

**ANNUAL REPORT**  
OF THE  
**NUTLEY PUBLIC SCHOOLS**  
NUTLEY, NEW JERSEY  
**BOARD OF EDUCATION**



**NINETEEN TWENTY**

ANNUAL REPORT  
OF THE  
NUTLEY PUBLIC SCHOOLS  
NUTLEY, NEW JERSEY  
BOARD OF EDUCATION  
*1920*

ANNUAL SCHOOL MEETING  
FEBRUARY 24, 1920

**In Memoriam**



ARNOLD C. HARWOOD

*Principal High School*

*1917-1919*

**May 14, 1919**

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# BOARD OF EDUCATION

## 1919—1920

### OFFICERS

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

### MEMBERS

	Term Expires
Richard W. Booth.....	1920
John M. Sattler.....	1920
Marion L. Lewis.....	1920
Horace Tantum.....	1921
Sara S. Proal.....	1921
Edward M. Cone.....	1921
Albert E. Howe.....	1922
Cora N. Prior.....	1922
Edgar M. Sergeant.....	1922

### STANDING COMMITTEES

#### Finance

Edward M. Cone	Edgar M. Sergeant	Albert E. Howe
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#### Teachers

Marion L. Lewis	Cora N. Prior	Edward M. Cone
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#### Curriculum

Sara S. Proal	Horace Tantum	Marion L. Lewis
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#### Buildings and Grounds

John M. Sattler	Albert E. Howe	Horace Tantum
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#### Rules and Regulations

Horace Tantum	John M. Sattler	Edgar M. Sergeant
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#### Athletics

Horace Tantum

#### Lecture and Library

Cora N. Prior	Sara S. Proal
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#### Regular Meetings

School Board—Fourth Monday of each month, Board Room, Park School 8 P. M.

Teachers' Committee—Third Tuesday of each month, Board Room, 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

9.00 to 12.00 noon Saturdays

Park School



## PRESIDENTS OF THE BOARD

William H. Boardman.....	1891-1899
Alexander B. Bishop.....	1899-1900
George R. Pond.....	1900-1901
John F. Clark.....	1901-1902
John Vernou Bouvier, Jr.....	1902-1904
George B. Philhower, M. D.....	1904-1906
Henry W. Goodrich.....	1906-1909
George A. Hill.....	1909-1911
Horatio W. St. John.....	1911-1912
Richard W. Booth.....	1912-1920

## 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 3.25 P. M.

## Intermediate Departments—Grades 3, 4, 5, 6

8.45 to 12.00 M. 1.15 to 3.20 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 1919-1920

1919—September 5th, Annual Teachers' Institute.

September 8th, Monday, Fall Term begins.

October 13th, Columbus Day.

November 4th, Tuesday, Election Day.

November 27th, Thursday, Thanksgiving Day.

November 28th, Friday, Schools closed by order of the Board of Education.

December 19th, Friday, Fall term closes.

December 22 to January 2, inclusive, Schools closed;

Christmas holiday.

1920—January 5, Monday, Winter Term begins.

February 12—Thursday, Lincoln's Birthday.

February 23, Monday, Washington's Birthday.

April 1, Thursday, Winter term ends.

April 2, Friday, Good Friday.

April 5 to 9, inclusive, Spring vacation.

April 12, Monday, Spring Term begins.

May 31st, Monday, Memorial Day.

June 25, Friday, Spring term ends.

September 10, Friday, annual Teachers' Institute.

September 13, Monday, Fall Term begins.

Total number of days—186.

Teachers may expect to be paid from the office of the Board of Education on the following dates: September 26, October 31, November 26, December 19, January 30, February 27, March 26, April 30, May 28, June 25.

## MANDATORY, PATRIOTIC AND OTHER EXERCISES

- (a) The United States Flag shall be displayed daily during school sessions.
- (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 of 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 preceeding these holidays; Thanksgiving Day, Lincoln's Birthday, Washington's Birthday and Memorial Day, for the purpose of developing a higher spirit of patriotism.
- (f) The Bible shall be read daily followed by the Lord's Prayer as opening exercises.

## SUPPLEMENTARY STATEMENT FOR FOUR MONTHS

March 1st, 1919 to June 30th, 1919

### RECEIPTS

Balance on hand March 1st, 1919.....	\$29,542.22
From Rail Road Tax.....	\$ 154.26
Tuition .....	925.00
Interest on Bank Balance .....	289.21
	<hr/>
	\$1,368.47
From State for Manual Training.....	2,710.61
Temporary loans.....	8,500.00
	<hr/>
	12,579.08
	<hr/>
	\$42,121.30

### DISBURSEMENTS

Current Expense .....	\$35,104.02
Manual Training .....	2,646.38
Library .....	20.02
Interest on Bonds .....	860.00
Building and Enlarging School Houses.....	573.85
	<hr/>
	\$39,204.27
Balance with Custodian .....	2,917.03
	<hr/>
	\$42,121.30

## FINANCIAL STATEMENT

July 1st, 1919 to January 31st, 1920

## INCOME

Balance July 1st, 1919.....	\$ 2,917.03
From State for Railroad Tax.....	\$11,416.44
From State for 250,000 Fund.....	1,025.83
From State for State Appropriation.....	436.23
From State for 90 per cent School Tax.....	33,628.02
From State for Manual Training, balance of appropriation 1918-19.....	418.64
	<hr/> 46,925.16
From District Tax for Current Expenses.....	56,550.00
From District Tax for Manual Training.....	2,900.00
From District Tax for Repairing, Refurnish- ing and Equipping School Houses.....	8,200.00
From District Tax for Library.....	50.00
From District Tax for Interest on Bonds.....	11,085.00
From District Tax for Redemption of Bonds.....	3,000.00
From District Tax for Sinking Fund.....	4,329.53
From all other sources.....	1,371.62
From Temporary Loan.....	14,000.00
	<hr/> 101,486.15
Total all receipts.....	<hr/> \$151,328.34

## DISBURSEMENTS

For Current Expenses .....	\$ 70,541.42
Manual Training .....	5,125.27
Library .....	83.49
Redemption of Bonds .....	3,000.00
Interest on Bonds .....	8,110.00
Sinking Fund .....	4,329.53
Repairing, Refurnishing and Equipping School Bldgs. ....	6,614.32
	<hr/> \$ 97,804.03
Temporary Loan .....	8,500.00
	<hr/>
Total of all disbursements .....	\$106,304.03
Balance with Custodian of School Moneys .....	45,024.31
	<hr/> \$151,328.34

## CURRENT EXPENSE ACCOUNT

For Five Months, July 1st, 1919 to Jan. 31st, 1920

## INCOME

Balance on hand July 1st, 1919.....	\$ 2,173.06
From District Taxes .....	\$56,550.00
From State, Railroad Tax .....	\$11,416.44
From State \$250,000 Fund .....	1,025.83
From State Appropriation .....	436.23
From State 90 per cent of School Tax ..	33,628.02
	<hr/> 46,506.52
From Other Sources, Tuition .....	\$ 970.00
Refunds .....	100.32
Interest on Bank Balance .....	301.30
	<hr/> 1,371.62
From Bank of Nutley, Temporary Loan.....	14,000.00
	<hr/> \$118,428.14
Total .....	<hr/> \$120,601.20

## DISBURSEMENTS

For Teachers' Salaries .....	\$45,461.61
Janitors' Salaries .....	5,109.90
Fuel .....	4,366.61
Transportation of Pupils .....	28.24
Expenses Supervising Principal Office .....	641.02
Text Books .....	4,228.25
School Supplies .....	4,043.98
Apparatus .....	458.47
Janitors' Supplies .....	1,340.51
Light, Water, Power .....	867.46
Medical Inspection .....	866.56
Board of Education and Business Offices .....	751.42
Insurance .....	107.85
Wages of other Employees .....	629.00
Lectures and Recreations, Athletics.....	1,178.18
Incidentals .....	462.35
	<hr/> \$70,541.42
Temporary Loan to Manual Training Acct. ....	1,259.87
	<hr/> \$71,801.29
Balance with Custodian of School Moneys.....	48,799.91
	<hr/> \$120,601.20

**MANUAL TRAINING ACCOUNT**

For Five Months, July 1st, 1919 to January 31st, 1920

**INCOME**

Balance on hand July 1st, 1919.....	\$ 546.76
From District Tax .....	\$2,900.00
From State, Balance 1918-19 Appropriation.....	418.64
From Current Expense, Temporary Loan.....	1,259.87
	<hr/> 4,578.51
	<hr/> \$5,125.27

**DISBURSEMENTS**

Teachers' Salaries .....	\$2,641.54
Materials and Supplies .....	2,107.43
Repairs, Replacements and New Equipment.....	376.30
	<hr/> \$5,125.27

**LIBRARY ACCOUNT****INCOME**

Balance on hand July 1st, 1919 .....	\$197.21
From District Tax .....	50.00
	<hr/> \$ 247.21

**DISBURSEMENTS**

For Books and Magazines .....	\$ 83.49
Balance with Custodian School Moneys.....	163.72
	<hr/> \$ 247.21

**REDEMPTION OF AND INTEREST ON BONDS**

For Five Months July 1st, 1919 to January 31st, 1920

**INCOME**

From District Tax for Interest on Bonds .....	\$11,085.00
From District Tax for Redemption of Bonds .....	3,000.00
From District Tax for Sinking Fund .....	4,329.03
	<hr/> \$18,414.53

**DISBURSEMENTS**

For Interest on Bonds .....	\$ 8,110.00
For Redemption of Bonds .....	3,000.00
To Commissioners Sinking Fund, Town of Nutley .....	4,329.53
	<hr/> \$15,439.53
Balance with Custodian of School Moneys.....	2,975.00
	<hr/> \$18,414.53



**REPAIRING, REFURNISHING, ENLARGING AND  
EQUIPPING SCHOOL BUILDINGS**

For Five Months, July 1st, 1919 to January 31st, 1920

**INCOME**

From District Tax .....\$8,200.00

**DISBURSEMENTS**

Repairing .....\$3,073.64

Replacements, Equipment, Furniture ..... 114.83

New Furniture ..... 1,199.31

Architects Fees, addition to Lincoln School..... 2,226.54

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\$6,614.32

Balance with Custodian of School Moneys..... 1,585.68

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\$8,200.00

**BUDGET 1920—1921**

Teachers' Salaries 1920-1921.....	\$129,500.00	
Teachers' Bonus, 1919-1920.....	10,000.00	
		<u>\$139,500.00</u>
Janitors' Salaries .....	9,500.00	
Fuel .....	6,000.00	
Expenses Supervising Principal's Office .....	1,400.00	
Text Books .....	3,500.00	
School Supplies .....	3,500.00	
Apparatus .....	500.00	
Janitors' Supplies .....	1,500.00	
Light, Water, Power .....	1,700.00	
Medical Inspection .....	2,600.00	
Expenses office Board of Education .....	1,100.00	
Insurance, Buildings and Workmen's Compensation .....	5,500.00	
Wages other Employees .....	1,500.00	
Lectures and Recreations .....	800.00	
Athletics .....	600.00	
Incidentals .....	1,500.00	
		<u>\$180,700.00</u>
Total for Current Expenses .....		\$180,700.00
Library .....	50.00	
Manual Training .....	9,000.00	
Repairing, Refurnishing, Enlarging and Equipping		
School Houses		
Repairing Buildings .....	\$6,500.00	
Replacements .....	500.00	
New Furniture .....	2,000.00	
		<u>9,000.00</u>
		<u>\$198,750.00</u>
Total Budget .....		\$198,750.00
Estimated Receipts, 1920-1921		
From State for Railroad and other tax .....	\$60,000.00	
From State for Manual Training .....	4,500.00	
		<u>64,500.00</u>
		<u>\$134,250.00</u>
Total to be raised by tax .....		\$134,250.00
District Tax to be Divided as follows:		
Current Expense .....	\$120,700.00	
Library .....	50.00	
Manual Training .....	4,500.00	
Repairing, Refurnishing, Enlarging and		
Equipping School Houses .....	9,000.00	
		<u>\$134,250.00</u>

## REPORT OF THE SUPERVISING PRINCIPAL

TO THE BOARD OF EDUCATION:

The Soul of the Teacher

"To do his best and play his part,  
American in mind and heart;  
To serve the flag and bravely stay  
To help his country day by day;  
To be American in deed  
As well as in a printed creed."



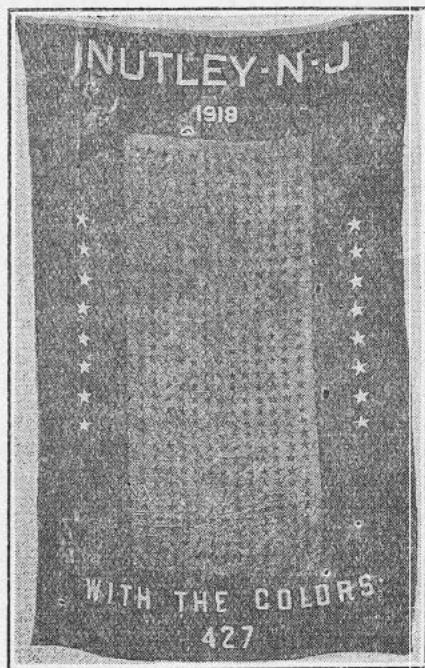
BETSIE MADE IT

YOU SAVE IT

BUY WSS

Many posters were made by High School girls of the drawing department to help the sale of W. S. S.

## OUR SERVICE FLAG



"With allegiance to our flag and to the country for which it stands," may we, the teachers, so dedicate ourselves to the high and sacred cause of instructing the youth of today "that these dead shall not have died in vain."

### TO THE SACRED MEMORY OF

John Carver Adams  
John K. Beaumont  
Raymond Blum  
Julius Bruskin  
George W. Connolly  
Claude Daw  
Stephen H. Dorr  
S. Stuart E. Edgar

Joseph Francisco  
William Harrison  
George Kalvio  
Winan Klesick  
Joseph G. Lamb, Jr.  
Paul Martins  
Bertram Townsend  
Albert Trazenske

Ralph Zellars

## TEACHER SHORTAGE

The most serious problem facing the people of the United States is the shortage of teachers and the closing of the public schools at a time when the professional agitators are abroad sowing discord and nourishing class hatred. It is imperative that all the children of all the people be taught one language (English) and one patriotism by the very best teachers, all of whom shall be no less than one hundred per cent American.

PREAMBLE TO THE CONSTITUTION OF THE AMERICAN  
LEGION

"For God and country, we associate ourselves together for the following purposes:

"To uphold and defend the Constitution of the United States of America; to maintain law and order; to foster and perpetuate a one hundred per cent Americanism; to preserve the memories and incidents of our Association in the Great War; to inculcate a sense of individual obligation to the community, state, and nation; to combat the autocracy of both the classes and the masses; to make right the master of might; to promote peace and good will on earth; to safeguard and transmit to posterity the principles of justice, freedom and democracy; to consecrate and sanctify our comradeship by our devotion to mutual helpfulness."

These declarations of principles are expressed in terms so clear that none need err therein, nor doubt the Legion's high resolve to see that respectful obedience is fully complied with by all. "To safeguard and transmit to posterity the principles of justice, freedom and democracy," we urge the American Legion to do two things:

1. To send the greatest possible number of its men into the profession of teaching to meet the rapidly decreasing supply of teachers.

The Legion enrolls thousands of the best brains of New America to whom a new conception of justice and freedom was made indelible by the hard experience of war.

2. To stand sponsor for the public schools and the teacher who trains the child; for, "as the twig is bent the tree is formed."

## THE TEACHER AND THE STATE

The State has learned that Christian education is the foundation of democratic government. During the World War types of education have been put to the test. The fittest has survived. The teacher has been an important economic factor. He is no longer an object of charity. Any one worthy of the name teacher should no longer apologize for his being, but will lift his head and heart toward heaven and thank Almighty God that he is of his very own, the architect of minds and souls, builder of lives and maker of states. The sculptor chisels the senseless rock and fashions it into form and beauty; the painter blends his colors upon the canvass until we cry out with praise for his achievement; the farmer smites the earth and bids her send forth choicest grains, fruits and flowers; the inventor shuts himself in seclusion with the raw ores of earth, and delivers into our hands

forceful tools; the poet dips his pen into the melodies of birds and the moods of man and creates for us a universal language; and the teacher made them all.

### THE PUBLIC MAY BE TRUSTED

The public is beginning to realize that the teacher has never been justly remunerated for the services rendered. When a public becomes fully conscious of its just obligations it may be depended upon to correct its mistakes.

The people have been so absorbed in the physical comfort of their immediate families that they have overlooked the welfare of those who instruct their children. The public is realizing that no teacher has been able to accumulate a competency to protect himself against an age of forced retirement; that educational qualifications of the teacher are ever rising; that from two to five years of professional study beyond the High School is required; that the financial outlay, to say nothing of the non-productive years spent in college, is enormous; and that the State health laws exclude all except the physically fit from the teaching profession.

### WHY THE SCARCITY OF TEACHERS

The high qualifications required of teachers and the comparatively low salaries are the two chief reasons for the scarcity of teachers.

Because of the scarcity of teachers, superintendents have the choice of two alternatives:

1. To close the schools, or
2. To appoint teachers below the standard of qualification.

The State recognized the second plan as the better, and issued many "War Emergency" certificates to help meet the shortage. The threatening danger however remains.

When the standards are lowered, how and when will we be able to control the situation and to safeguard the welfare of the children.

### THE TEACHER PROBLEM

#### I. Nationally—(U. S. Department of Education).

Of 600,000 public school teachers in the United States,

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

300,000 have had no special professional preparation for the work of teaching;

150,000 are not beyond 21 years old;

65,000 are teaching on permits, not being able to meet the minimum requirements;

143,000 have dropped out of the profession in 1919.

Of the 20,000,000 children of the United States 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is clearly inadequate.

#### II. New Jersey—(Dr. C. N. Kendall, Commissioner of Education)

There are still a few schools in the State that have not opened because of the impossibility of finding anybody to teach school.



Probably 200 schools are now taught by teachers with too slender qualifications for the work they are attempting to do. This condition is serious, for it affects the education of at least 6,000 children.

More than 2,000 new teachers are required each year because of the growth of the schools and because of resignations.

Our High School graduates are not entering the normal schools. They readily secure positions in New York and Philadelphia and in cities of our own State, which offer larger financial remuneration than is offered in teaching.

The standards of entering the teaching profession in New Jersey are already too low. The minimum requirement is graduation from High School and two sessions at one of the summer schools, which are training schools for teachers.

In 1916 there were enrolled in the three state normal schools more than 2,200 students. Today there are only about 1,400 students enrolled. This is an alarming situation.

It is recommended that the graduates of the normal schools who have prepared themselves for teaching be given a minimum salary of \$1,200 a year; and that the state tax for schools be increased from 2¾ mills on the dollar to 5 mills.

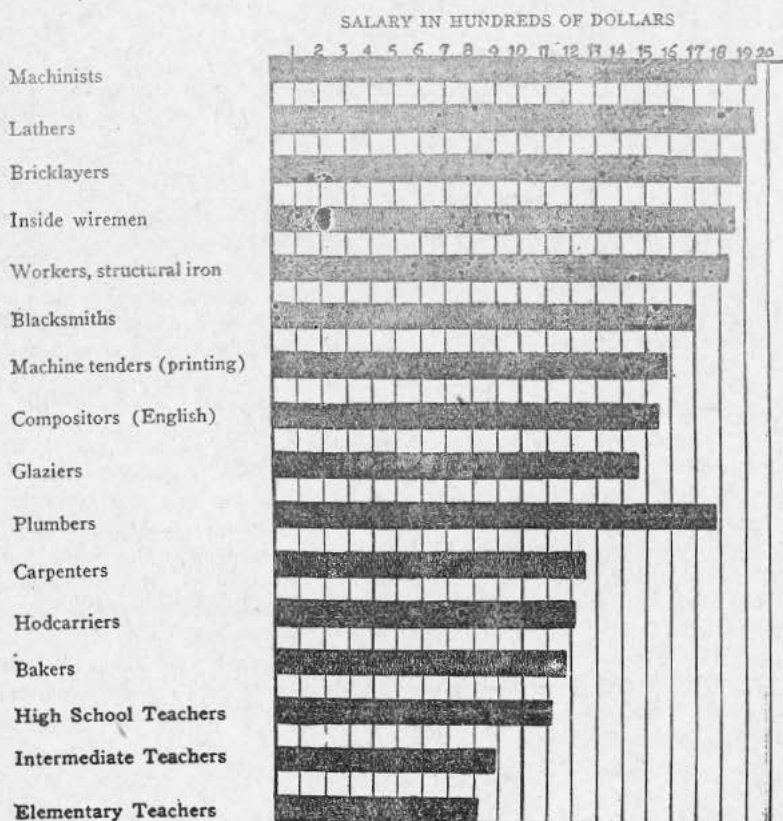
#### OTHER ASPECTS OF THE EDUCATIONAL EMERGENCY

Since August 1914, the cost of living has advanced 73 per cent in the United States, according to the report of the National Industrial Conference Board; while the advance in teachers' salaries has been only 27 per cent.

Teachers not having had their salaries increased in proportion to the increased cost of living were forced to a lower standard of living and a resulting lower standard of efficiency, because they cannot meet the higher demands for rent, food, clothing, books, etc.

## Teachers' Salaries and Salary Schedules

CHART SHOWING COMPARISON OF TEACHERS' SALARIES IN FIVE MIDDLE WESTERN STATES WITH THE UNION SCALE OF WAGES FOR CERTAIN OCCUPATIONS IN THE SAME SECTION AS INDICATED BY THE AVERAGE OF THE WAGES PAID IN CHICAGO AND CLEVELAND. TAKEN FROM COMMISSION SERIES NO. 6



### III. Nutley.

Nutley employs eighty-three teachers. Of whom fourteen are college graduates, sixty-one are graduates of normal schools and eight are graduates of city training schools. We are most fortunate in having a corps of teachers of so high professional training. To what extent we will be forced to yield to the threatened shortage and lowering standards is yet to be seen.

The average salaries now being paid, including bonus, and the average experience of teachers of the various departments are as follows:

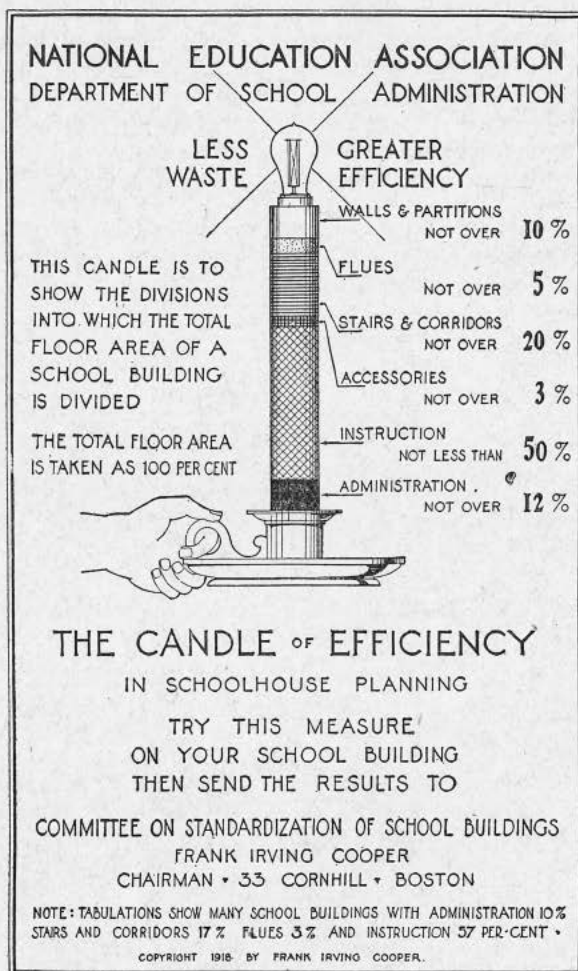
Department	No. Employed	Average Salary	Average Exp.
Kindergarten .....	7	\$ 968	7½ years
Grades I-VI .....	45	1,107	6 "
Grades VII-VIII .....	10	1,207	5 "
High School .....	9	1,453	4½ "
Special Teachers (Music, Drawing, Physical and Manual Training) .....	7	1,361	3 "
Non-teaching Principals (Ex- cluding Supervising Prin- cipal) .....	4	1,575	17 "

### A NEW HIGH SCHOOL BUILDING

A new High School building is long overdue. This fact is known by all parents who have children attending school. It is only repeating what has previously been stated in similar reports that the present high school is overcrowded; that it is poorly housed; that the present quarters do not lend themselves easily to High School organization and administration.

### THE SIX-SIX PLAN

The Board of Education adopted the Six-Six plan of school organization which is recommended by the National Education Association, the United States Department of Education and the State Department. We made a conscientious attempt to carry out the resolution of the local Board. All seventh and eighth grade pupils were centralized in the Park School. The limited space in the Park School and the ever increasing numbers sent into the Junior School from other districts forced an abandonment of the plan with most disastrous results. One seventh grade is now housed in the Yantacaw School. Another will be organized in the Lincoln School, and probably another in the Washington School. The effect is one of school disintegration instead of unification.



### COST OF BUILDING

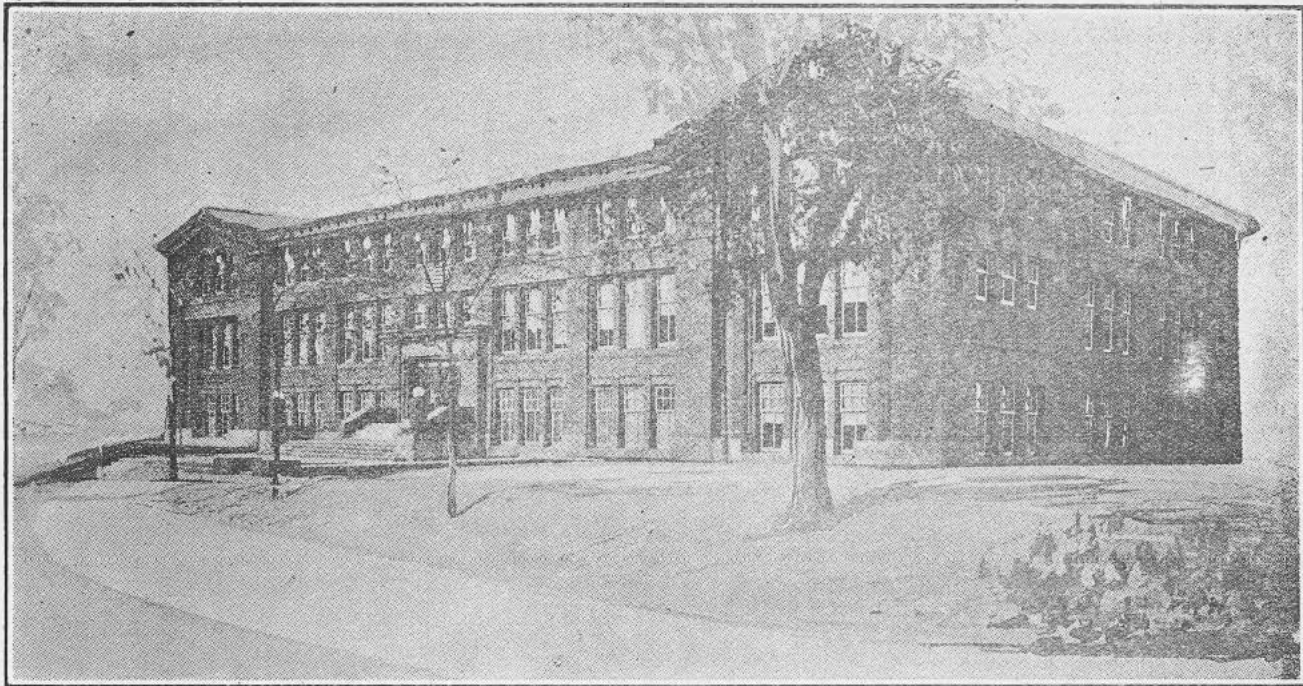
The cost of the first unit of a new High School building with an adequate equipment such as will meet our needs for the next ten years as well as the civic pride of our citizens will cost \$350,000.

There is no need for alarm or mental distress over such an expenditure, because:

1. Such a building would prove to be an investment of highest value to the community. The home-buying people wish to locate where a good High School is accessible.

2. That the school budget as presented to the citizens for approval on February 24, 1920 carries an appropriation for more than half the cost of the proposed building. This fact was pointed out by one of the members of the Board when the school budget was being prepared.

In other words to double the appropriation for two years would complete the building without bonded indebtedness and meet all payments during the process of construction.



The above picture was copied from the School Board Journal. Externally it looks as if it might serve our needs.



### GOVERNING FACTORS

1. Size—The building must contain at least 25 classrooms and accommodations for 750 pupils.

2. Organization—It must be specifically a Junior-Senior High School, especially planned to carry out differentiated courses of study for the last six years of the public school course. This school is the people's college. Therefore, it must prepare the masses to enter directly into continued professional study or into gainful occupation.

The student body should be divided into three distinct departments, all being under one administrative head, with a Head Master over each department, viz;

(a) The Classical College, The Scientific College, and Normal School preparatory, to meet the requirements of the higher institution of learning.

(b) The Commercial department must meet the requirements of those who wish to enter any one of the various pursuits of commercial life and business.

(c) The Practical and Industrial Arts department must meet the requirements of those who wish to take up one of the vocations or trades without serving a long apprenticeship period.

3. Equipment.

(a) There must be a good reference library, scientific equipment, laboratories, commercial equipment, and workshops incident to the department.

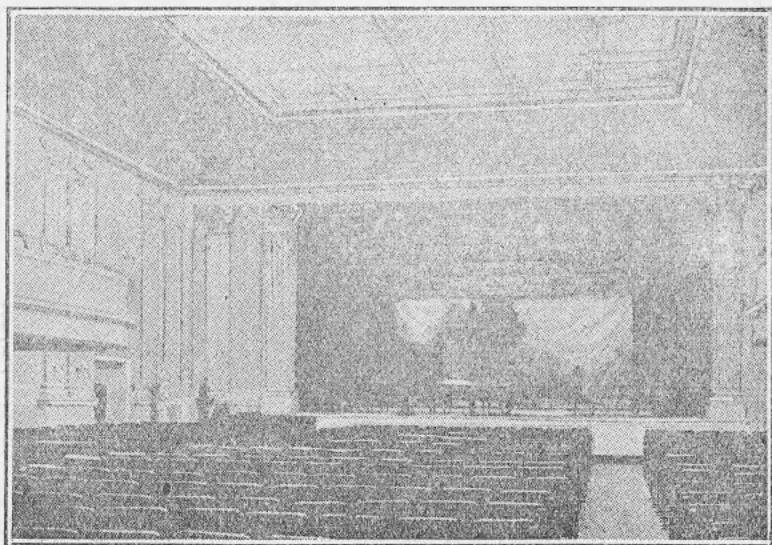


The above shows the crowded conditions in our present chemistry laboratory.

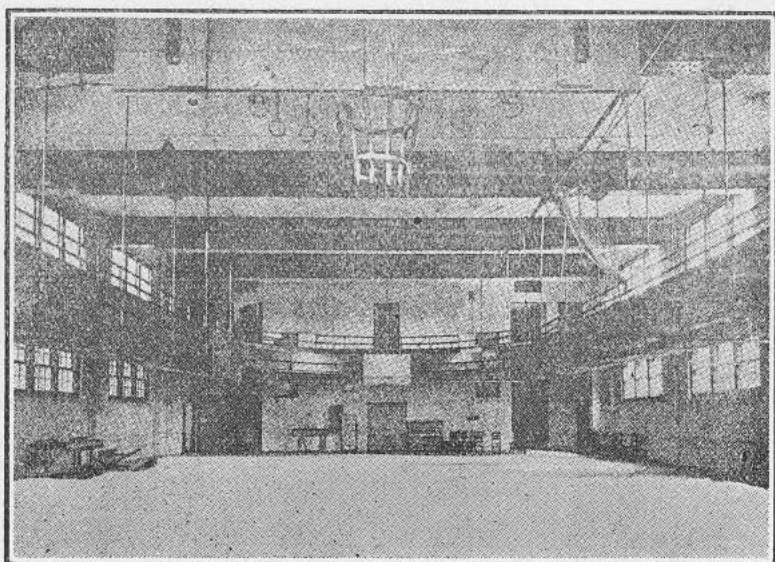


The above picture shows a class in bookkeeping. In the room beyond may be seen another group in typewriting. Both classes under the supervision of one teacher. These quarters are too crowded for efficient work. An ordinary class room and its adjoining cloakroom were converted into a place for teaching the commercial subjects and typewriting.

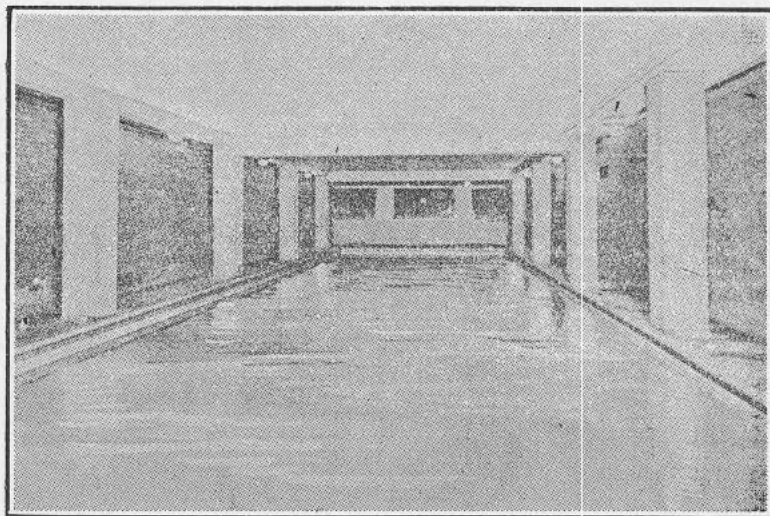
(b) Other equipment necessary to every High School and community.



Upon the occasion of each annual commencement some member of the Board of Education made an appeal for a good auditorium. In which appeal the audience most heartily concurred.

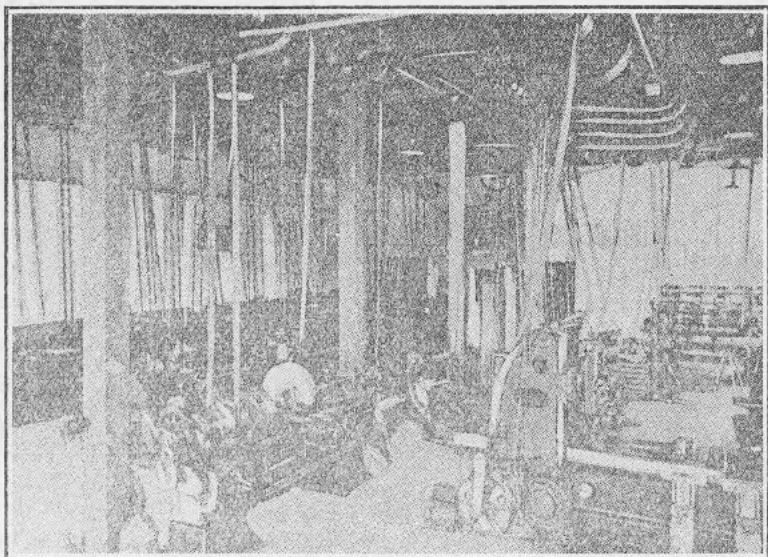


A good gymnásium is necessary for the welfare of all the boys and girls. The public has overlooked the necessity of systematic physical training. The slogan shall be, "a strong mind in a strong body."

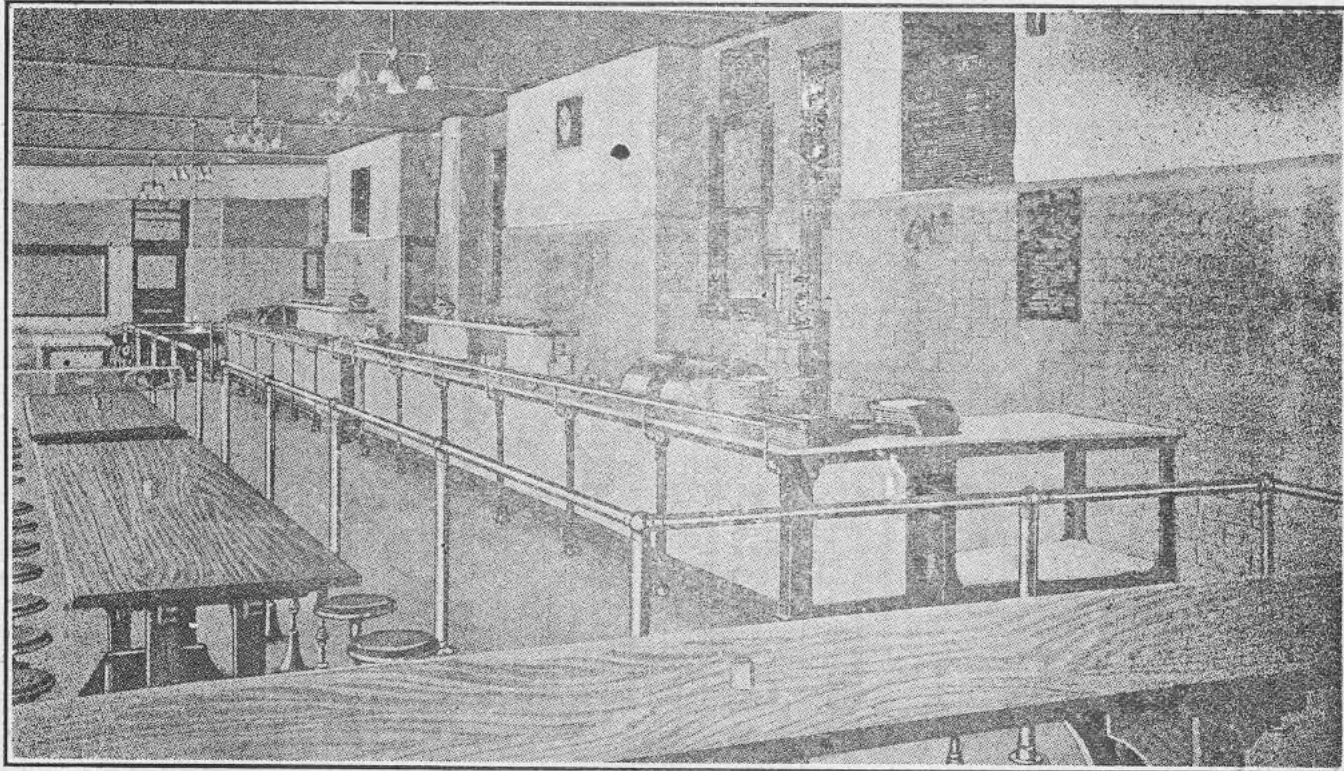


Every boy and girl should be taught swimming. This might be unnecessary in a community where the children seldom have access to public and "forbidden" bathing places; but in a community situated as is ours it becomes the duty of the public through its schools to safeguard the lives in this direction also. We read too frequently the sad story coming from the "old quarry swimming hole."





A good machine shop is as necessary as are text books. More than one-third of the children eventually engage in mechanical and industrial pursuits. For these the public school has done little or nothing; but has persisted in the fallacy that all children are going to college. The public school is not founded on uniformity but on individual differences for which she must provide alike for all the children.



A school cafeteria and lunch room is a necessary part of our High School equipment, because many of our children come from long distances.

Dental Clinic, Nurse's Room, Health Examination Clinic, tub and shower equipments are also necessary to the carrying out of the health program.

### SEX EDUCATION

The war has made the people of the United States face frankly the whole problem of sex education. To eliminate all the sex evils that threaten us and to build up a system of education that will help produce the manhood and womanhood we desire, is an extremely difficult task; but as difficult as it is, it will never be solved by shying from it.

The school physician, the school nurses and the physical training teachers have unusual opportunities to give individual instruction in a field as yet untouched. Systematic physical instruction for all pupils both boys and girls should be mandatory. Here the judicious coach of the boys and the dignified woman coach of the girls have unusual opportunities because of their close contact with their respective pupils on the athletic field, in the gymnasium, and in the locker rooms. They are able to speak with more persuasive confidence in matters of physical fitness than any other teacher. These physical training teachers, as the occasion arises, have unusual opportunity to drive home a lesson on the necessity for permanent physical fitness, sufficient sleep, fresh air, bathing and cleanliness, posture, proper food, regular habits, proper exercise, and the importance of clean living.

This program calls for two definite plans:

(a) That all boys and girls are required to engage in systematic physical exercises adapted to their physical strength.

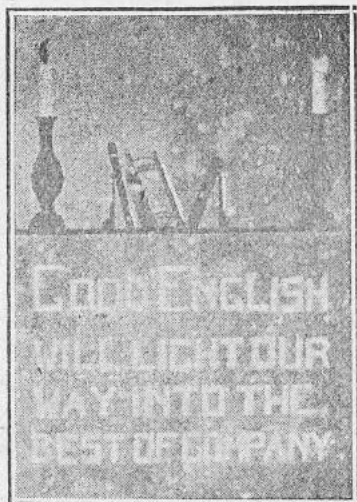
(b) That there shall be two physical training teachers, a man for the boys and a woman for the girls, who shall possess such unusual training, judgment, and moral poise as will win and hold the high respect and confidence of all pupils.

## VISIT THE SCHOOLS WEEK

One week each year the local schools observe visit-the-schools week as recommended by the State Department. The week of February 16-20 this year will be so observed. Special invitations will be sent to parents through the children by the teachers.

The regular daily program of study and recitations will be carried out that the parents may see what a regular day in school is like. No special exercises will be prepared to entertain the visitors.

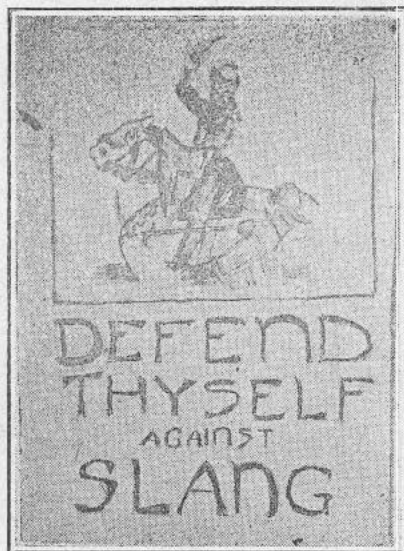
The purpose is to interest the parents more in their schools and to show them at first hand the work being done. By this method it is hoped to bring the school and the home (the teacher, the parent and the child) into a close sympathetic relationship. If the child imagines he has not received justice, he may always be depended upon to "work up" what seems to be a good cause for complaint against the school if the parent will only give enough encouragement to do that sort of thing; but if the parent says to the child, "now wait until I learn what the teacher has to say on this question," the biggest educational problem for that child would be solved at once. Whenever teacher and parent co-operate intelligently in matters of instruction and discipline, the intellectual development of the child is certain and satisfactory to all concerned.



### BETTER ENGLISH DRIVE

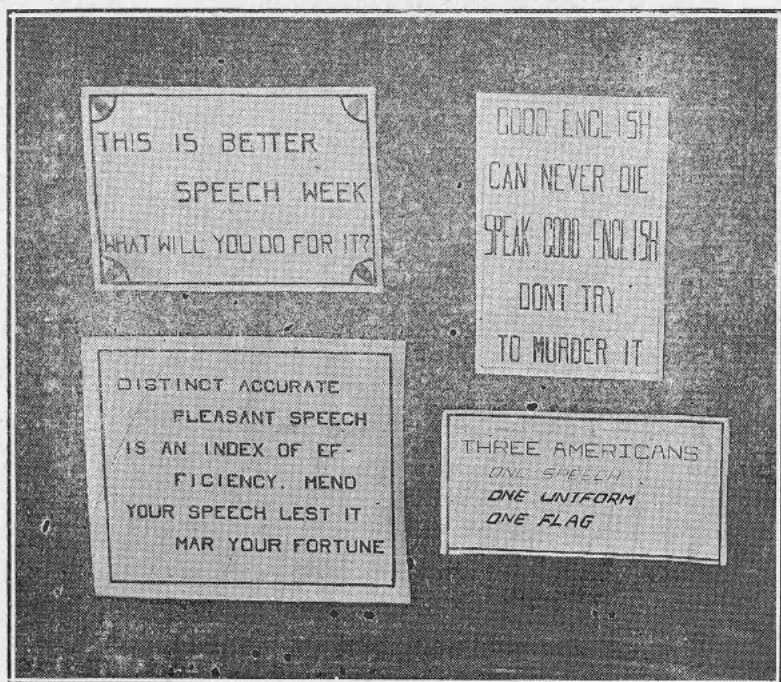
During a week in December, an intensive drive was made to arouse interest in permanent speech improvement. Our world populations have brought into our public meeting places, our places of business, our homes and our class-rooms, foreign languages and dialects which so eagerly "adopt" the English language that the "adoption" has become a peril to the "mother tongue."





Slang is another peril of the commonest frequency. Slang liquifies more easily than does a foreign language or dialect because it receives a sort of American social introduction.





ENGLISH WEEK POSTERS

## STATE COMPULSORY SCHOOL ATTENDANCE LAWS

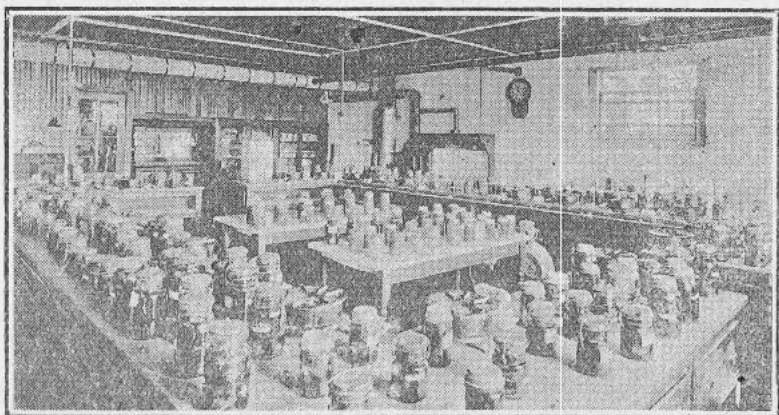
"Every parent, guardian or other person having custody and control of a child BETWEEN THE AGES OF SEVEN AND SIXTEEN YEARS, shall cause such child REGULARLY TO ATTEND A DAY SCHOOL in which at least reading, writing, spelling, English grammar, arithmetic and geography are taught in the English language. 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).

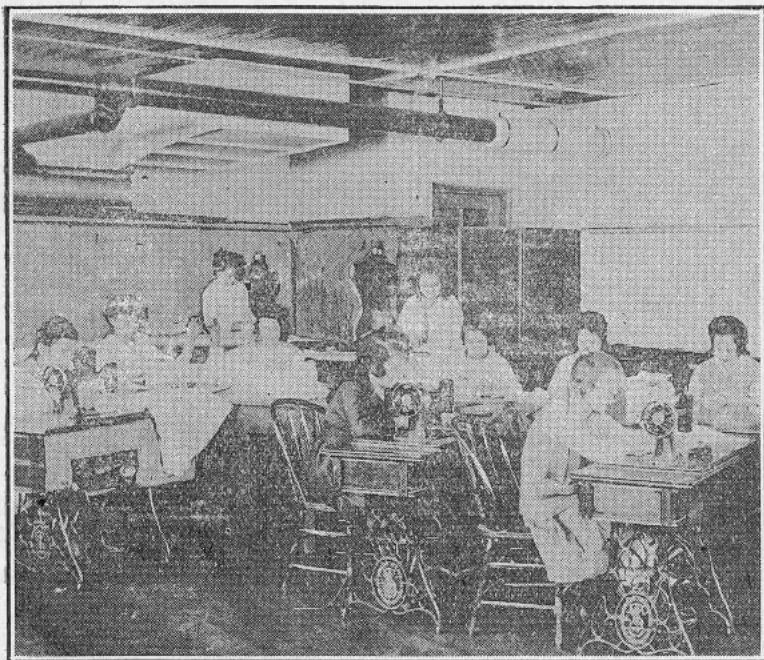


One evening after nine, two small feet carried this bundle of faith, hope and persistency from a far corner of the town, to my door to petition me to transfer him to the Boys' Prevocational School. The boy's own reason for wishing the transfer; viz. "I want to go to that school where they learn some real things." His favorite place for recreation is Heller Field, where a few of his most intimate friends call him "Aviation Joe."



Many of these jars contain vegetables grown in the gardens cultivated by the children.

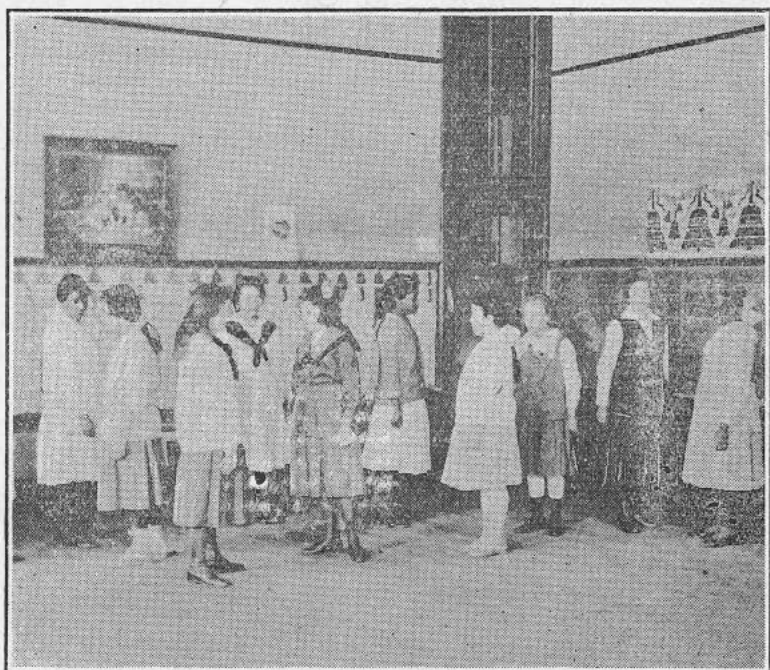
Each year in season the girls of the cooking classes are instructed in the best methods of canning and preserving. Fruits and vegetables are purchased by the school; or the cooking department may take orders from Mrs. A. to preserve as many jars of peaches or tomatoes or to make as many classes of jelly as she desires, or the girls of the department may solicit orders for canning or preserving which are done in school.



This is a class of seventh grade girls. Each one has designed, cut, made, laundried, and is now wearing a dress made by herself

The Sewing department purchases its dress goods, materials and supplies at wholesale prices. The girl refunds the price of the material. Occasionally no refunds are asked for. Frequently the better seamstresses are asked to make clothing to supply the needs of those who might not get to school comfortably dressed. Frequently the department takes orders for children's garments. In this way the girls are not only learning to sew but to do something of value for another.





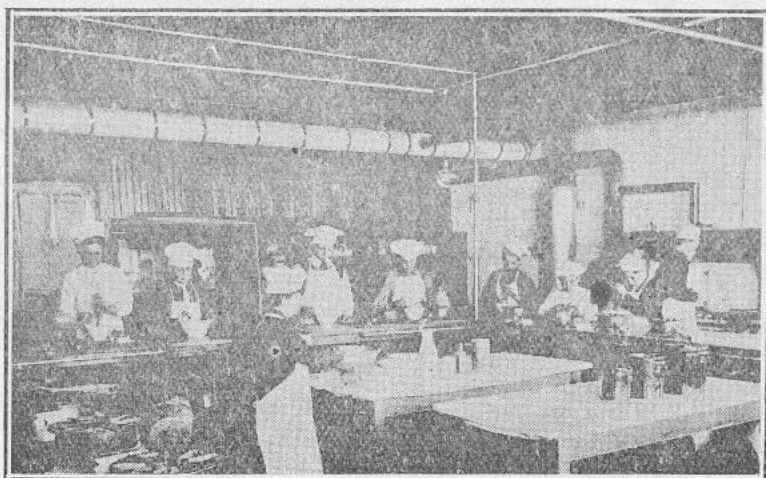
A group of prevocational girls some of whom will in a few years find their way to head seamstress in some of our big department stores or dressmaking establishments.



## OPPORTUNITY CLASSES

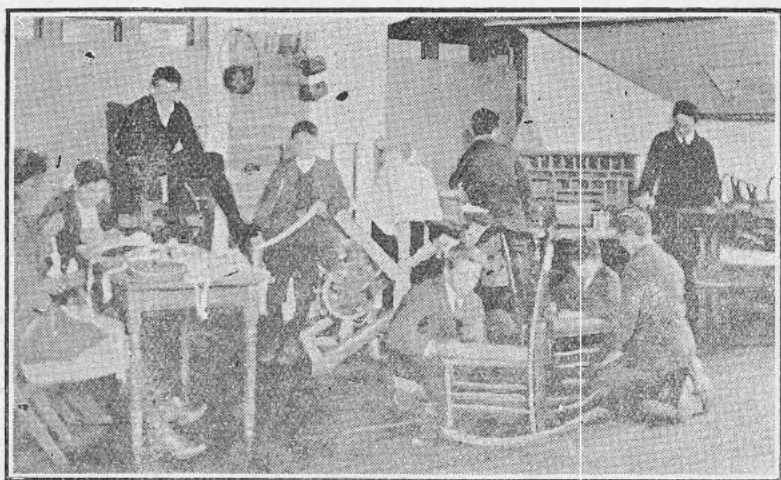


The purpose of an "opportunity class" is, that no one shall suffer because of conditions over which he had no control having been thrust upon him.



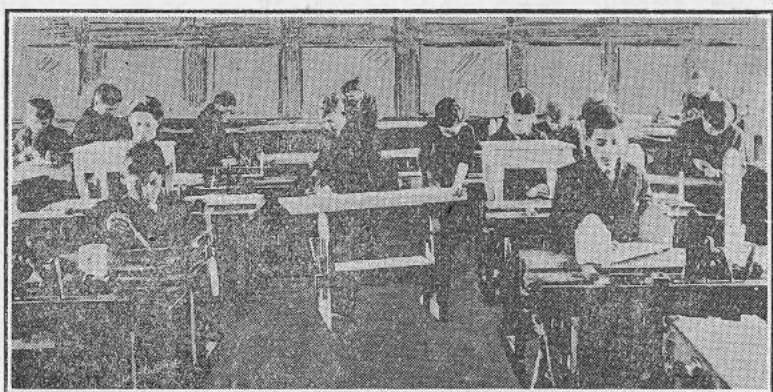
One way of settling the servant problem.

They never will study German; they have no interest in Latin or higher Mathematics; but they can prepare and serve a luncheon which may some day attract them to a \$5,000 position.

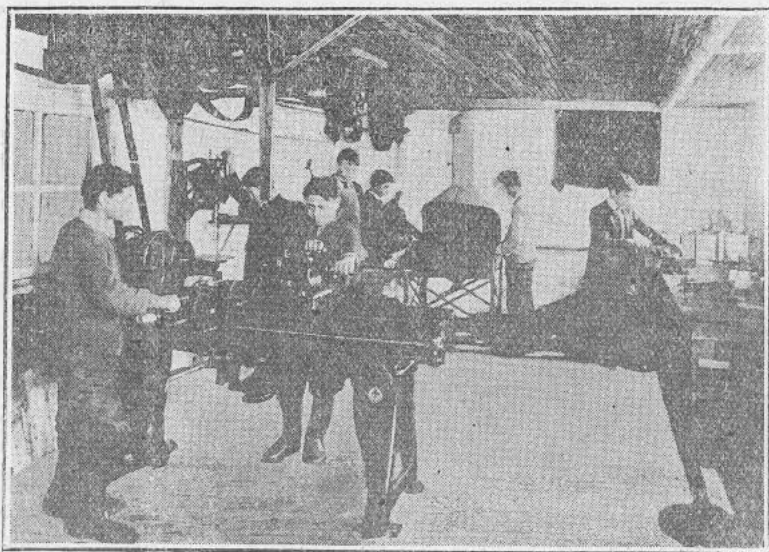


A man without a useful occupation is as much shunned as "a man without a country."

It is a first duty of the public school to educate the one talent child to do a one talent job to a one hundred per cent efficiency. The above picture represents activities in cobbling, shoe polishing, repairing, cabinet making, weaving, rug making, chair caring, basket making, brush making, tinning, painting and varnishing, sewing, knitting, window cleaning and glazing.



The wood-shop room of the Boys' Prevocational School. The lathe room may be seen in the rear beyond the glass partition.



A corner of the machine shop room at the Boys' Prevocational School.

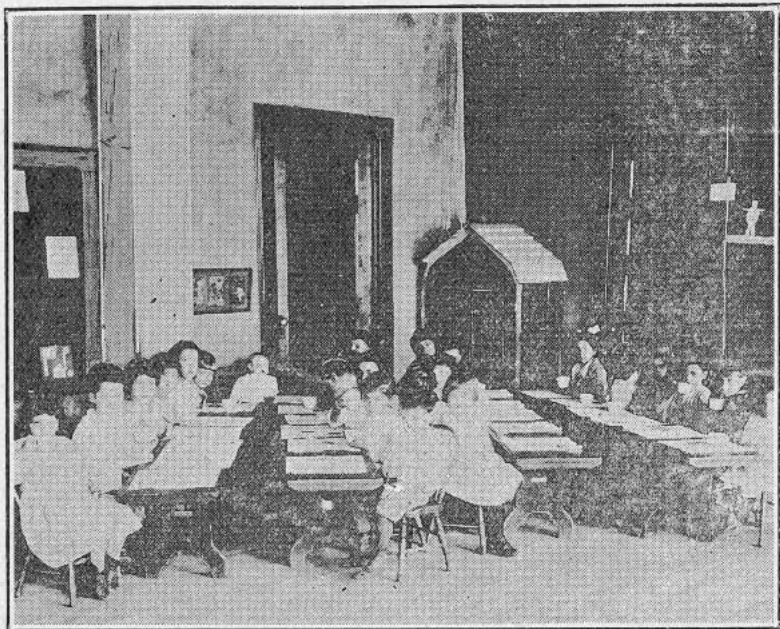
The Board contemplates installing a bandsaw, a joiner, another engine lathe and the chassis of an automobile to instruct those who might wish to study automobile repairing and assembling.

## NEW JERSEY'S NEW CONTINUATION SCHOOL LAW

Every parent or guardian of children between the ages of 14 and 16 to whom an employment certificate has been issued and who is temporarily unemployed shall send such child to continuation school at least 20 hours each week. When such child is regularly and lawfully employed he shall attend continuation school at least 6 hours a week for not less than 36 weeks each year. Employer must agree to let child attend continuation school. Penalties are provided for violation. (Ch. 35, laws of 1919).

The school board of every district in which there are lawfully employed 20 or more children between ages of 14 and 16 must establish a continuation school. School hours shall be between 8 a. m. and 5 p. m. but not on Saturday or Sunday. (Ch. 152, Laws of 1919.)





**Enjoying their morning lunch**

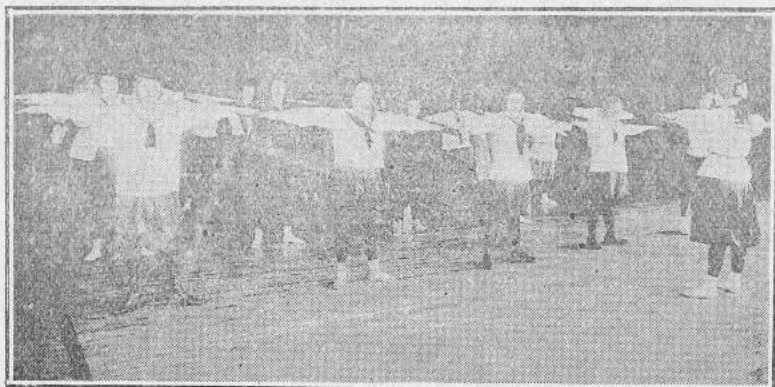
The Principal of the Washington School observed a number of little children who at certain times of the day became drowsy and listless. She also observed that the stupor overcame the same children almost every day which led to a study of the home conditions and their under-nourishment.

Several good patrons at once came to the relief of the situation. It was just the other day I was shown a wonderful transformation in a little round faced girl with a pinch of peach blossom in her cheek, placed there by a constant supply of good milk.

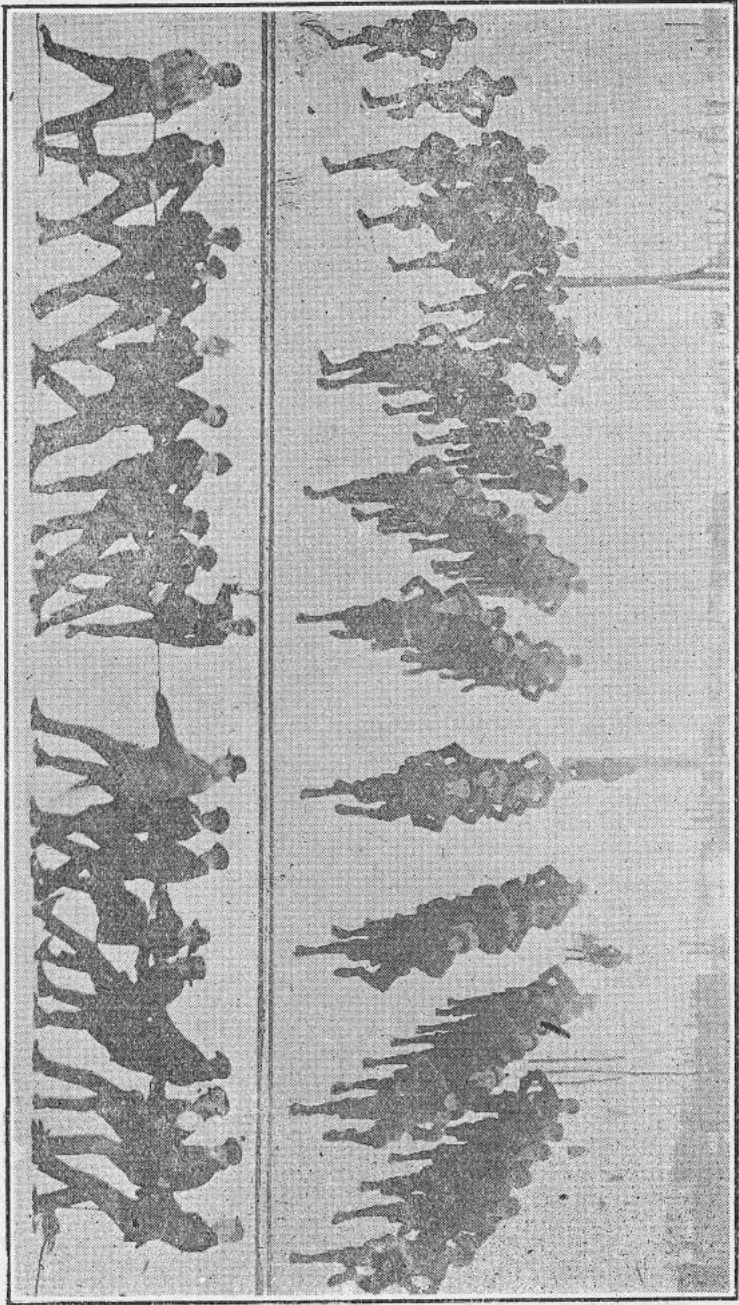


**Longevity depends more on polished teeth than polished shoes**

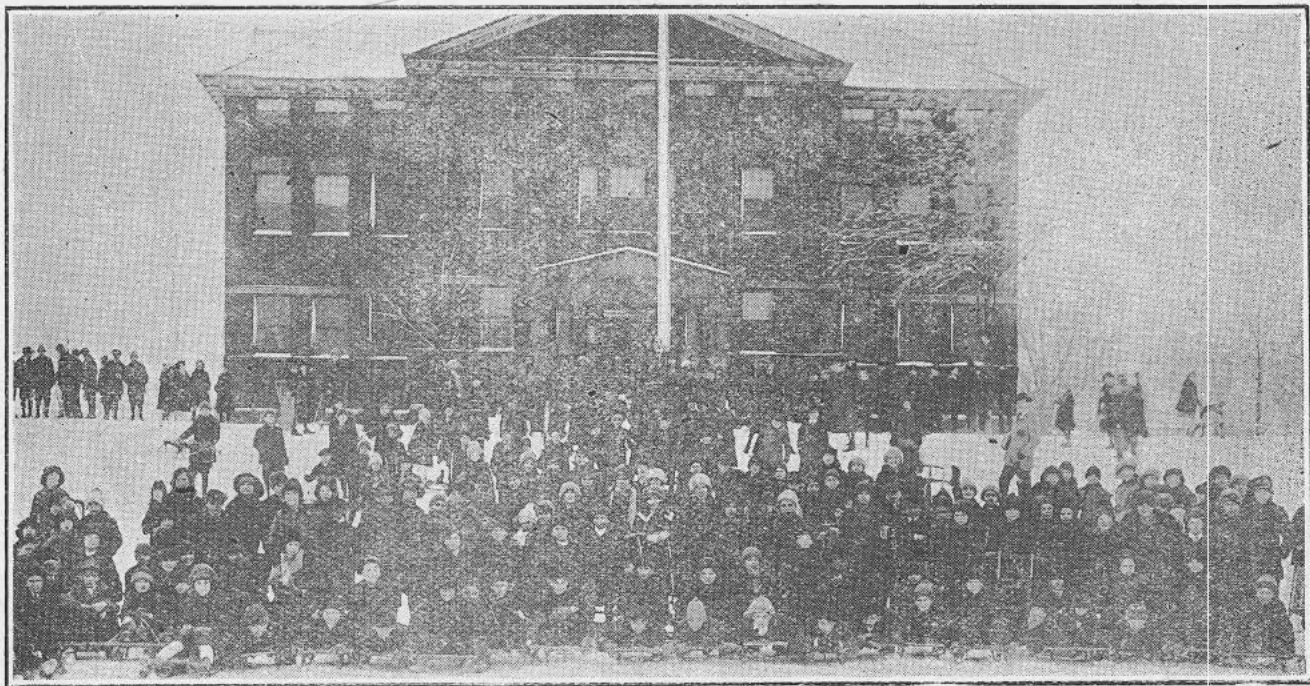
We are just beginning to appreciate the contribution of the American Dentist to the health and happiness of mankind. Dental Science has added years to man's life.



A group of High School girls doing their physical exercises



Winter Sports



School days may come and school days may go; Lessons once learned may long since have been forgotten; But the pleasant memories of coasting Out from the very lap of o ur Alma Mater, Live on Forever.



## ASSIGNMENT OF TEACHERS 1919-1920

Date of Employ- ment	Supervisors and Assistants	
1910	J. R. Beachler, M. A. Columbia.....	Supervising Principal
1918	Marguerite McClelland, Oneonta.....	Supervisor of Drawing
1919	Howard S. Savage.....	Supervisor of Music
1919	George J. Stanford, Bordentown Military	
		Supervisor of Physical Training
1918	Paul J. Swain, Trenton Normal.....	Manual Training
1917	Ralph Lundigen, Fitchburg Normal.....	Manual Training
1917	Mernette L. Chapman.....	Domestic Science
	State Normal College, Albany, N. Y.	
1919	Pauline S. Hitt, Simmons College.....	Domestic Science
1917	Grace R. Abbott, Montclair Normal.....	Academic, Boys' Prevocat.

### Junior-Senior High School

1917	Ernest L. Saul, B. S., Ohio State University.....	Principal
1917	Marion S. Walker, A. B., Smith.....	English
1919	Mercedes Soler, A. B., Goucher.....	Mathematics and English
1918	Lewis C. Merritt, M. A., Williams.....	Mathematics
1918	Madeleine E. Gaynor, Elmira.....	Commercial
1919	M. Gertrude Willey.....	Commercial
1915	Carl W. Barget, New York University.....	History
1919	John Rosengren, B. S., Wooster College.....	Science
1919	Edna E. Dennis, M. A., Columbia.....	Latin
1919	Charlotte B. Morgan, A. B., Smith.....	French and Spanish
1919	Max Stitch, New York University.....	VIII-A Boys
1917	Elsie E. Bartow, Oneonta.....	VIII-A Girls
1919	James P. Hurley, Potsdam.....	VIII-B Boys
1918	Blanche Dumas, Potsdam.....	VIII-B Girls
1918	Jessie R. Slingerland, Oneonta.....	VII-A Girls
1919	Paul H. Oliver, Potsdam.....	VII-A Boys
1919	Ida D. Cone, Montclair.....	VII-B Girls and Boys
1919	Frances P. Frazier, Plattsburg.....	VI & VII Girls' Prevocational

### Park School

1910	Anna A. Troy, Trenton.....	Principal
1913	Anna M. Swain, Trenton.....	VI-A
1919	Marguerite Fowler, Oneonta.....	VI-B and V-A
1903	M. Winifred Turner, Oswego.....	V-B
1919	Christina A. Bassette, Potsdam.....	IV-A



1919	Ethelyn Francisco, Oneonta.....	IV-B and III-A
1918	Mary L. Giffin, Potsdam.....	III-B
1917	Hazel E. Geele, Gorham.....	II-A
1913	May Powers, Geneseo.....	II-B and I-A
1919	Gertrude E. Smith, Montclair.....	I-B
1895	Kate C. Lambert, Teachers' College.....	Kindergarten
1916	Jennie M. Churco, Plattsburg.....	Individual Instruction Class
1918	Harriet Jane Fox, Oswego.....	Individual Instruction Class

#### Washington School

1908	Susan F. Lockhart, Albany.....	Principal
1919	Thirza A. Wilson, Plattsburg.....	VI
1914	Edith V. Teets, Geneseo.....	VI and V
1919	Asta I. Hansen, Newark.....	V
1910	Marcella M. Tupper, Potsdam.....	IV-A
1919	Bernice Hummel, Oneonta.....	IV-B
1919	Emma Stoller, Oneonta.....	III-B
1919	Bessie Jeffers, New Paltz.....	III-A
1918	Edith Taylor, Oneonta.....	II-A
1916	Gladys M. Morton, Fitchburg.....	II-B
1919	Marjorie E. Gregory, Oneonta.....	I-A
1917	Ruth A. Hurd, Newark.....	I-B
1918	Margaret S. Kissam.....	Kindergarten
	Ethical Culture School, N. Y. C.	
1919	Rebecca D. Rowe, Wheelock Kdgtm.....	Kindergarten

#### Lincoln School

1905	Alice J. Bickers, Fredonia.....	Principal
1919	Ella M. Drew, Los Angeles State.....	VI
1918	Maritta Palmer, Montclair.....	VI and V
1918	Margaret L. Latimer, Newark.....	V-B and IV-A
1919	Elsie N. Ryan, Newark.....	IV-B
1917	Alma R. Paine, New Paltz.....	III-A
1919	Hazel M. Toole, Oneonta.....	III-A and B
1919	Jane A. Walsh, Oneonta.....	III-B
1918	Bertha H. Rowe, Montclair.....	II-A
1919	Minnie L. Searles, Trenton.....	II-B
1918	Katherine Taney, Potsdam.....	I-A
1919	Olive C. Streit.....	I-B
1917	Grace E. Rake, Newark.....	Kindergarten
1920	Margaret Little, Newark.....	Kindergarten

## Yantacaw School

1919	Leroy C. Smith, Fitchburg.....	Principal and VII
1917	Helen E. Ryan, Fitchburg.....	VI
1913	Louise Kurtz, Montclair.....	V
1917	Florence Muller, Montclair.....	IV
1917	Edna C. Brenn, Newark.....	III
1917	Lucile Zahn, Newark.....	II
1918	Hilda J. Van Voris, Oneonta.....	I
1906	Katharine Conlon, Adams Kdgt. Train.....	Kindergarten

## Spring Garden School

1912	Eva V. D. Philip, Montclair.....	Principal and VI
1919	Annie MacKellar, Newark.....	V
1919	Jeanette Leek, New Paltz.....	IV
1919	Ruth D. Davis, New Paltz.....	III
1918	Lillian H. Davison, Trenton.....	II
1910	Ethel B. Hallock, Mansfield.....	I
1918	Margaretha Lurssen.....	Kindergarten
	Harriet Melissa Mills Training School, N. Y. C.	

## GRAMMAR SCHOOL GRADUATES 1919

Ackerman, Ruth	Kingsland, Ellen
Arnt, Lucy	Kirkleski, Frank
Atchison, Thurston	Lentini, Edna
Bangiola, Dorothy	Levendusky, Victoria
Beardslee, Lester	Lomberg, William
Bennett, Catherine	McCabe, Vincent
Bisceglia, Ernestine	McClintock, Ralph
Buckley, William	Mack, Irving
Cafoni, Sarvey	Macaluso, Arthur
Cain, Burnett	Marion, Katherine
Caldwell, Allan	Marr, William
Caputo, Clara	Matt, Helene
Chenowith, David	Miller, Elizabeth
Chernin, Dora	Miller, Francis
Ciccone, Samuel	Moffitt, Irwin
Clauberg, Harry	Muni, Frank
Conkling, Beulah	Murren, Andrew
Crawford, Pearl	Murren, Herbert
Curtis, Wilbur	Mutch, John
Dahlberg, Jane	Palata, William
Dobbs, John	Parvin, Beatrice
Eville, Alfred	Peters, George
Eyers, Donald	Persch, William
Fairbrother, Martha	Philip, Isabel
Ferrara, Fannie	Polluck, Ruth
Freeman, Marjorie	Poluski, Rosie
Gottlieb, Solomon	Purdy, Helen
Graham, Milton	Rauch, Mercedes
Haldenwanger, Bertha	Reade, Adelaide
Hartman, Marie	Redmond, Isabel
Harvest, Fannie	Rieth, Edward
Hatch, Katherine	Rogers, Owen
Hathaway, Edith	Romney, Alice
Hathaway, William	Ross, Elizabeth
Hattersley, Margaret	Royce, Karl
Heinz, Emmett	Santmassino, Linda
Heinz, T. Earl	Sargent, Archer
Hicks, Helen	Schroeder, Helen
Hill, Anna	Scotland, Archie
Hobart, Marion	Scott, Edwin
Hollenbeck, Ralph	Sentner, Harry
Horner, Frances	Shellbourne, Hugh
Hoyt, Marjorie	Speary, John
Hull, Janney	Smith, Dorothy
Huntting, Elmore	Smith, Frederick
Hurley, William	Smith, Sidney
Hutch, Mickey	Stager, Lewis
Inness, Alice	Stelle, Oliver

Iselin, Peter	Streit, Madeline
Jannarone, Mary	Tarantino, George
Jenkins, Lawrence	Thayer, Isabel
Journey, Rosa	Thompson, Nelson
Kane, Justin	Vocaturo, Gus
	Wood, Edith

## HIGH SCHOOL GRADUATES—June, 1919

Letitia Louise Anderson	Jennie I. Law
Helen I. Ball	Edna LaForge
Edgar E. Bellows	Dorothy Layng McEntee
Emily Louise Blanchard	Austin Leigh Moore
Jennie Burroughs Cueman	Nina Marion Mutch
Frank J. Fitting	Nellie Parish
Marjorie Fuller	Ethel Rose Persch
Frank William Grube	Helen Ruth Roome
Harry J. Hannen	Helen Ayers Scorso
Hjordis Hillman	Ralph W. Smith
*Albert Hopper (September)	E. Marion Smith
Anna Pauline Kirchheim	Norman Thompson

Feb. 7, 1920

J. R. BEACHLER,  
Supervising Principal.