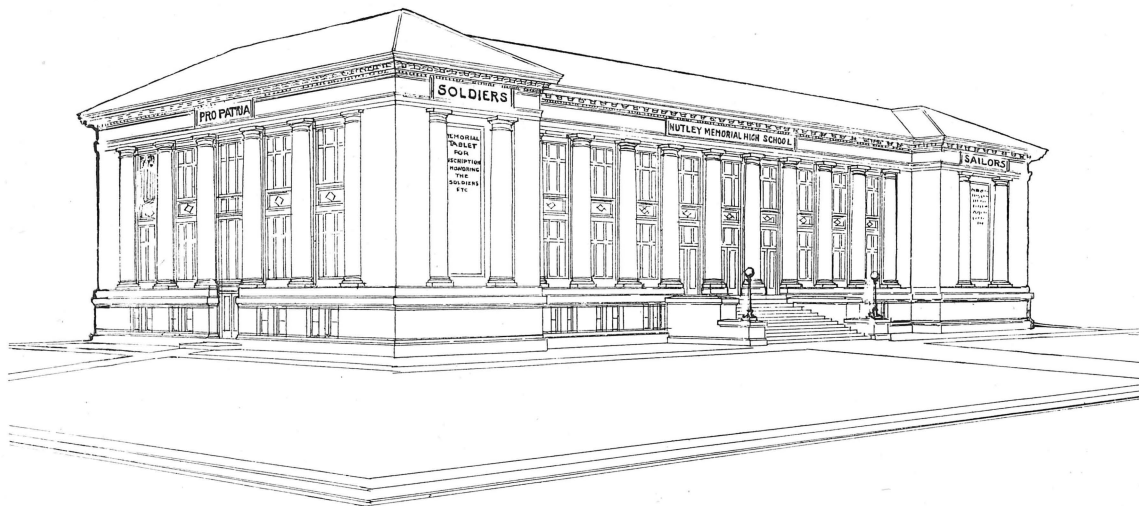


Annual Report  
*of the*  
Nutley Public Schools  
NUTLEY, NEW JERSEY  
Board of Education

1919

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*of the*  
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1919



### MEMORIAL HIGH SCHOOL

From a drawing of the Memorial High School suggested by the "Memorial High School Committee" appointed by the "Committee on Memorial."

# Board of Education

1918—1919

## OFFICERS

RICHARD W. BOOTH.....	President
NILS O. LINDSTROM.....	Vice-President
MORRIS B. READE.....	District Clerk

## MEMBERS

	Term Expires
Nils O. Lindstrom.....	1919
Charles Fendrich .....	1919
Abijah C. Fox.....	1919
Richard W. Booth.....	1920
John M. Sattler.....	1920
Marion L. Lewis.....	1920
Horace Tantum .....	1921
Sarah M. Proal.....	1921
Edward M. Cone.....	1921

## STANDING COMMITTEES

### Finance

Edward M. Cone	Horace Tantum	Abijah C. Fox
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### Teachers

Marion L. Lewis	Nils O. Lindstrom	Edward M. Cone
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### Curriculum

Abijah C. Fox	Sarah M. Proal	Marion L. Lewis
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### Buildings and Grounds

John M. Sattler	Nils O. Lindstrom	Abijah C. Fox
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### Rules and Regulations

Charles Fendrich	Sarah M. Proal	Horace Tantum
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### Lectures and Library

Sarah M. Proal

### Regular Meetings

Fourth Monday 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
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.....	1912-1919

**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 1918-19**

- 1918—September 9, Monday, Fall term begins.  
 November 5, Tuesday, Election Day.  
 November 28, Thursday, Thanksgiving Day.  
 November 29, Friday, Schools closed by order of Board of Education.  
 December 20, Friday, Fall term closes.  
 December 23 to January 3, inclusive, Schools closed for Christmas Vacation.
- 1919—January 6, Monday, Winter term begins.  
 February 12, Wednesday, Lincoln's Birthday.  
 April 11, Friday, Winter term ends.  
 April 14 to 18, inclusive, Schools closed for Spring vacation.  
 May 30, Friday, Memorial Day.  
 June 27, Friday, Spring term ends.

Total number of days, 190.

Note—Teachers may expect to be paid from the office of the Board of Education on the following days: September 27, October 31, November 27, December 20, January 31, February 28, March 28, May 1, May 29, June 27.

1919—September 8, 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 FOR FOUR MONTHS

March 1st, 1918, to June 30th, 1918

### RECEIPTS

Balance on hand March 1st, 1918.....	\$ 37,789.41	
From State, 10% Reserve Fund.....	\$ 2,544.68	
From Tuition .....	383.34	
From Interest on Bank Balances.....	316.06	
		3,244.08
From State for Manual Training.....	\$ 2,370.75	
From Refund for Overcharge.....	3.50	
		2,374.25
		\$ 43,407.74

### DISBURSEMENTS

Current Expenses .....	\$33,412.03	
Manual Training .....	1,769.63	
Library .....	13.50	
Interest on Bonds.....	860.00	
Repairs to Buildings.....	945.51	
Erecting and Enlarging Buildings.....	257.70	
		\$37,258.37
Balance with Custodian of School Moneys....	6,149.37	
		\$ 43,407.74

## FINANCIAL STATEMENT

July 1st, 1918, to February 28th, 1919

## INCOME

Balance July 1st, 1918.....	\$	6,149.37
From State for Railroad Tax.....	\$13,352.48	
From \$250,000 Fund .....	983.01	
From \$100,000 Fund.....	426.51	
From 90% of School Tax.....	32,531.31	
From 10% Reserve Fund.....	2,985.90	
		50,279.21
From District Taxes—		
For Current Expenses.....	\$41,610.00	
For Library .....	50.00	
For Manual Training .....	2,600.00	
For Building and Repairing School Houses .....	4,100.00	
	\$48,360.00	
From Redemption of and Interest on Bonds..	14,175.00	
		62,535.00
From all other sources.....		13.50
		\$118,977.08

## DISBURSEMENTS

Current Expenses .....	\$63,178.18	
Manual Training .....	3,288.05	
Library .....	36.06	
Building and Repairing School Houses.....	5,543.39	
Erecting School Houses.....	4,029.18	
	\$76,074.86	
Redemption of Bonds.....	\$ 3,000.00	
Interest on Bonds.....	10,360.00	
		13,360.00
	\$89,434.86	
Balance with Custodian of School Moneys....	29,542.22	
		\$118,977.08

## CURRENT EXPENSE ACCOUNT

## INCOME

Balance July 1st, 1918.....	\$	3,589.00
From State of New Jersey—		
\$250,000 School Fund.....	\$	983.01
\$100,000 State Appropriation.....		426.51
90% State School Tax.....		32,531.31
10% Reserve Fund.....		2,985.90
Railroad Tax .....		13,352.48
		<hr/> 50,279.21
From District Taxes.....		41,610.00
		<hr/> \$95,478.21

## DISBURSEMENTS

Teachers' Salaries .....	\$43,296.69
Janitors' Salaries .....	5,491.00
Fuel .....	3,669.68
Expenses Supervising Principal's Office.....	556.84
Text-books .....	2,649.18
School Supplies and other Expenses of In- struction .....	3,086.44
Apparatus Purchased with Current Expense Funds .....	347.90
Janitors' Supplies .....	627.13
Light, Water, Power.....	570.08
Medical Inspection .....	676.85
Expenses, Office of Board of Education.....	510.48
Insurance .....	94.67
Wages of Other Employees.....	672.00
Lectures and Recreation.....	103.02
Incidentals .....	826.32
	<hr/> \$63,178.18
Temporary Transfer to Building and Enlarg- ing School Houses .....	5,472.57
	<hr/> \$68,650.75
Balance with Custodian of School Moneys....	26,827.46
	<hr/> \$ 95,478.21

## MANUAL TRAINING ACCOUNT

## INCOME

Balance July 1st, 1918.....	\$	2,357.08
From District Taxes.....	\$	2,600.00
From Sale of Materials.....		13.50
		<u>2,613.50</u>
	\$	4,970.58

## DISBURSEMENTS

Teachers' Salaries .....	\$	2,152 21
Materials and Supplies—		
Mechanical Drawing .....	\$	32.44
Prevocational .....		466.70
Cooking .....		71.61
Sewing .....		489.88
		<u>1,060.63</u>
Repairs and Replacements of Equipment, and		
New Equipment .....		75.21
	\$	3,288.05
Balance with Custodian of School Moneys....		1,682.53
	\$	<u>4,970.58</u>

## SCHOOL LIBRARY ACCOUNT

## INCOME

Balance on hand July 1st, 1918.....	\$	203.29
From District Taxes.....		50.00
	\$	<u>253.29</u>
Disbursements for Books and Magazines.....	\$	36.06
Balance with Custodian of School Moneys....		217.23
		<u>253.29</u>

REDEMPTION OF AND INTEREST ON BONDS  
ACCOUNT

## INCOME

From District Taxes.....	\$	14,175.00
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## DISBURSEMENTS

Bonds Redeemed .....	\$	3,000.00
Interest .....		10,360.00
		<u>\$13,360.00</u>
Balance with Custodian of School Moneys....		815.00
	\$	<u>14,175.00</u>



## BUILDING, REMODELING, ENLARGING, REPAIR- ING AND EQUIPPING SCHOOL HOUSES ACCOUNT

### INCOME

Balance July 1st, 1918.....		None
From District Taxes.....	\$ 4,100.00	
From Current Expenses, Temporary Transfer	5,472.57	
	<u>          </u>	\$ 9,572.57

### DISBURSEMENTS

Repairs to Buildings.....	\$ 1,609.52	
Extraordinary Repairs—		
New Furnace, Yantacaw School	\$1,236.00	
Coal Pit, Park School.....	1,254.00	
Ventilating Fans, Washington		
School .....	294.00	
Furnaces, Washington School..	323.91	
	<u>          </u>	3,108.01
New Furniture .....	561.63	
Replacing Furniture and Equipment.....	264.18	
	<u>          </u>	\$ 5,543.39
Spring Garden School—		
Mason and Carpenter Work.....	\$2,464.18	
Heating and Ventilating.....	625.77	
Electrical Work .....	254.73	
Architect's Fees .....	684.50	
	<u>          </u>	4,029.18
	<u>          </u>	\$ 9,572.57

## BUDGET OF THE BOARD OF EDUCATION FOR 1919-1920

### CURRENT EXPENSES

Teachers' Salaries .....	\$80,000.00	
Janitors' Salaries .....	8,300.00	
Fuel .....	4,000.00	
Expenses Supv. Princ. Office .....	1,100.00	
Text Books .....	2,800.00	
School Supplies .....	3,100.00	
Apparatus .....	500.00	
Janitors' Supplies .....	800.00	
Light, Water and Power .....	1,400.00	
Medical Inspection .....	1,250.00	
Expenses Office Board of Education.....	900.00	
Insurance .....	100.00	
Wages of Other Employees .....	1,000.00	
Lectures and Recreations .....	800.00	
Incidentals .....	500.00	
		\$106,550.00
Library .....		50.00
Manual and Industrial Training .....		5,800.00
Buildings and Grounds—		
Repairs to Buildings .....	3,500.00	
Replacements .....	100.00	
New Furniture .....	600.00	
For Payment Bills due on Construction		
Spring Garden School.....	4,000.00	
		8,200.00
Total Budget .....		\$120,600.00

### ESTIMATED RECEIPTS 1919-1920

From State for R. R. & School Tax.....	\$50,000.00	
From State for Manual Training.....	2,900.00	
		\$ 52,900.00
Total to be raised by District Tax.....		\$67,700.00
District Tax Divided as Follows:		
For Current Expenses .....	\$56,550.00	
Manual Training .....	2,900.00	
Buildings & Grounds.....	8,200.00	
Library .....	50.00	
		\$67,700.00

## CURRICULA TO MEET EVERY NEED

The six curricula 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 curriculum 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 life-work should be interpreted; and that curriculum 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 curricula 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.

(d) The successful completion of one year of high school work is required before beginning the study of nursing, pharmacy or chiropody.

### STATE APPROVED CURRICULA

The elimination of German from the course of study made a revision necessary. These curricula as revised have been approved by the State Department of Public Instruction December, 1918. This means that the State guarantees to all graduates of a college preparatory curriculum or the Normal School curriculum admission to college or normal school on an equality with all other graduates of the best high schools within the State.

## COURSES OF STUDY

## 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		ELEVENTH YEAR	
English I.....	5-5	English III. ....	5-5
Latin I.....	5-5	Latin III. ....	5-5
Algebra I.....	5-5	Algebra II. ....	5-5
Ancient History .....	5-5	French II.....	5-5
Physical Training ....	150 min. 1	Physical Training ....	150 min. 1
	21		21
TENTH YEAR		TWELFTH YEAR	
English II. ....	5-5	English IV.....	4-4
Latin II.....	5-5	Latin IV. ....	5-5
Geometry .....	5-5	French III. ....	5-5
French I. ....	5-5	Chemistry .....	7-5
Physical Training ....	150 min. 1	Physical Training ....	150 min. 1
	21		20
	21	Total .....	83

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
Phys. Training.....	150 min. 1

---

 20

Elective—

Mechanical Drawing.... 4-2

#### TENTH YEAR

English II. ....	5-5
Geometry .....	5-5
French I. ....	5-5
English History .....	5-5
Phys. Training.....	150 min. 1

---

 21

Elective—

Mechanical Drawing.... 4-2

#### ELEVENTH YEAR

English III. ....	5-5
Algebra II. ....	5-5
French II.....	5-5
Physics .....	6-5
Phys. Training.....	150 min. 1

---

 21

Elective—One only—

Mechanical Drawing.... 2-1

Wood Shop..... 2-1

Machine Shop ..... 2-1

#### TWELFTH YEAR

English IV. ....	4-4
French III. ....	5-5
Solid Geometry .....	5-2 ½
(First Term)	
Trigonometry .....	5-2 ½
(Second Term)	
Chemistry .....	7-2
Phys. Training.....	150 min. 1

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 20

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

Mechanical Drawing.... 2-1

Machine Shop ..... 2-1

Wood Shop ..... 2-1

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 Total ..... 82

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
Phys. Training.....	150 min. 1

---

21 ½

TENTH YEAR	
English II. ....	5-5
Latin II. ....	5-5
Geometry ....	5-5
English History ....	5-5
Music ....	1- ½
Drawing ....	2-1
Phys. Training.....	150 min. 1

---

22 ½

ELEVENTH YEAR	
English III. ....	5-5
Latin III. ....	5-5
Physics ....	6-5
Industrial History and Economics ....	5-5
Phys. Training.....	150 min. 1

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21

TWELFTH YEAR	
English IV. ....	4-4
Latin IV. ....	5-5
Chemistry ....	7-5
U. S. Hist. and Civics.....	5-5
Phys. Training.....	150 min. 1

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20

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Total ..... 85

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 .....	5-5
Bookkeeping I. ....	5-5
Commercial Arithmetic..	5-2 ½
(First Term)	
Commercial Geography..	5-2 ½
(Second Term)	
✓ Typewriting I. ....	5-2 ½
✓ Spelling and Penmanship	4-2
Phys. Training.....	150 min. 1

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20 ½

#### TENTH YEAR

✓ English II. ....	5-5
✓ Bookkeeping II. ....	5-5
Stenography I. ....	5-5
✓ Typewriting II. ....	4-2
✓ Spanish I. or Eng. Hist...	5-5
Phys. Training.....	150 min. 1

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23

#### ELEVENTH YEAR

English III. ....	5-5
Stenography II. ....	5-5
Typewriting III. ....	4-2
Industrial History and	
Economics .....	5-5
Spanish II. 5- or Phys.	6-5
Phys. Training.....	150 min. 1

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23

#### TWELFTH YEAR

English IV. ....	4-4
U. S. Hist. and Civics.....	5-5
Stenography III. ....	2-2
Typewriting IV. ....	2-1
Commercial Law .....	3-3
Physics 6- or Chemistry	7-5
Phys. Training.....	150 min. 1

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21

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Total ..... 87 ½

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.....	5-5
Drawing I. ....	4-2
Music .....	1- ½
Sewing I.....	4-2
Spelling and Penmanship	4-2
Phys. Training.....	150 min. 1

---

 21 ½

## TENTH YEAR

English II. ....	5-5
French I. ....	5-5
Eng. Hist. or Algebra I...	5-5
Drawing II. ....	4-2
Music .....	1- ½
Cooking .....	2-1
Sewing II. ....	2-1
Phys. Training.....	150 min. 1

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 20 ½

## ELEVENTH YEAR

English III. ....	5-5
French II. ....	5-5
Industrial Hist. and Eco-	
nomics .....	5-5
Millinery .....	2-1
Geom. 5, or Phys. 6, or	5
Phys. Training.....	150 min. 1

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 22

## TWELFTH YEAR

English IV. ....	4-4
French III. ....	5-5
U. S. History and Civics	5-5
Chemistry .....	7-5
Phys. Training.....	150 min. 1

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 20

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 Total ..... 84

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 typewriting sufficient to transact their own business.

NINTH YEAR		ELEVENTH YEAR	
English I. ....	5-5	English III. ....	5-5
Algebra I. ....	5-5	Physics .....	6-5
Bookkeeping I. ....	5-5	Indus. Hist. and Econ....	5-5
Spelling and Penmanship..	4-2	French II., or Spanish I.,	
Mechanical Drawing I.....	4-2	or Algebra II.....	5-5
Wood Shop I. ....	2-1	Physical Training..150 min.	1
Physical Training ....150 min.	1		
	21		21
TENTH YEAR		TWELFTH YEAR	
English II. ....	5-5	English IV. ....	4-4
Geometry .....	5-5	Chemistry .....	7-5
Bookkeeping II., or French		U. S. History and Civics..	5-5
I., or Spanish .....	5-5	Solid Geometry.....	5-2 ½
Mechanical Drawing II.....	4-2	(First Term)	
Wood Shop II.....	2-1	Trigonometry .....	5-2 ½
Machine Shop .....	2-1	(Second Term) or	
Physical Training ....150 min.	1	French III. ....	5
		Phys. Training.....150 min.	1
			20
	20	Total .....	82

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 typewriting 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 79 points is necessary for graduation, and in making up the 79 points, at least 45 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.

(f) 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 (89-80); M, Medium (79-70); D, Deficient (69-60); P, Bad 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 and approved summer school.

## HIGH SCHOOL GRADUATES

1918

Elizabeth Landon Barnes  
Frank A. Ciardi  
Richard Page Carter  
Bennett Page Carter  
W. Chapin Condit  
Alita Mary Frobose  
Eugene V. N. Fuller  
Clara Adele Hodshon  
Beatrice Carlisle Horter  
Dorothy Holt  
Sadie A. Kane

Constance Little  
Grace Evelyn McGuire  
Louise Albert Nichols  
Manie Corinne Reardin  
Fannie Merritt Ryan  
Madeline C. Scorso  
Walter W. Sutcliffe  
David W. Smith  
Audrey K. Speer  
Leah M. Vreeland  
Mabel Marion Wilks

## GRAMMAR SCHOOL GRADUATES

Mildred Inness  
Archie Barbata  
Elizabeth Bostock  
Frances McIntee  
Gladys Miller  
Joseph Donohue

Henry Boehmer  
Gladys Cueman  
Frederick Sentner  
Lillian Newman  
Henry Cueman  
Evelyn Craft

Donald Sharp  
Blanche Kahre  
William Dobbs  
Robert Reardin  
Courtney Darvill  
Margaret Dickinson  
Muriel Coeyman  
Helen McEligot  
Janet Wickham  
Estelle Ritter  
Mable Kestler  
Miriam Wallace  
May Fitzpatrick  
Rose Siegel  
Isabel Barnes  
Clarissa Henry  
Alice Stager  
William Hartman  
Harold Ellison  
Malcolm Hoyt  
Harold Carlough  
Maurice Rawcliffe  
Alice Whitenack  
Anna Donohue  
Elsie Ciccone  
Cora Bingham  
Agnes Marr  
Eleanor Lambert  
Amelia Lane  
Lillian Trestman  
Hazel Streit  
Dorothy Prior  
George M. Ackerman  
Lindsay Anderson  
Tessie Amelio  
Austin Bennett  
Peter A. Benz  
Dorothy Calkins  
Robert Condit  
Harry Chase, Jr.  
Sarto Connolly  
Edna Corb  
Charlotte Coughlan  
Joseph Day  
Raymond DeVries

Walter Dittig  
Edgar Dunham, Jr.  
Howard Ferguson  
James Ferraro  
Hilda Forrester  
Walter Forrester  
Upton Fox  
George Frost  
Willard Germeck  
Gwendolyn Gould  
Sargent Graves  
Helen Hannen  
Marguerite Hart  
James Hatch  
William Jackson  
Josephine Jannarone  
Estella Kierstead  
Edna Koehler  
Edward Lee  
Loretta Levendusky  
Minnie Marino  
Helen Mashur  
Douglas Matthews  
Katherine McCabe  
Thomas McEligot  
Emma Meinwieser  
Gladys Meyer  
Edith Mutch  
Helen Ottiwell  
Marie Philip  
Jerry Romano  
Clarence Rusby  
Edward Sachs  
Gertrude Schroeder  
Muriel Shelbourne  
Kenneth Sharp  
Annette Simon  
Henry Smith  
Clara Spremberg  
Mary Steinlauf  
Norman Sykes  
Donald Troy  
Gertrude Wallace  
Monroe Weiant  
Helen Wells

Respectfully submitted,

J. R. BEACHLER,  
Supervising Principal.

Mr. Citizen:

Read this page. You may then decide to read more of this report.

Do you know that at the last District Meeting of the voters of Nutley twenty-five citizens voted an appropriation of \$67,700.00? You pay the bills. You have also the right to know what the results are.

If you wish to keep Nutley a high-class residential town, where property carries a high market value, then you must have none but the best schools.

Do you really know what the schools are doing? Have you visited them? Then from whom and how do you secure your information?

You elect the School Commissioners. They serve without pay. Have you done your bit to encourage them in service? Why don't you take your turn? The cause is worthy of the best men. Constructive criticism should be encouraged; faultfinding should not be countenanced.

Many of your teachers left friends and comfortable homes far away for the privilege of teaching your children. Do you know where or how they live? Have you helped to place them in an environment such as you would have for your daughters? Money can be no equivalent for the services rendered by a good teacher.

Do you know that your three largest schools are crowded to over capacity? Do you know that the best work is impossible under such conditions? Find out where the congestion is. It may be stunting your boy. If not, then your neighbor's, who is also your boy.

Do you know that your high school is housed in quarters wholly inadequate and entirely unsuitable for high school purposes; that the present conditions are the result of the extension of architectural features forced upon us from a time long before a high school was even thought of; that the present high school is crowded to double the capacity as originally planned. A workable high school building must have special features distinctly its own and must be separate and apart from a building planned for an elementary school.

Do you know that there is a Parent-Teacher Association composed of some of the best men and women who are co-operating with the school authorities in an endeavor to solve some of these difficult school problems? Are you co-operating?

J. R. BEACHLER,

Supervising Principal.



## REPORT OF SUPERVISING PRINCIPAL

To the Board of Education:

The past year has been one of unusual stress and strain due to conditions forced upon the schools by the World War. During the past two years, superintendents and Boards of Education despaired of keeping the schools open for the lack of teachers. Classrooms had to be closed or classes placed on part time. At present there is a shortage of more than one hundred forty thousand teachers throughout the United States.

Boards of Examiners had to resort to the issuing of War Emergency Certificates to those thought capable of teaching school to overcome the loss of thousands of regularly certificated and trained teachers who were leaving the schools to enter the service with the government. Nutley alone lost fifteen teachers, or one-fifth of the entire teaching staff. Years will be required even to restore the conditions as prevailed in 1914 in the teaching profession.



### TEACHING SCHOOL A PATRIOTIC DUTY

The situation became so acute that the Department at Washington through the respective State Department's urged the teachers not to resign from teaching because it was more patriotic to train thirty children into habits of right living and true American citizenship than to arrange filing cards in Washington.

### APPEAL TO PATRIOTISM

The appeal to patriotism worked until the signing of the Armistice. During the war most people were willing to sacrifice, after which time teachers being confronted with increasing cost of living and a fixed salary, financial embarrassment arose out of debits exceeding credits. Boards of Education found themselves restricted by a budget made up in more normal times which did not anticipate the abnormal conditions of the future. Conditions became somewhat strained. Bonuses were granted; salary adjustments were made; but these were only temporary expedients. This question will be settled right only by a salary commensurate with the character of the service desired by the community. If a parent wants the best teacher for his child, then the highest salary must be paid to attract that teacher into the service of the schools. Increase of salaries should not be uniform, granted solely on years of experience; but rather on character of the service, the inculcation of high ideals through a refined personality.

### TEACHERS' SALARIES

Nutley now employs seventy-five teachers. Next year there will be seventy-nine. The average salaries and the average experience in years are as follows:

Teachers	Av. Salary	Av. Experience
Kindergarten .....	\$742	7 ½
Grades I. ....	862	6 ⅝
Grades II. ....	725	3
Grades III. ....	725	3 2-7
Grades IV. ....	837	6 ½
Grades V. ....	916	10 ½
Grades VI. ....	908	13 2-3
Grades VII. ....	846	5 2-3
Grades VIII. ....	875	6
High School .....	1,250	5

### PROFESSIONALLY TRAINED TEACHERS

We are most fortunate in having a corps of well trained teachers. That you may appreciate more the high professional standing of our teachers, compare the training which they have had with that for the teachers of the United States at large.

All of our teachers have completed the equivalent of a four year high school course. All have completed normal school or college courses. Of the seventy-five teachers fifty-nine have graduated from normal schools and sixteen have graduated from college. The average teaching experience of the teachers is six and one-half years.

Compare this record to that for the teachers of the U. S. (N. E. A. Report December, 1918).

Out of approximately 600,000 public school teachers in the United States, it has been estimated by competent authorities that:

As to age: 100,000 are seventeen, eighteen and nineteen years old;

150,000 are not more than twenty-one years old;

300,000 are not more than twenty-five years old.

As to length of service: 150,000 serve in the schools only two years or less;

300,000 serve in the schools not more than four or five years.

As to education: 30,000 have had no education beyond the eighth grade of the elementary school;

100,000 have had less than two years' education beyond the eighth grade;

200,000 have had less than four years' education beyond the eighth grade;

300,000 have had no more than four years' education beyond the eighth grade.

As to professional preparation: 300,000 have had no special professional preparation for the work of teaching.

### DEMOCRACY THROUGH EDUCATION

Education is the means through which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume larger control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy.

The program of education to meet new and increased demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity throughout the nation.

When the masses are educated in accordance with this program there will be no danger to democracy from them and less danger from the idle rich and the idle wise. The ideal of democracy is for the masses to work so well and think so clearly that their working together and thinking together will form effective factors in orderly progress.

### EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL

The promotion of social justice and the general welfare demands the equalization of educational opportunities throughout the country. We sometimes boast that this is a land of equal opportunity, and yet

we know that all the children of America do not have an equal chance for an education. The heaviest burdens often fall upon those least able to bear them. Every American, however fortunate his condition, should be deeply concerned in the fact that we have in our country 1,534,000 native-born whites, 2,227,000 colored, and 1,650,000 foreign-born who cannot read and write. Where are these found? Principally in the congested cities of the east and in the remote districts of the south where educational advantages are poorest, and where they should be best. The light must be turned



on in these dark places. We have spent billions of wealth and thousands of lives to uphold our ideals of liberty and justice, nor have we caviled over who was paying most. Shall we, as a nation, begrudge a few hundred millions that every child in America, whether born in the crowded city or in the sparsely settled rural district, shall have the advantage of a good common school education? This is simply guaranteeing equal rights and a square deal to all.

#### ILLITERACY MUST BE REMOVED

The war demonstrated beyond a doubt that education is a subject of great national importance. The selective draft revealed that there were 700,000 illiterate males in America between the ages of 21 and 31. [It may be safely assumed that there are an equal number of illiterate females.] These men were called out by our great free country to defend principles they could not read. Our American officers labored to make them efficient soldiers: provision must now

be made to make them efficient American citizens. In peace as in war, men are valuable in proportion as they are educated and intelligent. The last census shows that there are in this country more than five and one-half million illiterates over ten years of age. The nation must encourage and assist the states to remove this unfortunate condition which is a menace to our country. These ignorant masses lower American standards and are exploited by unprincipled leaders. Anarchy and social disorders thrive on illiteracy.

#### **AMERICA FOR ONE HUNDRED PER CENT AMERICANS**

The Americanization, not only of the more than 13,000,000 foreign-born in our country, but of the many native-born who are ignorant of their duties and responsibilities as citizens of our free country, is a matter of vital importance. A government of the people and by the people, made up of people from every land, must necessarily be determined by the character of its composite citizenship. Therefore, the welfare and perpetuity of our nation demand that all possible encouragement be given through the schools in the development of a citizenship physically and intellectually sound, and imbued with the spirit and ideals of true Americanism. Thus only can our Republic be made safe, efficient and enduring.

#### **BACK-TO-SCHOOL DRIVE**

"After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people."

WOODROW WILSON.

#### **INCREASING NUMBER OF CHILDREN LEAVING SCHOOL**

Reports from all parts of the country indicate that an increasing number of boys and girls are leaving school for work. Although the work usually offers no training and slight prospects of future employment, the children are attracted by the extraordinarily high wages. The boys and girls themselves fail to realize that the present wage standards are the result of an abnormal condition and that after the war the untrained worker will have a minimum industrial value.

The French Minister of Public Instruction says: "Double will be tomorrow the task of the pupils of today; twice as intense, there-

fore, should be their preparation for this task. \* \* \* Therefore, more than in time of peace, we should fight now against the obstacles in the way of school attendance. \* \* \* We must all do even the impossible in order that the children who will replace tomorrow the generation mowed down by the war may be perfectly well prepared for the duty imposed on them by the sacrifice of their elders."

### THE EXPERIENCE OF ENGLAND AND FRANCE

The Chief Medical Officer of the Board of Education of Great Britain in his annual report makes the following statement:

"The increase in the employment of children has demonstrated beyond all question of doubt that many boys and girls are being spoiled, physically, mentally, and morally:—

"(a) By their too early enlistment in the ranks of the employed.

"(b) By lack of guidance in the choice of occupations suited to their physical and mental capacity.

"(c) By inadequate opportunities to secure skilled training, and by insufficient safeguarding and husbanding of their physical powers and resources."

### ENGLAND'S REMEDIED LEGISLATION

The New Education Bill passed by the English Parliament in August, 1918, provides:

(a) That no child shall be exempted from school under 14 years of age, or before the end of that school term in which he becomes 14.

(b) That all employed children between 14 and 18 years of age shall attend school 320 hours per year.

In France the schools were kept up under the very fire of guns. M. Forsaut, the inspector of schools in France, when advised that it was not wise to open schools in cities under bombardment, said: "So long as there are pupils, even if no more than a hundred, there ought to be schools, not only to enable the children to continue their studies, but to protect them against the dangers of the streets." The "schools of war," as they are called, were opened even within 1,200 meters from the enemy lines in order that the children of France might not be deprived of their education. The sessions were held in champagne cellars and dugouts which offer almost absolute security. Ventilation is made possible by means of holes bored at intervals in the ceilings and communicating with the outer air; kerosene lamps furnish the necessary light. A recreation and gymnasium room is provided. The teachers attempt to decorate the rooms as best they can with pictures and flags. Often the teachers are obliged to live in the cellars as do also the children, so near were the enemy lines and so frequent the bombardment.



### N. J. COMPULSORY SCHOOL ATTENDANCE LAWS

"Every parent, guardian or other person having custody and control of a child BETWEEN THE AGES OF SEVEN AND SIXTEEN YEARS, 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." \* \* \* "Such regular attendance shall be DURING ALL THE DAYS AND HOURS that the public schools are in session."

A child under sixteen may be granted an "Age and Schooling Certificate" and thus be excused from attending school, PROVIDED he has met the following requirements:

1. The child must be 14 years of age at his last birthday. (Birth certificate or medical inspector's certificate is required.)
2. The child must be employed to do some work which meets the requirements of the child labor law. (Employer's and medical inspector's certificates are required.)
3. The child must have completed a course of study equivalent to five yearly grades in reading, writing, spelling, English language, geography and arithmetic up to and including "simple fractions." (Certificate from teacher required.)
4. The child must have attended school 130 days during the year immediately preceding the date of application. (The teacher verifies this information.)

### PENALTY

Any parent, guardian or other person having custody and control of any child between the ages of seven and sixteen years who shall fail to comply with any of the provisions of this act, relating to his or her duties, shall be deemed to be a disorderly person, and upon conviction thereof, it shall be lawful for the magistrate or judge before whom such person is convicted to sentence such person to the workhouse, penitentiary or county jail of the county in which such person may be convicted, for a period not to exceed one year, or to impose a fine not to exceed fifty dollars, or both.

Department of Public Instruction,  
State of New Jersey.

### OPPORTUNITY CLASSES

Two individual instruction classes of fifteen pupils each have been organized to deal with children who are seriously retarded, but who may or may not be mentally defective. Admission to such classes should be granted only after a careful examination; and a decision reached as to whether the interests of the pupil can best be served by the Opportunity Class. These classes meet in the Park School, where they are fully supplied for all academic and vocational activities. The aim is to make both the instruction and the hand work as useful and practical as possible. The children learn to do by doing. They have a "model store" equipment with toy money by means of which all sales are made and account books kept of all transactions. In this manner elementary bookkeeping is learned in the most practical way. At least two more Opportunity Classes in other schools should be organized to help pupils who through moving from town to town, or through sickness, or any of the many other accidents beyond a child's control, to get back into their normal educational stride.

### THE PREVOCATIONAL CLASSES

If the experience of the recent past is to teach one a lesson, it is that the skilled hand is of equal value with the trained mind. Our national security rests upon both alike. All legitimate trades and professions have of necessity been brought into a more sympathetic and respectful attitude toward each other.

Classes for boys as well as classes for girls have been organized for the purpose of the enrichment of the child's school experience. To some extent, the practical experience gained in these special classes through the workshops and household arts laboratories may serve a helpful prevocational purpose. The future artisan, mechanic, dietitian, or nurse may be assisted by his school experience to select his vocation more intelligently. This branch of our public education needs to be greatly expanded.

### **THE BLIND ALLEY OF LIFE**

Many young men and women without sufficient educational poise and direction turn themselves loose in the world without aim or idea, purpose or ideal, to drift as blind chance and shifting currents of society may direct him—trusting to luck—job and money today, discharged and broke tomorrow. To reduce this loss regular instruction is being given in vocational guidance. Pupils learn about different occupations whereby they may the more wisely choose a vocation for which they are best adapted.

### **CONSERVING HUMAN STRENGTH**

#### **The Public School Must Provide More Vocational Education**

There must be courses of study to appeal to a school population having a many-sided interest. It is folly to attempt to put all children through the same course. The misfit works the hardest while he works and turns off the poorest quality of work.

### **EDUCATION AN INVESTMENT**

Uneducated laborers earn on the average \$500 per year for forty years, a total of \$20,000. High school graduates earn on the average \$1,000 per year for forty years, a total of \$40,000.

In other words, a man is worth \$1.50 a day from his head down. All that he earns over that depends on what he has stored away in his head and the use he makes of it.

## HIGH SCHOOL EDUCATION PAYS

## YEARLY INCOME

HIGH SCHOOL TRAINING	AGE	NO H. S. TRAINING
IN HIGH SCHOOL	14	\$200
IN HIGH SCHOOL	16	250
\$500	18	350
750	20	470
1,000	22	575
1,150	24	600
1,550	25	688

\$7,337

TOTAL \$5,112

H. SCHOOL TRAINED BOYS—WAGES \$3.50 PER DAY

NO H. SCHOOL TRAINING—WAGES \$1.50 PER DAY



### WAR ACTIVITIES IN THE NUTLEY SCHOOLS

Participation in Patriotic Work which was begun in the first year of the war has been continued with even greater emphasis and effect.

Federal and State bureaus recognizing this well-organized medium for reaching nearly every home, have called upon the schools to assist in each patriotic movement.

During the past year Nutley Public School pupils have had an active part in the following:

1. Junior Industrial Army (a) Agricultural Division. Pupils enlisted in this division engaged in work on farms for pay. (b) Home Gardens Division. These pupils, as the name indicates, planted and cared for gardens at their own homes.

2. Cooking Department—Preserving and canning.

3. Sewing Department—Handkerchiefs for Red Cross Linen Drive—other activities.

4. Manual Training Department.

5. Liberty Bonds—For the Third Liberty Loan—Nutley School pupils sold bonds totaling \$50,000. They were not requested to sell bonds for the Fourth Loan, but a very large number of pupils became subscribers, earning or saving the money to make their payments.

6. Nutley Patriotic Fund Drive—In this drive pupils took subscriptions totaling \$1,700. A W. S. S. was given in each school to the pupil securing the largest number of subscriptions and one to the pupil obtaining the largest total amount subscribed. A large silk flag was offered by Mr. Benjamin Hurd to the school securing the highest number of points in this contest. The flag was won by Yantacaw School with the Boys' Vocational School a close second.

7. Victory Boys and Victory Girls. Under these titles pupils of the schools pledged amounts to be earned by themselves as their contributions to the United War Work Drive.

8. In connection with the English work compositions were written on such subjects as "Why I Should Buy W. S. S.", "Don't Waste Food", "The Work of the Red Cross", "Why I Should Buy a Liberty Bond", and Four-Minute Speeches were written, memorized and delivered in competition for certificates. President Wilson's speeches were studied in the upper grades as models of fine English.

9. History in the making was followed throughout the course of the war. Pictures and maps were used to make it more vivid.

10. War Savings Stamps have been on sale in each school Thursday afternoon of each week.

11. A large number of pupils are members of the American Red Cross and through the pupils parents have been induced to join also.

12. Drawing classes have made attractive posters featuring war-time subjects.

13. Through the pupils war literature has been sent into the homes.

14. Teachers have made the most of this unprecedented opportunity for teaching patriotism. The daily salute to the flag and singing of patriotic songs, together with the memorizing and reciting of the American's Creed, have helped to increase the children's love for their country.

### HEALTH, PHYSICAL AND RECREATIONAL EDUCATION

Again, it was found that more than 700,000 of those examined for military service were physically unsound, and that a large proportion of the defects discovered could have been prevented or



removed by proper attention in youth. This great problem deserves more consideration than it has received in the past. Here may be found the source of enormous economic and industrial loss, and the cause of much poverty and misery. The conservation of the human resources of the nation is certainly as important as the conservation of its other resources. Our people, particularly the industrial classes, are vitally interested in the promotion of the physical welfare of all through physical and health education and the encouragement of wholesome recreation.

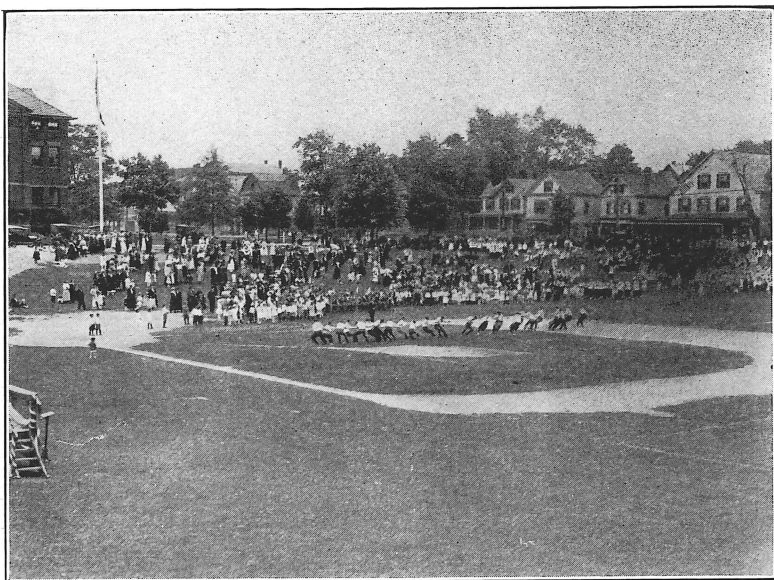
### PHYSICAL TRAINING LAW

On September 1, 1918, a law went into effect making physical training mandatory for every pupil excepting the Kindergarten, in

the public schools of the state. The time devoted to such training shall aggregate at least two and one-half hours each week. The exercises shall include calisthenics, formation drills, instruction in personal and community health and safety and in correcting and preventing bodily deficiency, together with instruction in community civics and hygiene, general patriotic and military knowledge, First Aid, Problems of American Democracy, Domestic Hygiene for Girls, and Home Nursing.

### NUTLEY'S SCHOOL PLAYGROUNDS

We are most fortunate in having each school provided with ample playgrounds. Our playgrounds have attracted many a home-



seeker to our town. They greatly relieve the parents from much anxiety by providing a safe place where the children may play, under proper supervision, in a wholesome environment. Our playgrounds should be equipped with apparatus. A beginning was made in this direction but had to be discontinued by government orders. All such material was needed for other purposes.

A competent physical training instructor should be employed for twelve months in the year. During vacations play centers should be organized at each school building.

### FIELD DAY AND PLAYGROUND FESTIVALS

These exercises have always been occasions of unusual interest. The following pictures tell their own story.



### DEBATING

Nutley High School has won a distinguished place among the high schools of the State in debating. In 1918 she won the Rutgers Interscholastic High School Championship. The debaters were Richard Carter, Grace McGuire, Marion Mutch and Thomas Brown.

Those who have won a place on the 1919 debating team are Thomas Brown, Ethel Persch, Joseph Donahue, Natalie Slaughter, Harry Gray, Jennie Law, Estelle Ritter, Andrew Hellmeck and Upson Fox.

### CURRICULA TO MEET EVERY NEED

The six curricula 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 curriculum 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 life-work should be interpreted; and the curriculum 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 curricula 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

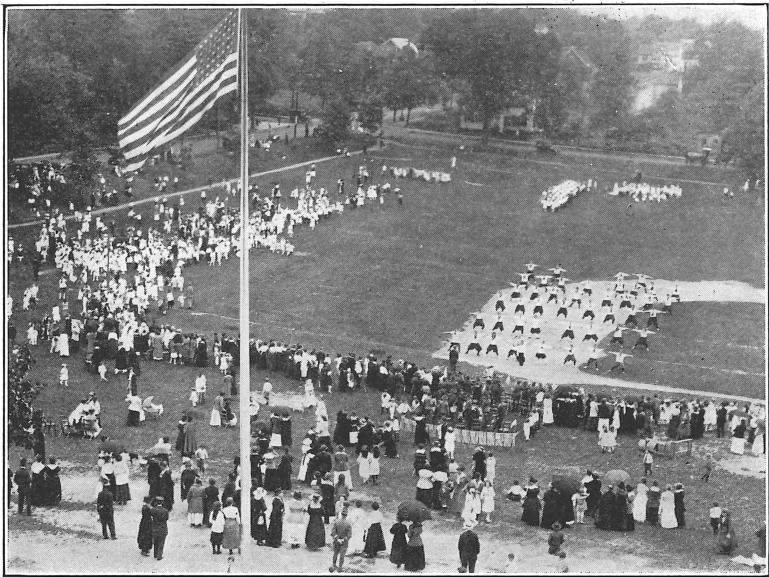


characteristics of the children. It is the privilege and duty of parents to seek this information from the teaching specialist, just as they consult the medical specialist.

### 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.

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

### MORE SCHOOL ROOMS

The Park, Washington and Lincoln schools are overcrowded. The congestion is serious. The Park Building is planned to accommodate 700 pupils, but has an enrollment of 850. The Washington Building is planned for 320, but has an enrollment of 420. The Lincoln Building is planned for 280, but has an enrollment of 400. Since a new school building is a physical impossibility for September, 1919, there remain but two alternatives, both of which may be adopted in part; viz. to put more classes on part time and to transfer more pupils from Park and Lincoln to Spring Garden and Yantacaw.

### GROWTH—ENROLLMENT

The following enrollment table shows the growth during the past nine years. The school population has doubled.

February, 1910, 1,041 pupils enrolled		
" 1911, 1,167	"	"
" 1912, 1,239	"	"
" 1913, 1,318	"	"
" 1914, 1,449	"	"
" 1915, 1,604	"	"
" 1916, 1,704	"	"
" 1917, 1,864	"	"
" 1918, 1,954	"	"
" 1919, 2,117	"	"

### AN APPROVED HIGH SCHOOL

The Nutley High School is approved by the State Department. Its courses of study meet all requirements of all colleges. This High School stands on a par with all other High Schools. Its graduates are admitted without examination to all colleges that admit pupils without examination.