,100.00
	<hr/>
	\$ 48,360.00



THE NEW SPRING GARDEN SCHOOL

TO THE BOARD OF EDUCATION

Nutley, N. J., March 1, 1918.

Gentlemen:—

The schools are the laboratories of good citizenship. The children are little citizens, and must be so guided through present experiences as to make certain their future service with respect to the welfare of the Republic. The war for human freedom cannot be won unless the army of soldiers of the common good—the public school army—gives the fullest measure of sacrifice and service. The teaching force, therefore, is summoned to serve anew in the great world crisis. A new and fairer civilization will not take the place of the present disintergrating social order unless the teachers, who are the moulders of the soul-material of the world, dedicate themselves anew to the mighty task of rebuilding the national institutions as an expression of the highest ideal of human society.

You, TEACHERS, are the soldiers of the common good; the rebuilders of civilization; the moulders of the destiny of the world. You are called to the Colors by all the great ideals through which Today is acting on Tomorrow to the end that Tomorrow may see the sunrise of a world life dedicated to straight thinking, right living, and conscientious doing.

KEEP THE SCHOOLS OPEN

It is appalling to hear the frequency of the advice to close the schools as a matter of economy or expediency, as if the results of such closing were of little or no serious consequences. To close the schools is nothing less than to betray the highest welfare of the children of today, and to deliver them as helpless prisoners of tomorrow into the hands of that nation which places a higher value upon the time of youth. If our children are to survive in the struggle of the races, they must be the fittest. They will have to endure more than the rigors of winter or the inclemency of the weather.

Do not let the needs of the hour, however heavily they fall upon the men and women of today, permit a neglect of the defenses of tomorrow. Sacrifice everything to bequeath to the children that spirit which has made the institutions which we should preserve and enlarge.

Hon. A. H. Vestal, Chairman, House Committee on Education, Washington, D. C., says: "The proposal to close the schools, or run them on part time, should not be considered for one moment while all the non-essential industries are in operation. If it is ever necessary to let the coal shortage affect the educational system, this time should come only after less fundamental factors in life have been dispensed with, and not before. No matter what else has to be suspended during the war, the school system should be maintained unimpaired.

"The proposal to keep the schools open next summer is absurd. In the first place, it is too hot over most of the country. And in the

second place, children of school age, especially the boys of the country districts, are needed in farm work during the summer. They will be needed more than ever this year, because of the shortage of farm labor due to the draft."

IN THE NATION'S SERVICE

The public schools have become an important part of the government's machinery for winning the war. Through the school organization, it is easy to reach every home of every nationality through the children, gaining a sympathetic audience and a united cooperation in every call from the Nation's Chief. The following are some of the activities in which the schools were engaged:

(a) The Agricultural Division of the Junior Industrial Army. In this department of the service there were 46 boys and 25 girls actively engaged in farm work during the summer of 1917. Most of these were from the High School.

(b) The Home Gardens Division of the Junior Industrial Army enrolled 536 boys and girls of the Intermediate and Grammar Schools. Each of these either cultivated or was directly responsible for the caring of a garden during the past summer.

(c) The Cooking Department was engaged in canning and preserving of fruits and vegetables in season.

(d) The Sewing Department is engaged in the making of clothing for the Junior Red Cross. The Board of Education has provided \$125 for the purchase of material for this most worthy cause.

(e) The boys of the Prevocational School have turned out articles of use for the Red Cross and other war purposes.

(f) The Art Department has expressed itself through patriotic posters.

(g) Instruction has been given in the conservation of food.

(h) January 31 was "Tag Your Shovel" Day to teach the conservation of coal.

(i) The schools rendered valuable service in the sale of Liberty Bonds. To arouse enthusiasm and to give wide publicity in the Bond Campaign, a friend of the school offered a medal to each class, forty in all, above the third grade to the writer of the best composition on "Why I Should Buy a Liberty Bond." The medals were publicly awarded on the night of December 19, 1917.

(j) Regular instruction is given in hygiene, community civics, and problems of American Democracy.

(k) Regular instruction is also given in Physical Training, general patriotic and military tactics and knowledge. A technically trained instructor has been employed for this work.

(l) Each school has been organized for the sale of United States Thrift and War Savings Stamps. The first sales were held January 10, and then on each successive Thursday. The weekly sales have averaged \$232.

THE SERVICE FLAG

In the office of the Board of Education hangs a large Service Flag, in honor of "The Boys"—"Our Boys"—who have attended the Nutley Public Schools and who responded so nobly to their country's call.

These two stanzas by Galbreath express more completely the high purpose of their going:

"With head erect and elastic step
Our boys are marching by;
With heart athrob to a great intent
And spirit alert and high,
For they go to fight for the end of war
And the reign of peace forevermore.

A grateful world will applaud their deeds,
With paeans of praise and cheers;
And the god of battle will wake no more
Through the tranquil march of the years;
They will win the fight for the end of war
And the reign of peace forevermore."

THE HONOR ROLL

NUTLEY SCHOOL AND ALUMNI BOYS WITH THE COLORS

126 Boys and Three Teachers

This list is as complete as it was possible to make it at the time this report went to press. Any omissions or changes in service should be reported to the Superintendent of Schools.

Carroll, Edward E. (Teacher)	Army
Dacey, John B.	Army
Smith, Leroy C.	Medical Corps, Ala.
Armstrong, Harold	Aviation
Armstrong, George L.	Artillery, Camp Greene
Armstrong, William	Army
Armstrong, John	Army
Arnold, Weld	Army
Assmus, Robert	Navy
Auld, Hampton	Navy
Ayers, Milton	Aviation Corps, Texas
Bangiola, Paul	Army
Bennit, Alfred	First Regiment Band
Blair, Earle	Aviation Corps, Georgia
Blum, Carney	Army at Camp Dix
Bluhm, Harry	Naval Reserve
Booth, Richard, W. Jr.	Army in France
Booth, Leonard	Army in South
Bradford, George	Army at Hempstead
Broadbent, Earl	Naval Reserve
Bross, Melvin	Navy

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Brown, Alvah.....	Army at Camp in Ohio
Bruskin, Julius.....	Army in France
Calkins, Lawrence.....	Navy
Cappel, Alexander.....	Army
Carstens, Arthur.....	Hospital Corps, Camp Dix
Cauffman, Lawrence E.....	Signal Corps in France
Clark, Arthur.....	Naval Reserve
Connelly, Charles.....	Army in France
Connelly, George.....	Marines
Cooper, A. Herbert.....	Machine Gun Battalion, Camp Greene, N. C.
Crecca, William.....	Army
Croasdale, Stanley.....	Army
Dabney, Fairlee.....	Aviation
DeChario, Daniel.....	Cavalry
DeWitt, Dalton.....	Aviation
Dittig, Roger.....	Army at Camp Dix
Donaldson, Bertram.....	Engineers
Donaldson, Charles.....	Discharged, Physical Disability
Donaldson, William.....	Signal Corps in France
Dorr, Stephen, Jr., (Deceased).....	Aviation
Dunn, William.....	Army
Edgar, Stewart.....	Aviation in France
Elliott, Edwin.....	Aviation
Elliott, Russell.....	Engineers in France
Ellis, Richard.....	Naval Reserve
Feltus, John.....	Medical Corps
Ferris, Howard.....	Bugle Corps
Freeman, Charles.....	Army, Assembly Station
Gillman, Jacob.....	Army at Camp Dix
Goodrich, Lloyd.....	Naval Reserve
Gorman, Walter.....	Army at Camp Dix
Grossman, Paul.....	Navy
Gudduck, Charles.....	Navy
Hallidy, David.....	Engineers at Fort Leavenworth
Hayden, Jackson.....	Army in France
Hill, Clark.....	Cavalry in France
Hill, Lawson.....	Aviation Corps
Hill, George.....	Aviation Corps
Hoeber, Harold.....	Army
Hoeber, Bentley.....	Aviation Corps in France
Jenkins, Fred.....	Army
Kane, Frank.....	Navy
Kaufman, James Hobart.....	Army at Camp McClellan
King, Harold.....	Army
Kinzel, Charles.....	Army in France
Lindstrom, Albert.....	Military Police, Ala.
Lindstrom, Oscar.....	Army
Livermore, William.....	Officers Reserve
Lux, John.....	Naval Reserve

ANNUAL REPORT OF THE NUTLEY PUBLIC SCHOOLS 17

Masten, Walwin.....	Aviation Corps in Texas
McCrea, Frank.....	Army
McEligot, Patrick.....	Army at Camp Dix
McGrotty, William.....	Army
Mertino, Paul.....	Army at Ala.
Mertino, Joseph.....	Army at Ala.
Moesinger, Henry.....	Army at Spartanburg
Murray, Richard.....	Army at Camp in Virginia
Murren, James.....	Army
Nichols, David.....	Coast Artillery
Nichols, Thomas.....	Army at Camp in Ala.
Nugent, Eddie.....	Aviation in France
Perkins, Wilbur.....	Navy—U. S. S. Legonia
Philhower, Bronson.....	Naval Reserve
Phillips, Stanley.....	First Regiment Band
Pratt, Neville.....	Navy—Now in England
Rawcliffe, Elmer.....	Hospital Corps, Red Cross
Ray, Conrad.....	Navy
Reynolds, Alvin.....	Army
Richmond, Harold.....	Navy
Ritchie, Abbott.....	Engineer Corps
Robertson, Alexander.....	Aviation
Rummel, Joseph.....	Army at Camp Dix
Rutan, Abner.....	Naval Reserve
Ryan, Walter.....	Hospital Corps, U. S. N.
Ryan, Chester.....	Naval Reserve
Ryan, Milton.....	Awaiting Final Call
Sargeant, Angus.....	U. S. Navy, Newport, R. I.
Scorso, Perham.....	Naval Reserve
Simmons, Harold.....	Aviation
Simmons, William.....	Aviation
Someraski, John.....	Army
Spinning, Fred.....	Signal Corps
Stager, Floyd.....	Naval Reserve
Stilwell, Lloyd.....	Army in China
Sutcliffe, Samuel.....	Army in Anniston
Symonds, Roscoe.....	Officers Reserve
Symonds, Raymond.....	Coast Artillery, Virginia
Tasker, Alexander.....	Navy
Townsend, Bertram.....	Aviation Corps, Texas
Van Riper, Cornelius.....	Naval Reserve
Van Riper, Harvey.....	Naval Reserve
Vroom, Allyn.....	Navy
Walcott, George Jr.....	Navy
Web, Stanley.....	Army at Camp in Georgia
White, George.....	Army at Camp Dix
Wiesbrod, Valentine.....	Army
Williams, Pearce.....	Ordinance Dept.
Williams, Francis C.....	Ordinance Dept.

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Williams, John.....	Army at Camp Dix
Windheim, Fred	Army at Camp Dix
Winser, Gerald.....	Navy
Winner, Benjamin.....	Army at Camp Greene, Va.
Witbeck, Jean.....	Naval Reserve
Wood, Tracey.....	Engineer Corps in France
Woodruff, Ralph.....	Medical Corps
Woodruff, James.....	Navy
Yerg, Harry.....	Aviation Corps in Texas
Young, Philip.....	Field Artillery, Cal.

WHAT BOYS CAN DO TO WIN THE WAR

by Dr. Frank Crane

Don't leave school. The very best thing you can do for your country is to get educated. To grow up an ignorant man is to become a burden. Every hour in school means fitting yourself in the best possible way to be of future service to the nation.

Keep clean. Don't form bad habits. Your country needs men of sound body and vigorous health.

Join the Boy Scouts. This is the best organization I know of for boys. Other good organizations are the Junior Naval Guard, the Woodcraft League, the Junior Police and the Boys' Brigade.

Buy a Government Thrift Card. Every boy in the United States ought to own one. Don't spend money in self-indulgence. Deny yourself like a good soldier. Get the other fellows to buy Thrift Cards. It only takes 25 cents to start one. Don't be a slacker.

Sell Liberty Bonds and volunteer to distribute Food Conservation pamphlets.

Learn "The Star-Spangled Banner" and join in the singing. Learn all the words.

Learn the rules governing the American Flag, how it should be displayed, how saluted, etc.

Learn the reasons why America is in the war.

Organize a club or group among your companions to save newspapers, tinfoil and rubber.

Save food yourself. Eat all that is served on your plate; and don't ask for more than you can eat.

See that the magazines, especially the ones with pictures, that are read in the home and thrown aside, are saved. If you put a one-cent stamp on any periodical and give it to the postman, the government will see that it is sent to the soldiers.

Learn how to make trench candles, needle and thread cards, and pads and comfort kits.

Plan to have a garden next spring. Get the boys of your "crowd" together and see that they use the vacant lots in your town for raising garden truck. Every bit you do helps.

Learn to discipline yourself, to do gracefully what you don't like; don't complain; be at home what a good soldier ought to be in camp and battle.

And above all things, keep your body fit, and study hard so that when you grow up you will be able to be of the best possible service to your country.

DR. C. N. KENDALL URGES THE BOYS AND GIRLS TO CONTINUE IN SCHOOL

Dear Mr. Beachler:—

I regard it as very important that our young people should remain in school and secure the advantages of an education if it is possible

for them to do so and provided the nation does not call the young men of suitable age for the colors.

Young people will be tempted because of the prevailing high prices for labor to leave school and go to work. They must of necessity do this in some cases but it is to be hoped that they will rather go on with their education. In most cases when they leave school they do not return, therefore it may be the end of their education.

Now I want to say—and say with very great emphasis—that an educated person has a great advantage in this world—a great advantage in social, industrial and civic life. After this war is over there will be a great demand for educated men and women. They will be needed to help this country solve or work out some of the problems which will confront it.

Our young men should keep on with their education therefore, first because it is for their own personal interest to do so, and secondly because it is patriotic so to do.

I realize that it will be absolutely necessary for some young people to leave school in order to help support the family, and some young men may find opportunities for direct war service, but I am also mindful of the fact that educated men and women will be needed in this country during the next twenty-five years as we never needed them in the past.

C. N. KENDALL,
Commissoner of Education,
State of New Jersey.

THE MONEY VALUE OF EDUCATION

We admit that an appeal to the money value of Education is not the highest and most ideal; yet we must also admit that the most of us are not living under the most altruistic conditions and consequently the money value consideration does play an important part in our daily living.

The purposes then of the following charts are—First, to bring the value of an education home to the parents in the most concrete way possible that they may be persuaded to keep their boys and girls in school until they have at least completed the High School course. And, second, to prove to them the poor business judgment of taking their children out of school and sending them into the factory even though the wages paid are unusually attractive and the cost of living extraordinarily high.

These charts are taken from Bulletin No. 22, United States Department of the Interior, Bureau of Education, and are authentic.

DISTINGUISHED MEN OF AMERICA AND THEIR EDUCATION

**WITH NO SCHOOLING
OF 5 MILLION, ONLY 31 ATTAINED DISTINCTION**

**WITH ELEMENTARY SCHOOLING
OF 33 MILLION, 808 ATTAINED DISTINCTION**

**WITH HIGH-SCHOOL EDUCATION
OF 2 MILLION, 1245 ATTAINED DISTINCTION**

**WITH COLLEGE EDUCATION
OF 1 MILLION, 5768 ATTAINED DISTINCTION**

**THE CHILD WITH NO SCHOOLING HAS ONE
CHANCE IN 150,000 OF PERFORMING DIS-
TINGUISHED SERVICE; WITH ELEMENTARY
EDUCATION, HE HAS FOUR TIMES THE CHANCE.
WITH HIGH-SCHOOL EDUCATION, 87 TIMES THE
CHANCE. WITH COLLEGE EDUCATION, 800 TIMES
THE CHANCE.**

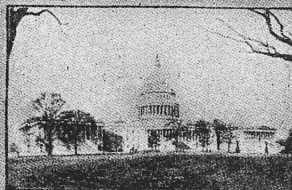
WHAT IS YOUR CHILD'S CHANCE?

FROM
THE MIDDLE CLASS IN AMERICA
BY A. BRADLEY, LL.D.

TABLET OF
THE UNIVERSITY OF CHICAGO
ALUMNUS BY EDUCATION

The figures above are taken from a study of the distinguished men catalogued in Who's Who in America, and graphically tells its own story.

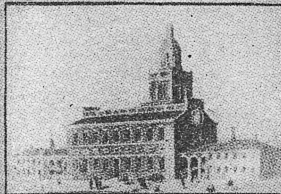
EDUCATION & STATESMANSHIP



LESS THAN 1% OF AMERICAN MEN ARE
COLLEGE GRADUATES. YET THIS

1% OF COLLEGE GRADUATES HAS FURNISHED

55% OF OUR PRESIDENTS
36% OF THE MEMBERS IN CONGRESS
47% OF THE SPEAKERS OF THE HOUSE
54% OF THE VICE-PRESIDENTS
62% OF THE SECRETARIES OF STATE
50% OF THE SECRETARIES OF TREASURY
67% OF THE ATTORNEYS GENERAL
69% OF THE JUSTICES OF THE SUPREME COURT



50% OF THE MEN COMPOSING THE CON-
STITUTIONAL CONVENTION WERE COLLEGE BRED.

1917
THE NUTLEY BOARD OF EDUCATION
-JAMES A. HANWELL, SECRETARY

LIBRARY OF THE
UNIVERSITY OF TEXAS
DEPARTMENT OF EDUCATION

The figures are from "Does College Education Pay?" The Presidents include all to 1914. An education determines what a boy may become just as certainly as the lack of it limits his activities.

The Board of Education has very wisely provided for a wide range of Manual Training activities for both boys and girls which training will lead to more technical courses. These schools with their various shops, are the laboratories in which the boys and girls may discover their own natural talents, and be attracted into their life work by doing the thing which appeals to them most naturally.

The Prevocational School aims to appeal to boys and girls of grammar school age; to show the importance of the vocations and the possibilities of interesting them; to offer a preliminary training to those who wish to enter the Essex County Vocational Schools; to give a try-out experience to those who must enter employment at an early age; to make instruction intensive and concrete by relating the academic work to the shop activities.

The Board employs two men and two women who devote their entire time to instruction in the trade or prevocational activities. Another important feature of their work is to impart knowledge about the various trades that they may choose their life work more intelligently.

The Board also employs two women for classes in individual instruction. The purpose is to give these pupils who will not advance far in the grades, that knowledge of reading, writing, spelling, English speech, and composition, arithmetic, community civics, and a variety of handwork, including shop, factory, store, machine work, weaving, shoe making, drawing, cooking, sewing and physical training. Such instruction as this will make these pupils self supporting and useful citizens.

The charts given below show the money value of Technical Training:

VALUE OF EDUCATION TO FACTORY WORKERS



TECHNICAL SCHOOL GRADUATE

\$43,000

TRADE SCHOOL GRADUATE

\$25,000

SHOP APPRENTICE

\$15,800

LABORER

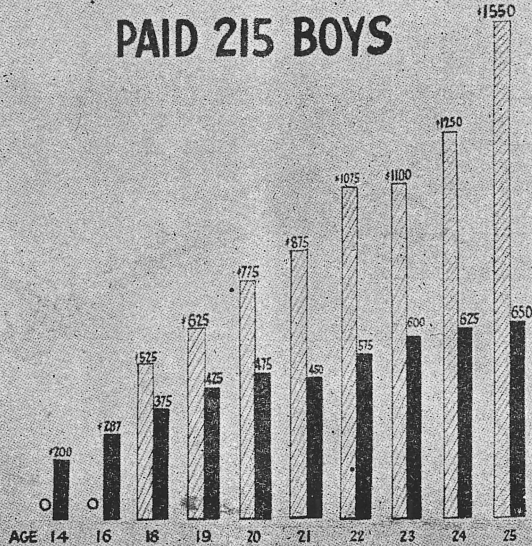
\$10,200



THE "VALUE" OF EACH IS CONSIDERED TO
BE THE SUM WHICH AT 5% INTEREST
WOULD YIELD AN INCOME EQUAL TO THE
SALARY RECEIVED.

WHICH WILL YOU BE ?

WHAT INDUSTRIAL EDUCATION PAID 215 BOYS



THE SOLID BLACK COLUMNS REPRESENT THE AVERAGE YEARLY WAGE RECEIVED BY 584 CHILDREN WHO LEFT SCHOOL AT 14 YEARS OF AGE.

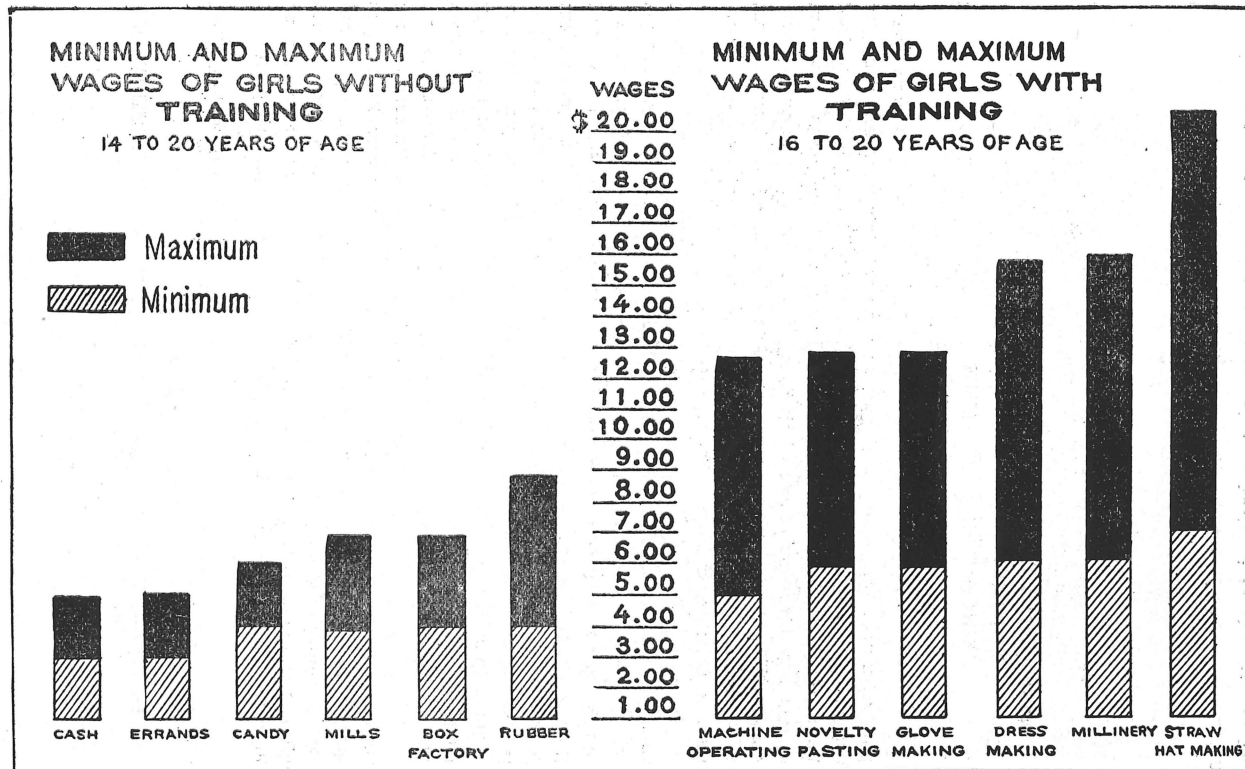
THE HATCHED COLUMNS REPRESENT THE AVERAGE WAGE RECEIVED BY 215 BOYS WHO REMAINED IN TECHNICAL SCHOOLS TILL EIGHTEEN YEARS OF AGE.

NOTE THAT THE TECHNICAL-SCHOOL STUDENTS SURPASS THE SHOP-TRAINED BOYS FROM THE BEGINNING, AND AT 25 YEARS OF AGE ARE RECEIVING \$900 PER YEAR HIGHER SALARY.

THE NUTLEY PUBLIC SCHOOLS
BY A. GARDNER, 1917

REPORT OF
THE COMMISSIONER OF
EDUCATION
DEPARTMENT OF
EDUCATION

These figures were taken from the Report of the Commission on Industrial and Technical Education, submitted to the Massachusetts Legislature.



A comparison of wages of trained and untrained girls. The figures are from "The Public and The Girl Wage Earner."

AN APPEAL TO HIGH SCHOOL PEOPLE OF THE UNITED
STATES

Dear Young People:—

As President of the National Education Association I am making an appeal to you to strain every nerve in the effort to make your high school work a preparation for life. As never before the nation is looking to the boys and girls of high school age for help in its great task of keeping unstained American ideals and using American activities for the serving of the world.

If the expectations of patriotic America are to be fulfilled, you young people must make the most of your four years of high school life. You must pour into those years every atom of physical, mental, and spiritual energy that you possess, to the end that your trained bodies and trained minds may be the instant and obedient servants of the nation's needs. As you work during these crucial years, so will you live in the years to come. As you think straight, work hard, and love mightily, so will the nation think, work, and love. As your development is full, rich, and strong, so will the national development become.

I beg you not to be persuaded to forego the opportunities of high school life. Modern education is the interpretation of life in terms of truth, beauty, freedom, efficiency, and service. Make yourself ready for the nation's Call by training heart and hand and brain and soul to the end that when the spirit of America says "I need my young people," you will be ready with the answer, "here are we, take us, use us," that America may continue to teach the world the meaning of real civilization.

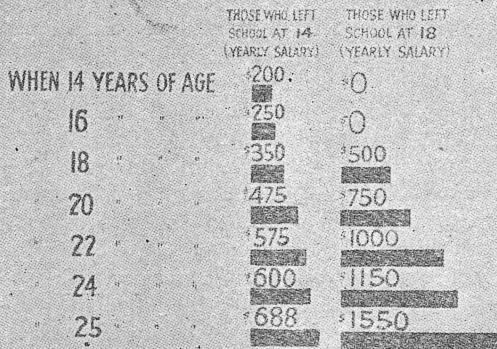
Faithfully yours,

MARY C. C. BRADFORD,
State Superintendent
Public Instruction, Colorado.

DOES A HIGH SCHOOL EDUCATION PAY?

WHAT FOUR YEARS IN SCHOOL PAID

WAGES OF TWO GROUPS BROOKLYN CITIZENS



TOTAL SALARY 11 YEARS \$112.50

TOTAL SALARY 7 YEARS \$7337.50

NOTICE THAT AT 25 YEARS OF AGE THE BETTER EDUCATED BOYS ARE RECEIVING \$900 PER YEAR MORE SALARY. AND HAVE ALREADY IN 7 YEARS RECEIVED \$2250 MORE THAN THE BOYS WHO LEFT SCHOOL AT 14 YEARS HAVE RECEIVED FOR ELEVEN YEARS WORK.

IT PAYS TO CONTINUE YOUR STUDIES

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

HERE IS THE PROOF:

UNEDUCATED LABORERS EARN ON THE
AVERAGE \$500 PER YEAR FOR FORTY
YEARS. A TOTAL OF \$20,000

HIGH-SCHOOL GRADUATES EARN ON
THE AVERAGE \$1000 PER YEAR FOR
FORTY YEARS. A TOTAL OF \$40,000

THIS EDUCATION REQUIRED 12 YEARS
OF SCHOOL OF 180 DAYS EACH, A TOTAL
OF 2160 DAYS IN SCHOOL.

IF 2160 DAYS AT SCHOOL ADD \$20,000
TO THE INCOME FOR LIFE, THEN EACH DAY
AT SCHOOL ADDS \$9.02

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

THE CHILD THAT STAYS OUT OF SCHOOL
TO EARN LESS THAN \$9.00 A DAY IS
LOSING MONEY. NOT MAKING MONEY

\$9.02 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$9.02

COURSES OF STUDY

Courses of study are planned to meet the individual needs of the children, and to comply with the requirements of the State Department and the College Entrance Board.

Two years of Kindergarten instruction are provided, and eight years of elementary. There are special classes for individual instruction for pupils of the primary grades; special industrial or prevocational classes for girls of the grammar school; and special prevocational classes for boys of the grammar school. The High School offers six courses of study of four years each as follows:

1—The Classical College Preparatory course which meets all classical college entrance requirements.

2—The Scientific College Preparatory course which meets all scientific college entrance requirements.

3—The Normal School Preparatory course which meets the entrance requirements of the Normal Schools.

4—The Commercial course which meets the requirements of those who wish to become stenographers, typewriters, bookkeepers, bank clerks and office assistants.

5—The Practical Arts course for those who wish to learn the art of home-making and the science of housekeeping; for those who wish 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.

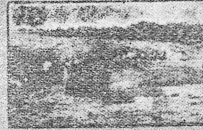
6—The Industrial Arts course is planned for those who wish to become mechanics, contractors, builders, draftsmen, factory foremen, salesmen; who wish to add to their technical training a knowledge of English, general mathematics, the sciences, a practical knowledge of bookkeeping, commercial arithmetic, and typewriting sufficient to transact their own business and to give intelligent direction to others if they happen to be promoted to an administrative position of some responsibility.

"LOOK BEFORE YOU LEAP"

Before you decide to leave school to go to work, consider the yearly income which an incomplete education will force you to accept.

DOES EDUCATION PAY?

SALARIES IN THE NEW YORK BRIDGE DEPARTMENT



IN POSITIONS DEMANDING ONLY READING,
WRITING, AND ARITHMETIC **\$982.00**



IN POSITIONS DEMANDING HIGH-SCHOOL AND,
COMMERCIAL COURSES **\$1729.00**



IN POSITIONS DEMANDING HIGH-SCHOOL
AND TWO OR THREE YEARS OF COLLEGE OR
TECHNICAL EDUCATION **\$2400.00**

WHICH POSITION ARE YOU PREPARING
YOURSELF TO FILL?

**IT PAYS
TO CONTINUE YOUR EDUCATION.**

WHAT NATION WILL SURVIVE IN THE STRUGGLE FOR
EXISTENCE?

THE STATE THAT FAILS TO EDUCATE



"THE EDUCATED MIND IS THE GREAT-
EST PRODUCING AGENCY IN THE WORLD.
WITHOUT WHICH FERTILE SOIL, TIMBERED LAND,
AND MINERAL DEPOSITS ARE BUT SO MUCH
USELESS MATERIAL."



"THE STATE THAT FAILS TO EDUCATE DOOMS
ITS CHILDREN TO INDUSTRIAL SUBJUGATION
BY THOSE FROM STATES THAT EDUCATE. MORE
THAN ONCE HAVE NATIVES LOST THEIR LAND
FROM LACK OF EDUCATION."

SHALL WE PREPARE OUR CHILDREN TO
HOLD THIS LAND?

PHYSICAL TRAINING LAW

On September 1, 1917, a law went into effect making regular instruction in Physical Training mandatory in all schools throughout the state. The courses shall include exercises, calisthenics, formation drills, instruction in personal and community health and safety and in correcting and preventing bodily deficiency, instruction in the responsibilities of citizenship; in addition, for female pupils, instruction in domestic hygiene, first aid and nursing. To further promote the aims of this course, medical inspection of school children may be imposed.

MEDICAL INSPECTION LAW

The revised law of 1914, reads:—Every Board of Education shall employ a competent physician to be known as Medical Inspector, and fix his salary and term of office. Every Board of Education shall adopt rules for the government of the medical inspection, which rules shall be submitted to the State Board of Education for approval.

The medical inspector shall examine every pupil to learn whether any physical defect exists, and keep a record from year to year of the growth and development of such pupil, which record shall be the property of the Board of Education, and shall be delivered by said medical inspector to his successor in office. Said inspector shall lecture before the teachers at such times as may be designated by the Board of Education, instructing them concerning the methods employed to detect the first signs of communicable diseases, and the recognized measures for the promotion of health and the prevention of disease. A Board of Education may exclude from school any child whose presence in the schoolroom shall be certified by the medical inspector as detrimental to the health or cleanliness of the pupils in the school, and shall notify the parent, guardian or other person having control of such child of the reason therefor. If the cause for exclusion is such that it can be remedied, and the parent, guardian or other person having control of the child excluded as foresaid shall fail or neglect within a reasonable time to have the cause for such exclusion removed, such parent, guardian or other person shall be proceeded against, and, upon conviction, be punishable as a disorderly person.

HIGH SCHOOL ADMISSION AND GRADUATION

Rules of the State Board of Education

The common school course of instruction consists of twelve years exclusive of the kindergarten. To enter the ninth grade or the first year of high school a pupil should have completed in a satisfactory manner the elementary course of eight years. One test for entrance should be the ability to do the work of the high school; a second factor to be considered should be the pupil's habits of work; a third should be a pupil's health, industry and regularity in school attendance; a

fourth should be the state efficiency tests for the highest elementary grades.

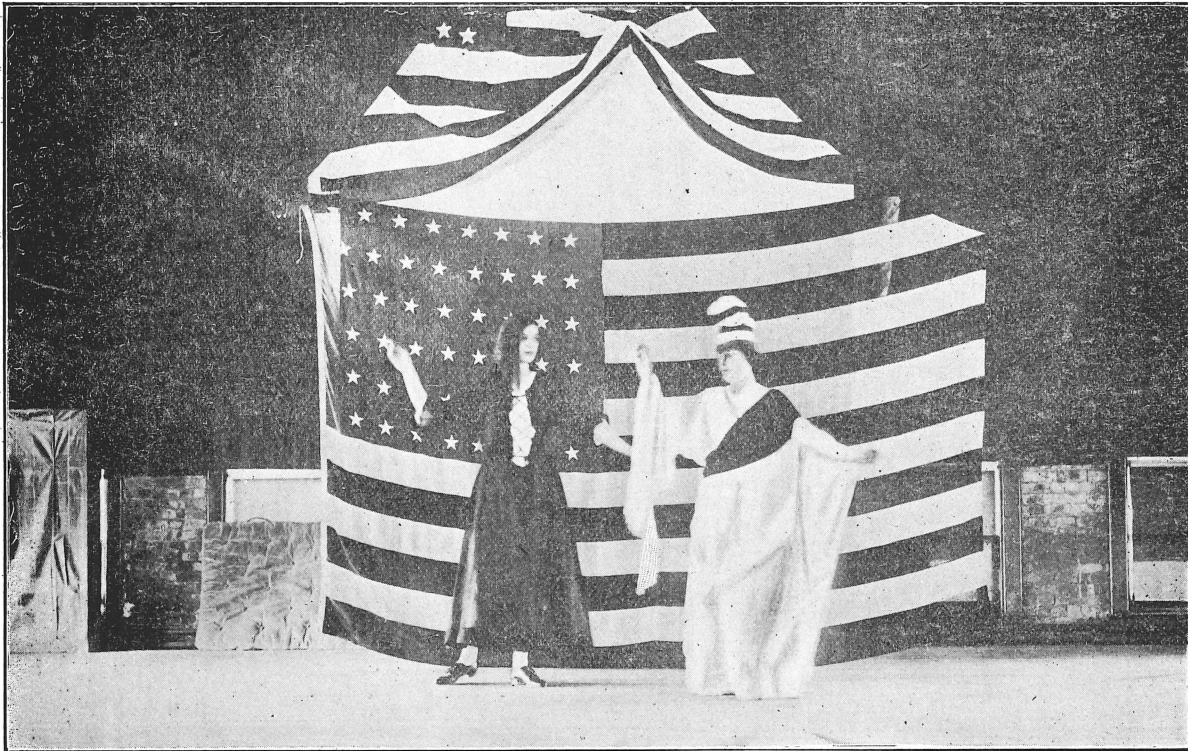
It cannot be too strongly emphasized that "every boy and girl of high school age belongs in the high school" and it is the business of the elementary school to see that he arrives according to age schedule. It is also the duty of the high school to welcome every such boy and girl, and to adapt subject matter, methods of organization to the individual needs of such boys and girls.

For graduation it should not be sufficient that a pupil has merely acquired the minimum number of counts. A few pupils can secure the minimum number of counts in three years, but such a course is neither encouraged nor approved. It takes time to mature. Assuming from 79 to 84 academic counts as the standard of graduation, it is recommended that no diploma be granted unless a pupil has acquired at least 45 counts in not more than three subjects of which English shall be one. Of the remaining counts, at least 20 should be in two subjects.

INTER-HIGH SCHOOL DEBATES

For a number of years special attention has been given to the art of public speaking. The ability to express oneself clearly and forcefully is one of the finest of arts. Annual class, interclass and inter-high school debates have been held. Also regular literary and assembly exercises for the purpose of giving practice in public speaking.

To further encourage pupils in this direction, several colleges have arranged for a series of elimination debates among the high schools; the high school winning the series would be awarded a scholarship for each debater. Our local high school will have the honor of entering an inter-high school debate on March 15.



HIGH SCHOOL DRAMATICS

HIGH SCHOOL EXCURSION TO WASHINGTON

One of the very pleasant experiences in the life of the high school pupils is the annual excursion to Washington, D. C., by the Senior Class. A pupil looks forward to this event with greatest anticipation. Some pupils are encouraged to remain in school by this one event alone. The educational advantages of such a trip are many. These trips when properly organized and chaperoned are to be encouraged. It is to be regretted that the present Senior Class will be obliged to forego the trip this year owing to the extraordinary demands upon the railroads and the lack of hotel accommodations in Washington.

GIRLS SEEKING EMPLOYMENT IN WASHINGTON

The U. S. Department of Education is asking superintendents and teachers to use their influence in keeping young girls from leaving their homes to seek employment in Washington. The report says, "There are too many young girls here now. They are arousing anxiety on the part of members of the Y. W. C. A. Washington is not a very desirable place, owing to the crowded conditions, for mature women and it is no place at all for girls in their teens who are away from home."

CONTRACTS OF TEACHERS

In a recent meeting of State School Board Members, the following questions were discussed:

Is a teacher's contract to be considered a mere scrap of paper?

Is a contract between a teacher and a Board of Education to be regarded like any other contract?

Do teachers themselves regard their contracts as binding—except upon Boards of Education?

The purpose of the discussion was first to focus attention on the fundamental purpose of public education, viz.—the highest welfare of the child. When we consider what is good for the teacher we must also take into consideration, that which is best for the child. When the welfare of the children is taken into consideration, it is quite evident that teachers cannot resign during the school year without the work of that class or department suffering seriously.

The increasing frequency of contract breaking is becoming quite serious; and is likely to become more so during the life of the war, owing to the more attractive wages paid in other employments and to the number of men withdrawn from the teaching profession. The present stress will be greatly relieved after the war. There will be a readjustment of wage schedules and an increased supply of teachers. In the meantime however, the only solution to the problem, as I see it, is to increase the teachers' salaries. The parents insist on having teachers who read some of the best new books, take educational magazines, go to teachers' conventions, attend summer school, belong to musical and art clubs, go to some of the best operas and plays, dress not gaudily but neatly, and contribute to the support of

religious, charitable, and other welfare institutions. It is impossible for some teachers to comply with these demands at the salaries they now receive. If a salary commensurate with the service rendered was paid, the temptation to resign, would in most cases be removed.

The teachers of New Jersey have adopted for themselves the following Code of Ethics, and with but a very few exceptions, do live up to the spirit and letter of the code, which says: "A teacher should always fulfill his obligations to the Board and to the community whom the Board represents; and should regard his contract as a sacred obligation never to be broken or regarded lightly. In general, teachers who are moved by the highest considerations for the profession will terminate contracts before their expiration only for the gravest and most important causes, and then only after a reasonable notice. There is probably no one action which brings the profession into greater disrepute with men of business, or with the public generally than that of a teacher "jumping his contract." The practice cannot be too severely condemned by the profession itself."

From this it will be seen that the teachers themselves recognize the odium of contract breaking, and are conducting a campaign of reform. The great body of teachers do regard their contract as a sacred obligation; and they do wish to maintain the full dignity and honor of the profession.

Respectfully submitted,

J. R. BEACHLER.

ASSIGNMENT OF TEACHERS 1917-18

Date of
Employ-

	Supervisors and Assistants
1910	J. R. Beachler, M. A. Columbia.....Supervising Principal
1909	Stella E. Hicks, Pratt Institute.....Supervisor of Drawing
1917	Lillian Eldridge, Stetson University.....Supervisor of Music
1917	Lynn I. Thompson, Kansas City Tr. Sch.....Sup. of Phys. Train.

Manual Training

1914	Arthur T. Giblin, Fitchburg Normal.....Manual Training and Principal Boys' Prevocational School
1917	Ralph J. Lundigen, Fitchburg.....Manual Training
1917	Elizabeth Young, Oneonta Normal.....Academic, 5-6-7
1916	Abby C. Franklin, N. Y. State College.....Cooking, Sewing and Head of Dept.
1917	Mernette L. Chapman, State Normal College, Albany, N. Y. Cooking and Sewing

High School

1917	Arnold C. Harwood, B. A., Olivet.....Principal and Mathematics
1917	Ernest L. Saul, B. S., Ohio State University.....Science
1913	L. E. Garwood, M. A., Wisconsin.....History
1915	John H. Finn, B. S., Dartmouth.....Commercial
1913	D. F. Guiney, B. A., Columbia.....Mathematics and English
1916	A. Louise Schmitz, M. A., Columbia.....German and French
1917	Marion S. Walker, B. A., Smith.....English and Public Speaking
1917	Florence E. Meng, B. A., Smith.....Latin

Park School

1909	John S. Herron, B. A., New York University.....Principal
1915	Carl W. Barget, Erasmus Hall.....VIII-A
1915	Frances Tibbits, Oneonta.....VIII-B
1917	Elsie E. Bartow, Oneonta.....VIII-C
1917	Myron L. Smith, Farmington.....VII-Boys
1914	Helen C. Robinson, Fitchburg.....VII-Girls
1917	Jessie A. Ireys, B. A., Wellesley.....VII-Boys and Girls
1917	Toinie Kalvio, Newark Normal.....Academic, Grades 6-7 Girls
1914	Gertrude A. Guiney, Potsdam.....VI-B
1917	Helen E. Ryan, Fitchburg.....VI-A
1903	M. Winifred Turner, Oswego.....V-A, B
1913	Anna M. Swain, Trenton.....V-B, IV-A
1910	Anna A. Troy, Trenton.....IV-A, B
1917	Emilie P. Lindner, Montclair.....III
1917	Hazel E. Geele, Gorham.....III-II
1912	May Powers, Geneseo.....II-I
1917	Justina Martin, Potsdam.....I
1895	Kate C. Lambert, Teachers' College.....Kindergarten
1916	Jennie M. Churcho, Plattsburg.....Class for Indiv. Instruc.
1917	Florence M. Cheverette, Plattsburg.....Class for Indiv. Instruc.

Date of
Employ-
ment

Yantacaw School

1905	Alice J. Bickers, Fredonia.....	Principal
1916	Elizabeth W. Beattie, B. A., Wellesley.....	VII
1913	Teresa C. Curren, Plymouth.....	VI
1913	Louise Kurtz, Montclair.....	V
1915	Mary Sheerin, Cortland.....	IV
1910	Emma B. Shannon, Fredonia.....	III
1912	Carol F. Young, Trenton.....	II
1910	Katharine Milne, Trenton.....	I
1906	Katharine T. Conlon, Teachers' College.....	Kindergarten

Washington School

1907	Susan F. Lockhart, Albany.....	Principal
1914	Edith V. Teets, Geneseo.....	VI
1915	Agnes T. Kehrer, Newark Normal.....	V
1912	Eva V. D. Phillip, Montclair.....	IV-V
1916	Mary F. Wheaton, Cortland.....	IV
1909	Marcella M. Tupper, Potsdam.....	III
1917	Mary E. Purdy, Potsdam.....	III
1915	Sarah M. Cooke, Newark Normal.....	II-A
1916	Gladys M. Morton, Fitchburg.....	II-B
1911	Henrietta Jahn, Montclair.....	I-A
1914	Esther M. Harby, Oswego.....	I-B
1911	Frances Briggs, Ethical Culture Sch.....	Kindergarten
1917	Jennie Hartman, Adelphi.....	Kindergarten

Lincoln School

1916	George R. Gove, Farmington.....	Principal and V
1915	Nettie C. Dauber, Geneseo.....	IV-V
1917	Gertrude M. Smith, Montclair.....	IV-B
1917	Florence Muller, Montclair.....	III
1915	Edith B. Jordan, Gorham.....	III
1917	Alma Paine, New Paltz Normal.....	II-A
1917	Lucille Zahn, Newark Normal.....	I-II
1910	Ethel B. Hallock, Mansfield.....	I-A
1917	Ruth A. Hurd, Newark Normal.....	I-B
1914	Elva M. Brace, Buffalo.....	Kindergarten
1913	Kathleen D. Haring, Newark Normal.....	Kindergarten

Spring Garden School

1917	*John B. Dacey, Fitchburg (Resigned).....	Asst. Principal and IV
1917	Armella S. Kent, Montclair.....	III-II
1916	Ruth E. Gardner, Fitchburg.....	I
1918	Grace R. Abbott, Montclair.....	IV