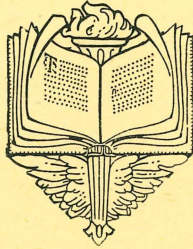


Annual Report

— of the —

Public Schools

Nutley, New Jersey



1920 - 1921

ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
NUTLEY, NEW JERSEY
1920 - 1921



Members of the Board of Education

June, 1921

Name	Address	Term Expires
Richard W. Booth, President,	Centre Street.....	1923
Marion L. Lewis, Vice President,	171 Prospect Street.....	1923
Albert E. Howe,	244 Prospect Street.....	1922
Mrs. P. A. Prior,	282 Grant Avenue.....	1922
Edgar Sergeant,	24 Rutgers Place.....	1922
George M. Gottfried,	256 Whitford Avenue.....	1923
Charles N. Caldwell,	43 Colonial Terrace.....	1924
Mrs. A. B. Proal,	296 Nutley Avenue.....	1924
Dr. Horace Tantom,	74 Rutgers Place.....	1924
Colin Linn, District Clerk,	161 Prospect Street.....	

Committees

Finance		
Mr. Caldwell	Mr. Howe	Mr. Sergeant
Teachers		
Mr. Lewis	Mrs. Prior	Mr. Sergeant
Curriculum		
Mrs. Proal	Mr. Howe	Dr. Tantom
Buildings and Grounds		
Mr. Howe	Mr. Caldwell	Mr. Lewis
Rules and Regulations		
Mr. Sergeant	Mr. Caldwell	Mr. Lewis
Athletics		
Dr. Tantom	Mr. Gottfried	Mrs. Proal
Lecture and Library		
	Mrs. Prior	
Publicity		
Mr. Gottfried	Mrs. Proal	Dr. Tantom

REPORT OF THE PRESIDENT

The following report of the Supervising Principal covers the school year from September 1920 to June 1921. In former years our report covered the time from February to February of each year. It was thought best to make this change for the reason that the period covered in this report embraces the fiscal year; moreover, in a report such as this, complete statistics for a single school year can be given in such a way as to permit of a more accurate comparison, year by year, with past and future years.

This report contains valuable information for the citizens of Nutley. It sets forth the year's record of our entire school system as to teachers, pupils and schools. Among other things it presents the result of a series of standard tests, such as have not been given previously in our schools, given for the purpose of finding out whether or not our pupils are as far advanced, grade for grade, as are the pupils of other representative systems. It also presents a survey of school property and equipment with recommendations for future improvement in school facilities.

We may or may not agree with our Supervising Principal's recommendations as to the future; but we are entirely confident that he has given the matter careful consideration and that his recommendations are the result not only of the very complete survey that he has made but also of his heartfelt interest in the educational welfare of our children.

The public is asked to study this report with care and to cooperate with the Board in relieving our pres-

ent congestion in such a way as to give every child a full day in school. It is the child's right to be educated; it is unfair to him to be handicapped by a short school day. The question of whether we should build a High School or a Grade School is secondary. We must have greater school facilities. That is an outstanding and undeniable fact. Neither the High School nor our Grade School pupils can be neglected if we are to conduct a successful school system. Will you not help us solve this serious problem?

(Signed)

R. W. BOOTH,

President Board of Education.

Supervising Principal's Yearly Report

For Year Ending June 24, 1921

To the Board of Education,
Nutley, N. J.

My dear Board Members:

It is with pleasure that I submit to you my first regular report for the year ending June 24, 1921. In order that I might administer the affairs of our growing school system intelligently, it seemed necessary for me to begin my work with a careful survey of conditions. The results of this survey are recorded in the pages that follow.

- I The year in brief.
- II Survey of school property and equipment.
- III Survey of school organization.
- IV Survey of school population—teachers.
- V Survey of school population—pupils.
 - 1. Attendance statistics.
 - 2. Age-grade distribution.
 - 3. Standard tests, first series.
Standard tests, second series.
 - 4. Examinations embracing work of first term.
Examinations embracing work of second term.
 - 5. Classification tests.
 - 6. Adjustments.
- VI Reports of principals, special teachers, medical inspector and nurse.
- VII Recommendations for the future.

I. THE YEAR IN BRIEF

1. Calendar.

1920 September 7, Tuesday, Annual Teachers' Institute.

September 8, Wednesday, beginning of first term.

October 12, Tuesday, Columbus Day, Schools closed.

November 1, Monday County—Teacher's Institute,
Schools closed.

November 2, Tuesday, Election Day, Schools closed.

November 25, Thursday, Thanksgiving Day, Schools
closed.

November 26, Friday, Schools closed.

December 24, Friday, to January 3, Monday, inclusive,
Christmas holidays.

1921 January 28, Friday, end of first term.

January 31, Monday, beginning of second term.

February 22, Tuesday, Washington's Birthday,
Schools closed.

March 25, Good Friday, Schools closed.

March 28, Monday, to April 1, Friday, inclusive.
Spring vacation.

May 30, Monday, Decoration Day, Schools closed.

June 24, Friday, end of the second term.

Stated meetings Board of Education, 4th Monday 4:15 p. m.

2. As far as was possible all pupils of the first seven grades were reclassified at the end of the first half year. The bases of reclassification were standard tests, classification tests, regular examinations and the judgment of the teachers. The old plan of yearly promotions was dropped and term promotion (5 mo. or a half year) plan was put into effect. It was found in June, 1921, that by such a readjustment 27 pupils gained one year of time and 253 one-half year, while only 53 will need to repeat a whole year. Others failing will repeat one-half year only.

3. The total number of days of attendance in the the public school was 425,002½, a gain of 52,439 over 1919-20. The percentage of attendance was 92.8 per cent, a gain of 1.6 per cent over 1919-20.

4. The total number of days of absence was 32,-616½, which resulted in a loss of about \$3,261 of State money to the town of Nutley. Many of these absences could have been avoided.

5. The number of tardy marks totaled 4,558, for the boys 2,302 and for the girls 2,256. We need the help of the parents here.

6. Transportation was furnished 38 pupils during the year.

7. A total of 118 pupils came into our schools during the year after having attended other schools.

8. The average attendance for the year of all pupils was 2,237 and the total enrolment 2,718, an increase of 223 over the previous year.

9. During the year 154 pupils were neither absent nor tardy.

10. The total number of teachers and supervisors engaged in teaching our children during the year was 91. Of these teachers 26 took special college courses during the school season.

11. The high school enrolment totaled 251, a gain of 20 over 1919-20.

12. In June, 1921, the eighth grades graduated 102 pupils and the high school 31.

13. Our schools were visited by 290 persons during a "Visit the Schools Week" held in the early spring. There should have been many more.

14. Our schools have been active during the year in many extra school activities, such as plays, musicals, entertainments and athletics. The annual Field Days were witnessed and enjoyed by many people. The High School Athletic Association had a very successful year, collecting as gate receipts \$1,398.83. Part of this money was spent for a Pathescope which is used for educational purposes as well as for public entertainments.

15. The prevocational classes contributed materially to our equipment in new work, typewriter tables, other articles, as well as by making necessary repairs.

16. The average percent of failures (grades 1 to 7, inclusive) during the first half year was 16 per cent. The average percent the second half year after reorganization had been effected was reduced to 11 per cent, with nearly 300 children gaining a half year or more. (See pages 28-31)

17. The public library has been a constant source of help to our high school as well as to our other schools. The librarians are a source of inspiration to our children.

18. The first step in the organization of a junior high school was taken in January, 1921, when all eighth grades were reclassified and the work departmentalized.

19. Americanization work conducted under school auspices resulted in the preparation of 27 men for first citizenship papers and 5 for full citizenship. This work was done at Washington School at evening sessions held from January to June, 1921.

II. SCHOOL PROPERTY AND EQUIPMENT

There are six school buildings in Nutley. These are known by the following names: Washington, Lincoln, Yantacaw, Spring Garden, Prevocational and Park.

The Washington School is a cement building situated on Washington Avenue near Centre Street. It contains eleven classrooms and an auditorium. Two of these classrooms are in the basement and partly underground, but are fairly well adapted to the purpose to which they are put. This school was built in 1911.

The Lincoln School is located on Harrison Street, in the southwestern part of the town. It is built of brick, and contains, including the addition finished in April, 1921, eighteen available classrooms and two large basement courts. Two of these classrooms are partly underground but well lighted, and serve their purpose fairly well. The original structure was built in 1915.

The Yantacaw School is located in the eastern section of the town, near Brookfield avenue. It is built of brick and contains eight class rooms. It was built in 1902.

The Spring Garden School is located in the northern part of the town. It is a brick building containing ten available classrooms. It was built in 1919.

The above buildings are all splendidly located, are well built, well lighted and well adapted for grade classes. Wisdom has been shown in the selection of the sites, and in the purchase of sufficient land for playground purposes and for future expansion.

The Prevocational School is a small two-story brick building located on Church street, near the Park School. It is Nutley's oldest school building and is used as a school for those boys who wish to get ready for some sort of gainful occupation among the trades.

The Park School is a brick building containing twenty-four classrooms, a study hall and a gymnasium. Five of these classrooms, the study hall and the gymnasium are on the third floor of the building and are poorly adapted to the use to which they are put because of insufficient light

and bad ventilation. Four basement rooms are used for cooking, sewing, and mechanical drawing. These rooms are too far underground to be used for any other purpose than storage. This building houses our high school and grades 1 to 8; also a kindergarten, a girls' prevocational class and two special classes for atypical children. The location of Park School is the geographical center of the town and forms part of our civic center. The surrounding grounds contain about fifteen acres, a large part of which is developed as an athletic field, than which there is probably none finer in the State. The first unit of Park School was built in 1894, the second in 1907.

The equipment of our grade schools has been well chosen and is fairly adequate for all purposes. The high school equipment is meager; but not much more equipment can be used until more space is provided for high school activities.

III. SCHOOL ORGANIZATION

The Nutley schools are at present organized on the old type 8-4 basis. This means that eight years are given to the grades and four years to high school training. Our pupils were distributed as follows as to schools (1920-21):

Table 1

Total Pupils Enrolled	Grades	Teachers
Washington School.....556	Kdn. to 6 inc.....	16
Lincoln School.....658	Kdn. to 7 inc.....	18
Yantacaw School.....339	Kdn. to 7 inc.....	10
Spring Garden School.....273	Kdn. to 7 inc.....	9
Park Elementary .....383	Kdn. to 6 inc.....	13
Park Intermediate .....225	7 and 8.....	6
Boys P. V. School.....33	9 to 12 inc.....	10
High School .....251	6 and 7 .....3	
Total .....2718		

IV. SCHOOL POPULATION—TEACHERS

Ninety-one teachers were employed, also an office secretary, a nurse, a medical inspector and a kindergarten pianist. The following tables show the preparation, total experience, term of service in Nutley and home localities of our teachers.

Table 2
PREPARATION

College graduates	14
Normal School graduates	66
Other training schools	11

The following colleges have representatives in our teaching force: Blue Ridge 1, Elmira 1, Goucher 2, New York State College for Teachers 1, Ohio State 1, Oklahoma University 1, Simmons 1, Smith 2, Syracuse 1, Teachers College 1, Trinity 1, Wooster 1, total 14.

The following normal schools are represented: Montclair 9; Newark 12; Trenton 5; Albany, N. Y., 1; Aroostock, Maine, 1; East Stroudsburg, Pa., 1; Farmington, Maine, 2; Fitchburg, Mass., 1; Fredonia, N. Y., 1; Geneseo, N. Y., 3; Gorham, Maine 2; Indiana, Pa., 1; Los Angeles, Cal., 1; Mansfield, Pa., 1; New Haven, Conn. 1, New Paltz, N. Y., 3; Oneonto, N. Y., 10; Oshkosh, Wis., 1; Oswego, N. Y., 2; Plattsburg, N. Y., 2; Potsdam, N. Y. 6; total 66.

Other training schools: Adams Kdn. Trng. School 1, Bordentown M. I. 1, Ethical Culture 1, Harriet Mills 1, Jersey City 1, Lucy Wheelock 2, Newark Institute 1, New York School of Applied and Fine Arts 1, Williamson Trade School 1, not a graduate 1, total 11.

It will be noticed that twelve different colleges have contributed to our teaching force and thirty different normal and training schools. Of our entire teaching body only twenty-six received their training in the normal schools of our own State. During the past three years it has been necessary to secure teachers from every available source because the New Jersey normal schools were unable to supply our needs.

Table 3
EXPERIENCE

A list of the names of our teachers, their assignments, home addresses, and Nutley addresses follows:

Years—One or less	1 to 5	6 to 10	11 to 15	25 to 30	31 to 35
4	48	23	12	2	2

Table 4
TERM OF SERVICE IN NUTLEY

Years—One or less	2	3	4	5	7	8	9	11	14	15	16	18	26
28	28	11	10	2	1	2	1	3	1	1	1	1	1

Table 5
HOME LOCALITIES

The experience of our teachers runs from less than one year to a total of thirty-four years as follows:

Name	Assignment	Home Address	Local Address
Paul R. Radcliffe, Superintendent	Nutley	
Supervisors & Assistants			
Howard S. Savage, Supr. Music	131 S. 9th St., Newark	
Maude E. Meek, Supr. Drawing	193 Laurel Ave., Arlington	
George J. Stanford, Supr. Phys. Trng.	..	Los Angeles, Cal.	67 Vreeland Ave.
Katharine W. Campbell, Asst. Phys. Trng.	Short Hills, N. J.	
Mernette L. Chapman, Dom. Science	Ovid, N. Y., 327 Parker St., Newark	
Mildred B. Brown, Asst. Dom. Sc.	Croton, Mass.	327 Parker St., Newark
Paul J. Swaim, Man'l Training	142 Centre St., Nutley	
Principal B. P. V.		
Harry Bennett, Asst. Man'l Trng.	Ashland, Pa.; 359 Chestnut St.	
Harriet J. Bedell, Special Class	Johnstown, N. Y.	263 Hillside Ave.
Fanny M. Sturgis, Asst. Sp. Class	74 Lincoln Ave., Newark	
Frances P. LaPlante, Girls P. V.	Plattsburg; 123 Belleville ave., Newark.	
Grace R. Abbott, Boys P. V.	34 Donaldson Ave., Rutherford	
High School & Grades 7 and 8			
Ernest L. Saul, Principal	33 Church St., Nutley	
Marion S. Walker, English	99 Brookfield Ave., Nutley	
Mercedes Soler, Eng. & Math.	Phillipsburg, N. J.;	67 Vreeland ave.
F. E. Grossnickle, Mathematics	Myersville, Md.;	99 Mountainview Ave.
Madeleine A. Gaynor, Com'l Subjects	Elmira, N. Y.;	18 Oak Ridge Ave.
Helen B. Hawkins, Asst. Com'l.	214 N. Maple Ave.,	E. Orange
Wm. R. Curtis, History	Point Pleasant, N. J.;	161 Prospect St.
John Rosengren, Science	Crestline, Ohio;	104 Vreeland Ave.
Louise Hopkins, Latin	Weedspoint, N. Y.;	116 Vreeland Ave.
Charlotte B. Morgan, French, Spanish	Springfield, Mass.;	76 Hillside Ave.
Raymond E. Hearn, VIII-A Boys	Edelman, Pa.;	161 Prospect St.
Jessie R. Slingerland, VIII-A Girls	Sharon Springs, N. Y.;	226 Whitford Ave.
Ida D. Cone, VIII-B Boys	67 Hillside Ave.,	Nutley
Jeff Stewart, VIII-B Girls	Shattuck, Okla.;	116 Vreeland Ave.
Alexander Goldberg, VII Boys	53 Wallace St., Newark	
Helen M. Adams VII Girls	31 River Drive, Passaic	
Park School Elementary			
Ann A. Troy, Principal	Waldwick, N. J.	
Marguerite Fowler, VI A	Andes, N. Y.;	9 Russell Ave.
Sara B. Wolfe, VI-B V-A	Morristown, N. J.;	136 Prospect St.
Harriet C. Van Duzer, V-A & B	Waverly, N. Y.,	14 Church St.
Hazel B. Bostock, IV-A & B	Potsdam, N. Y.,	9 Russell Ave.
Ethelyn E. Francisco, III-A & B	Downsville, N. Y.,	9 Russell Ave.
Hazel E. Geele, III-B II-A	Waldoboro, Maine,	238 Satterthwaite Ave.
Gertrude E. Smith II-B I-A	Flemington, N. J.;	44 Sylvan Place
May Powers I-A & B	Warsaw, N. Y.,	112 Hillside Ave.
Kate C. Lambert, Kdgtn.	290 Highfield Lane, Nutley	
Lincoln School			
Alice J. Bickers, Principal	Fredonia, N. Y.;	80 Hawthorne Ave.
Ella M. Drew, VII	Newton, Iowa,	245 Grant Ave.
Alice E. Keegan, VI	Potsdam, N. Y.,	194 Hillside Ave.
Elsie R. Owen, V-A	111 Church St.,	Nutley
Elsie J. Assmus, V-B	238 Franklin Ave.,	Nutley
Bertha H. Rowe, IV-A	Upper Broad St.,	Bloomfield
Margaret L. Latimer, IV-B	80 Church St.,	Nutley
Alma R. Paine, III-B	Philmont, N. Y.;	22 Beech St.
Jane A. Walsh, III-B	Peekskill, N. Y.;	Russell Ave.
Minnie L. Searies, II-A	Belvidere, N. J.;	245 Grant Ave.
Ruth D. Blake, II-B	Farmington, Maine;	144 Bloomfield Ave.
		Passaic	
Verna M. Long, II-B	Caribou Maine;	238 Satterthwaite Ave.
Mabel E. Fitch, II-B I-A	E. Rochester, N. H.;	238 Satterthwaite av.
Katharine Taney, I-A	Potsdam, N. Y.;	234 Chestnut St.
Claire Streit, I-B	Andrews, Ind.;	161 Prospect St.
Hazel M. Toole, I-C	Kingston, N. Y.,	45 Thomas St., Newark
Pearl E. Lux, Kdgtn.	99 Prospect St.,	Nutley
Charlotte M. Smith, Asst. Kdgtn.	Everett, Mass.,	262 High St.
Yantacaw School			
Blanche O. Dumas, Principal	Evans Mills, N. Y.;	284 Chestnut St.
Emily M. Gulick, VII	Kingston, N. J.;	65 Prospect St.
Louise Kurtz, VI	377 Harrison St.,	Passaic
Nettie C. Dauber, V	Attica, N. Y.;	112 Hillside Ave.

Florence Muller, IV	421 Belmont Ave., Haledon, N. J.
Freda R. Plunkett, III	103 E. 16th St., N. Y. C., 172 Hillside av.
Lucille Zahn, III-II	53 South St., Newark
Gussie LaForge, II	91 Brookfield Ave., Nutley
Hilda J. Van Voris, I	Gloversville, N. Y.; 194 Hillside Ave.
Katharine T. Conlon, Kdgt.	35 James St., Newark
Washington School	
Susan F. Lockhart, Principal	Glens Falls, N. Y.; 463 Franklin Ave.
Edith V. Teets, VI-A	Hornell, N. Y.; 91 Mountainview Ave.
Jane Ellsworth, VI-B	Farmington, Maine; 144 Bloomfield ave.
Passaic	
Thirza A. Wilson, V-A	Syracuse, N. Y.; 102 Union ave.
M. Winifred Turner, V-B	Oswego, N. Y.; 11 High St.
Marcella M. Tupper, IV-A	Norwood, N. Y.; 228 Bank St., Newark
Bernice E. Hummel, IV-B	Windham, N. Y.; 7 Whitford Ave.
Jane Schell, III-A	Tyrone, Pa.; 94 Union Ave.
Gertrude Larchar, III-B	Canastota, N. Y.; 94 Union Ave.
Edith Taylor, II-A	Parkville, N. Y.; 102 Union Ave.
Grace Jannarone, II-B	20 Harrison St., Nutley
Marjorie E. Lewis, I-A	Afton, N. Y.; 164 S. Oxford St., Brooklyn, N. Y.
Ruth A. Hurd IB	115 N. 9th St., Newark
Florence Tompkins, I-B	LaGrangeville, N. Y. 172 Hillside Ave.
Margaret Kissam, Kdgt.	Westfield, N. J.; 94 Union Ave.
Rebecca D. Rowe, Asst. Kdgt.	Winchester, Mass.; 138 Satterthwaite Ave.
Spring Garden School	
Eva V. D. Philip, Principal	93 Centre St., Nutley
Elizabeth R. Phimister, VII	DePere, Wis.; 186 Prospect St.
Ruth Greenwood, VI	Phillipsburg, N. J.; 186 Prospect St.
Annie MacKellar, V	209 Prospect Ave.; Passaic
Jeanette Leek, IV	Southampton, L. I.; 22 Beech St.
Georgia O. Bauer, III	Keyport, N. J.; 44 Sylvan Pl.
Gladys M. Morton, II	Fitchburg, Mass.; 112 Hillside Ave.
Ethel B. Hallock, I	Wellsboro, Pa.; 290 Highfield Lane
Margaretha Lurssen, Kdgt.	299 Main Ave., Passaic
Dr. A. F. Jackson, Medical Inspector	Hillside Ave., Nutley
Laura S. Persch, School Nurse	115 Vreeland Ave., Nutley
Ellen Nichols, Pianist	Terrace Ave., Nutley
Elizabeth Mutch, Secretary	175 Centre St., Nutley

Note—The following changes occurred during the year:

Mr. Leroy Burt, 7th Grade Park School, resigned Nov. 15th, 1920.

Mr. Alexander Goldberg was appointed to this position.

Mr. Francis B. Lynch, Boys Prevocational School, resigned Dec. 1, 1920.

Mr. Harry Bennett was appointed to this position.

Miss Ethel Wright, 7th Grade Yantacaw School resigned Dec. 1, 1920.

Miss Emily Gulick was appointed to this position.

Miss Christine Bassett, 5th Grade Park School, resigned Jan. 1, 1921.

Miss Harriet Van Duzer was appointed to this position

Miss Edna C. Breen, 3rd Grade Yantacaw School, resigned Apr. 1, 1921.

Mrs. Freda R. Plunket was appointed to this position.

It is unfortunate for our schools that so few teachers have a long service record with us. Fifty-five teachers or about 60 per cent of the total have been in Nutley less than two years, and more than 25 percent less than one year. The highest efficiency in any school system is reached only through efficient teachers who are willing to remain long enough to have a vital interest in Nutley and her children. Our efforts in the future should should be not only to se-

cure the most efficient teachers obtainable but also to hold them a number of years. This can usually be done by making living conditions and salaries as attractive as in other towns of our part of the State.

Table 6
SALARIES

The salaries of our teachers ranged as follows (1920-21):

	High	Low	Average
High School Men	2200	1800	1966
High School Women.....	1800	1650	1717
Grades 1 to 8	1600	1200	1380
High School Principal.....	2400	2400	2400
Principals of Grade Schools.....	2100	1600	1800

SCHEDULE OF TEACHER' SALARIES

The Board of Education, on the recommendation of the Teachers Committee, adopted the following schedule of teachers' salaries on March 28, 1921, to take effect in September, 1921.

I. Salaries of Senior High School Teachers

Men—

Minimum \$1600 per year. Maximum \$2500 per year. Increments of \$150 per year, after the first year, may be granted for satisfactory teaching service until the maximum is reached.

Women—

Minimum \$1500 per year. Maximum \$2200 per year. Increments of \$125 per year, after the first year, may be granted for satisfactory teaching service until the maximum is reached.

Requirements—

An applicant for a position to teach academic subjects must be a graduate of an approved college. Applicants for positions to teach business subjects must be graduates of such approved business schools as will satisfy the requirements of the State Board of Education in this work.

In all cases the applicant must have had at least two years of approved experience in teaching. Experience outside of Nutley will be equated by the Teachers Committee and the Superintendent of Schools after due investigation.

An extra \$100 per year may be granted to a teacher who has completed an M. A. degree in an an-

proved college or university, thus making the maximum for this advanced preparation \$100 more per year than that stated above. This provision will take effect at the option of the Board of Education.

The Teachers Committee may grant a salary beyond the regular schedule for very meritorious service.

II. Salaries of Junior High School Teachers

Men and Women—

Minimum \$1400 per year. Maximum \$2,000 per year. Increments of \$100 per year, after the first year, may be granted for satisfactory teaching service until the maximum is reached.

Requirements—

An applicant for a teaching position in the junior high school must present as a minimum in preparation the diploma of an approved normal school.

The applicant must have had at least two years of approved experience. Experience outside of Nutley will be equated by the Teachers Committee and the Superintendent of Schools after due investigation.

To encourage higher scholarship, an additional increase of \$100 per year may be granted any teacher who has completed the equivalent of one year of college work in addition to the normal school work, and \$200 per year if the applicant presents a college diploma in addition to her normal school diploma, thus making the maximum for teachers possessing both a normal school and a college diploma \$200 more per year than that stated above. Satisfactory evidence of the completion of such work must be submitted to the Teachers Committee and the Superintendent. This provision will take effect at the option of the Board of Education.

III. Salaries of Teachers of Grades Kindergarten to Six, inclusive

Minimum \$1200 per year. Maximum \$1800 per year. Increments of \$100 per year, after the first year, may be granted for satisfactory teaching service until the maximum is reached.

Requirements—

The applicant for a teaching position in the above mentioned grades will be required to present the diploma of an approved normal school as a minimum in preparation.

The applicant must have had at least one year of approved experience before the appointment is made.

Experience in public schools other than Nutley will be equated by the Teachers Committee and the Superintendent of Schools after due investigation.

To encourage higher scholarship on the part of teachers, an extra increase of \$100 per year may be offered any teacher who has completed the equivalent of one year of college work in addition to her normal school work, and \$200 per year to any teacher who possesses a college degree in addition to her normal school diploma, thus making the maximum \$2000. This provision will take effect at the option of the Board of Education.

IV. Salaries of Special Teachers of Physical Training Manual Training, Sewing, Cooking, Music and Drawing

Men

Minimum \$1400 per year. Maximum \$2500 per year.

Women

Minimum \$1400 per year. Maximum \$2200 per year. Increments of \$150 per year for men and \$100 per year for women, after the first year, may be granted for satisfactory teaching service until the maximum is reached.

Requirements—

To fill any one of the above positions the candidate must have graduated from an approved training school which conducts courses toward graduation in the field in question. At least one year of experience will be required.

V. Salaries of Teachers of Special Classes

No fixed schedule.

VI. Salaries of Principals of Schools

High School—No fixed schedule.

Prevocational School—No fixed schedule.

Grade Schools—No fixed schedule.

The Board of Education reserves the right at all times to determine whether or not a teacher is worthy of the regular scheduled increase in salary. The right is also reserved of granting additional increases for very meritorious service in any department.

The above salary schedule applies only to those teachers who are teaching full time or on the basis of a four hour day made necessary in the case of part time classes. Kindergarten teachers who have but a single morning session will be required to do clerical work or such coaching work in the lower grades, as may seem best during two hours of the afternoon session.

V. SCHOOL POPULATION--PUPILS

1. Attendance statistics.

Table 7

TOTAL ENROLLMENT FOR THE YEAR, BY GRADES

Kindergartens	341
First Grades	384
Second Grades	274
Third Grades	280
Fourth Grades	291
Fifth Grades	277
Sixth Grades	223
Seventh Grades	177
Eighth Grades	140
Ninth Grade	98
Tenth Grade	74
Eleventh Grade	47
Twelfth Grade	32
Prevocational Classes	55
Special Classes	25

2718

Total on roll, June 24, 1921.....	2380
Percentage of attendance.....	92.8
Total times tardy.....	4558
Total days present.....	425,002½
Total days absent.....	32,616½
Present every day.....	154
*Money loss on account of absences.....	\$3,261.60

*The State appropriates about 10 cents per day for each day of attendance.

It will be noticed that there were too many tardy marks and too many days of absence. It is hoped that parents will co-operate with us to overcome this condition. Since there has been very little illness this year, we are led to believe that many of the absence and tardy marks were due to carelessness. It is important that pupils form the habit of punctuality in attendance on their school duties early in life. Further than this, it is difficult for many children to regain ground lost through absence. It often leads to discouragement and failure of promotion. It is also a great waste economically to have children out of school. It costs the taxpayers just as much to conduct a classroom with pupils absent as it does when all are present. Beyond this loss we lost 10c per day of State money for every absent pupil. Pupils who are ill should not be in school, but surely not more than half of our absences are caused by illness.

Table 8

PUPIL ENROLLMENT FOR TEN YEARS

	1910 —11	1911 —12	1912 —13	1913 —14	1914 —15	1915 —16	1916 —17	1917 —18	1918 —19	1919 —20	1920 —21
Grades 1-8	1198	1271	1384	1547	1654	1821	1925	2056	2146	2264	2467
Percent of Increase		6.1	8.9	11.8	6.9	10.1	5.7	6.8	4.4	5.5	9.0
High School	112	118	130	184	145	146	168	202	209	231	251
Percent of Increase		5.4	10.2	3.1	8.2	0.7	15.0	20.2	3.5	10.5	8.7

Table 9

COMPARISON OF TOTALS

	1910-11	1920-21	Total Percent Increase	Average Yearly Increase
Grades 1-8	1198	2467	105.9	7.5
High School	112	251	124.1	8.6
Total	1310	2718	107.5	

Table 10

FORECAST OF FUTURE GROWTH

Since the average increase per year for the past ten years has been 7.5 percent in the grades and 8.6 percent in the high school, it is fair to forecast the future growth of the schools as follows:

	1921 —22	1922 —23	1923 —24	1924 —25	1925 —26	1926 —27	1927 —28	1928 —29	1929 —30	1930 —31
Grades	2652	2850	3063	3292	3538	3803	4088	4394	4723	5077
High School	272	295	320	347	376	408	443	481	522	566

2. Age-grade distribution.

The following tables show how our pupils were distributed during September, 1920, as to age and grade. The ages used are those of September 1, 1920. Table 11 shows the number of pupils of ages 4 to 21 found in each of the grades from the kindergarten to and including the twelfth year.

A child is considered 6 years of age if he is 5 years 9 months old up to 6 years 3 months old. He is $6\frac{1}{2}$ years if he is 6 years 3 months up to 6 years 9 months old, etc. A child in the first grade should be 6 or 7 years of age, in the second grade 7 or 8 years of age, etc.

Table 11 AGE-GRADE DISTRIBUTION (As of Sept. 1, 1920)

Age	4	4½	5	5½	6	6½	7	7½	8	8½	9	9½	10	10½	11	11½	12	12½
Kdn.....	16	90	72	48	7	..	..	..	..	..	..	..	..	..	..	..	..	..
1st Gr. ....	..	..	6	45	106	96	38	27	9	2	2	..	..	..	..	..	..	..
2nd Gr. ....	..	..	..	..	6	29	67	68	45	22	13	7	3	..	..	1	1	..
3rd Gr. ....	..	..	..	..	..	..	8	24	76	57	40	25	18	11	2	3	1	..
4th Gr. ....	..	..	..	..	..	..	2	1	8	33	56	39	40	35	21	15	10	..
5th Gr. ....	..	..	..	..	..	..	..	..	5	9	21	42	53	36	25	34	15	..
6th Gr. ....	..	..	..	..	..	..	..	..	..	..	1	6	23	45	38	30	24	..
7th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	13	15	32	47	..
8th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	13	14	..
9th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	..
10th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	16	90	78	93	118	125	115	120	138	119	120	93	109	122	117	99	122	103
Age	13	13½	14	14½	15	15½	16	16½	17	17½	18	18½	19	19½	20	20½	21	Total
Kdn.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	233
1st Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	330
2nd Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	262
3rd Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	265
4th Gr. ....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	262
5th Gr.	13	5	5	2	..	..	..	..	..	..	..	..	..	..	..	..	..	265
6th Gr.	26	19	7	4	2	..	1	..	..	..	..	..	..	..	..	..	..	226
7th Gr.	22	28	14	17	5	4	..	1	..	..	..	..	..	..	..	..	..	198
8th Gr.	28	26	22	11	10	6	2	1	..	..	..	..	..	..	..	..	..	133
9th Gr.	9	18	13	20	14	9	..	4	1	1	..	..	1	..	..	..	..	94
10th Gr. ....	..	..	6	13	13	14	10	9	..	6	..	..	..	..	..	..	..	71
11th Gr. ....	..	..	1	..	4	8	10	16	1	4	1	2	..	..	..	..	..	47
12th Gr. ....	..	..	..	..	..	2	2	3	10	5	8	..	..	..	1	..	1	32
Total	96	97	69	67	48	43	25	34	12	16	9	2	1	..	1	..	1	2418

Table 12 shows the distribution of pupils as to normal age, overage, and underage in each grade by numbers and percentages.

Table 12
DISTRIBUTION
Normal Age, Over Age, Under Age
(As of Sept. 1, 1920)

	Kdn.	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
		Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	
Normal Age	120	201	135	133	95	95	83	79	52	33	27	26	15	1094
Overage	7	78	92	100	123	135	113	91	52	30	25	8	10	864
Underage	106	51	35	32	44	35	30	28	29	31	19	13	7	460
Percent Normal	515	.609	.615	.501	.362	.354	.367	.399	.390	.350	.381	.553	.468	.452
Percent Overage . . . . .	.03	.236	.351	.377	.468	.509	.500	.459	.390	.319	.352	.170	.312	.357
Percent Underage . . . . .	.454	.154	.133	.120	.167	.132	.132	.141	.218	.329	.267	.276	.218	.190
3 or more years below	0	2	5	6	12	25	14	10	3	3	0	0	2	82
Percent 3 or more yrs. below	0	.006	.019	.022	.045	.094	.061	.050	.015	.032	0	0	.062	.033

Table 13 shows the average ages of the pupils of the various grades.

Table 13
AVERAGE AGES
(As of Sept. 1, 1920)

	Years	Months	Days
Kindergarten	4	10	24
1st Grade	6	4	18
2nd Grade	7	7	1
3rd Grade	8	7	20
4th Grade	9	9	6
5th Grade	10	11	26
6th Grade	11	11	10
7th Grade	12	10	10
8th Grade	13	6	11
9th Grade	14	1	23
10th Grade	15	5	17
11th Grade	16	2	3
12th Grade	17	4	3

Table 14
DISTRIBUTION BY SCHOOLS
(As of Sept. 1, 1920)

	High	Park 7-8	Park El.	Line.	Wash.	Yant.	Sp. Gdn.	P. V.	Total
Above grade ..	70	40	52	80	111	45	62	0	460
Normal	101	90	167	241	216	161	114	4	1094
1 yr. below....	55	49	64	141	107	64	43	9	532
2 yrs. below....	13	29	28	78	44	19	25	14	250
3 or more yrs.. below	5	8	13	36	8	8	3	4	85
Total	244	216	324	576	436	297	247	31	2421

Table 15
DISTRIBUTION BY GRADES—RETARDED PUPILS
(As of Sept. 1, 1920)

Grades	Kdn.	1	2	3	4	5	6	7	8	9	10	11	12	Total	Percent of All Retarded
Retarded															
1 yr.	7	65	67	65	75	61	54	50	33	23	19	5	8	532	.616
2 yrs.		11	20	29	36	49	45	31	16	4	6	3		250	.289
3 yrs. or more		2	5	6	12	25	14	10	3	3			2	82	.095
Totals	7	78	92	100	123	135	113	91	52	30	25	8	10	864	

The showing of our schools as to the age and grade distribution compares very favorably with the State at large. 64.2 percent of our children are of normal age or better, 35.7 percent are above normal age. However, this group contains all pupils one or more years retarded. A

pupil may be one or two years retarded and have a perfectly healthy mentality. If he is three or more years below grade it is probable that he needs special treatment. We have a total of 82 pupils in this group amounting to but 3.4 percent of the total enrolment.

3. Standard Tests.

Educational Attainments As Shown By the Use of Standard Tests

A standard test is one that has been given to many children for the purpose of finding out what they can really do in some specified phase of a subject, e. g., the Courtis Standard Tests, Series B, test ability in the four formal operations of addition, subtraction, multiplication and division. These tests have been given to thousands of children, and the results tabulated. From these tabulations it is fairly easy to determine what our own pupils should be able to do. The following standard tests have been given to the pupils of grades 4 to 8, inclusive:

1. Arithmetic—Courtis, Series B Stone Reasoning

First test, Oct. 1920—Second test, May 1921

The Courtis test is a test in the fundamentals, as explained above. Pupils are required to do as many examples as possible in a given length of time.

The Stone Reasoning test is a series of twelve problems. The child must think his way through to the results in a given time.

2. Nassau County Composition Test

This test is a test of the child's ability to write a paragraph setting forth correct sentence and paragraph structure, also thought that is worthwhile. In our test we gave each child a picture entitled "A Helping Hand" from which he was required to construct a short story.

3. Ayres Handwriting Test

This is a test of speed and quality. The number of letters written per minute will indicate the speed. The quality was rated on the well-known Gettysburg Scale.

4. Ayres Spelling Test

A list of 60 words was given, which were chosen from the 1000 words of the Ayres list.

5. Thorndike-McCall Reading Test, Form 1

This is a test in the understanding of sentences. Certain printed paragraphs are put before the child. He is required to answer printed questions using the paragraph as a basis.

The result of these tests follow.

TESTS IN ARITHMETIC

In the following tests all grades of the same number are included in each group regardless of whether the groups are A or B (B-first half year, A-second half year). This is done for the reason that our mid-year promotion plan was not in effect when the first test was given. The first sorting of pupils did not take place until after the end of the first half year. The comparisons of results in tests 1 and 2, Curtis and Stone Reasoning, are fair, however, since the same pupils were tested in each test. The comparison of our results with the standards is not so fair for the reason that the standards are derived by testing pupils all of the same grade and at the end of the grade's work, while our results are the composite results of testing all pupils regardless of whether they have finished the work of the entire grade or not.

Table 16
Courtis Standard Tests, Series B, Forms 2 and 3
Medians for Grades 4 to 8, inclusive

First Trial, October 1920
Second Trial, May 1921

Grade Trial		Processes and Medians				Addition				Subtraction				Multiplication				Division			
		High	Low	Ave.	Stand.	High	Low	Ave.	Stand.	High	Low	Ave.	Stand.	High	Low	Ave.	Stand.	High	Low	Ave.	Stand.
4	1	2.50	1.20	1.87		2.50	.67	1.33													
	2	4.92	2.99	3.95	4.73	8.58	3.97	6.45	5.90					5.75	3.62	4.40	4.15	4.15	1.20	2.48	2.60
5	1	5.25	2.56	3.44		7.83	2.62	4.89						7.00	1.08	3.27		5.40	1.00	2.33	
	2	6.37	2.88	4.39	6.00	7.75	6.00	6.88	7.47					6.93	3.40	5.37	5.62	7.75	1.29	4.65	4.69
6	1	6.30	2.25	4.25		8.50	4.83	5.94						8.16	3.50	4.98		7.08	1.25	4.00	
	2	7.75	3.75	5.82	7.15	13.83	7.00	9.32	8.75					9.50	4.58	6.93	7.09	10.12	3.75	6.63	6.56
7	1	7.25	4.75	5.94		10.00	6.40	7.61						10.28	5.50	6.91		10.67	4.50	6.74	
	2	11.00	5.75	7.40	8.17	13.17	9.57	10.65	9.97					9.50	5.98	7.56	8.16	10.50	6.75	7.91	8.64
8	1	7.63	6.28	6.83		11.83	7.38	9.93						9.50	7.50	8.25		10.36	7.08	9.27	
	2	8.77	7.50	8.25	8.81	12.91	11.50	11.88	11.22					11.12	7.75	9.37	9.31	13.37	9.12	11.20	9.73

ANALYSIS OF RESULTS

Space does not permit giving the results of the work of each grade. For that reason the highest median of any division, the lowest and the average of all divisions of each grade are given. In several cases the lowest median is far below the standard. The divisions making the low medians had not finished the work of the grade at that time of testing. The medians of the most advanced divisions are well above standard. Some of these divisions had more than completed the work of the grade when the second test was given. The averages of all divisions of each grade compare very favorably with the standards, which is a better result than we had hoped for the past year. The reader's attention is directed more to the progress made between tests than to a comparison with the standards. The great value of any test is to measure progress rather than to measure in any other way. A fair year of progress as measured by this test is about one point.

It is encouraging that the range between highest and lowest medians is very much less in the second test than in the first in nearly every case. This fact, as well as the fact of progress, is due to careful teaching, which was more intelligently pursued after an analysis of the difficulties of the pupils in the fundamentals was made by means of the first test. It is also due to the regrouping of pupils which was done as far as seemed practical at the beginning of the second term. This was the first step in putting a mid-year promotion plan into effect.

Table 17

STONE REASONING TESTS

It will be noticed that in every case the best divisions have medians above standard even in the first test. No special emphasis was placed on the reasoning process between tests in those divisions already above standard. The time was spent on the weaker divisions. The results are fairly satisfactory in grades 5 and 6 and quite satisfactory in grades 7 and 8.

Grade	Trial	Medians		Ave.	Stand.
		High	Low		
5	1	5.21	1.58	3.03	
	2	4.29	1.53	3.43	4.00
6	1	5.38	2.70	4.47	
	2	7.00	3.51	5.10	5.50
7	1	8.33	5.00	6.65	
	2	8.15	6.00	7.18	7.00
8	1	10.50	6.65	8.00	
	2	12.17	8.30	9.66	9.00

Table 18
TRABUE COMPOSITION TESTS
November, 1920

No second test was given to measure progress. As this test was given rather early in the year, it is reasonable to suppose that sufficient progress in composition was made during the school year to reach medians equal to the standards. We cannot make such a claim, however, until a second test is given to check the first. This will be given in November, 1921. If we do not take into consideration the time the test was given, it shows unsatisfactory results, except in grades 7, 11 and 12. We should not express a final judgment until another test of a like character is given.

Grade Medians				
	High	Low	Ave.	Standards
4	2.08	1.85	2.30	3.50
5	3.80	1.95	3.00	4.00
6	4.47	3.32	3.89	4.50
7	5.49	4.22	4.81	5.00
8	4.27	3.59	3.84	5.50
9			5.00	6.00
10			5.00	6.50
11			6.59	6.90
12			7.34	7.20

Table 19
AYRES HANDWRITING TEST
December, 1920

The Gettysburg Scale was used in measuring the quality results of the above test. The results show that our pupils write rapidly enough, exceeding the standard in every grade, but the quality of writing is below standard. Such a test shows us where to put the emphasis until our pupils reach a higher standard of quality.

Grade	Averages—Quality				Rate of Writing			
	High	Low	Ave.	Stand.	High	Low	Ave.	Stand.
5	46.9	35.4	39.4	50.	94.4	55.1	68.9	64.
6	57.4	37.	47.1	54.	87.9	60.7	72.2	71.
7	53.7	48.6	52.3	58.	81.5	70.7	76.8	76.
8	64.7	45.4	54.5	62.	102.7	87.9	93.9	80.

Table 20
AYRES MODIFIED SPELLING TEST
November, 1920

This test consisted of 60 words chosen from the

Ayres list of 1000 words. The perfect score is 60 points. The same words were given to all grades. It is evident that this list of words is far too difficult for grades 3 and 4 but fairly well adapted to the upper grades. Our results in these grades are very satisfactory.

Grade	Medians			
	High	Low	Ave.	Standards
3	9.50	4.0	6.83	19.6
4	23.88	3.33	15.18	30.4
5	40.75	16.67	30.69	37.8
6	46.50	34.13	42.44	47.7
7	54.50	46.75	51.25	50.3
8	57.83	49.88	53.74	54.4
9	58.25	57.10	57.68	58.0
10	58.67	58.31	58.49	58.0
11	60.00	56.80	59.00	60.0
12	60.00	59.75	59.88	60.0

Table 21

THORNDIKE-McCALL READING TEST

The Thorndike-McCall Reading Test is one in which the pupil is given certain paragraphs which he is required to read silently and then write answers to questions relating to the given paragraphs. It is in essence an intelligence test, since it requires the pupil to react on the reading matter and then render an answer as the result of thinking it through.

The results are very satisfactory. Every grade exceeded the standards in every case. The reading quotient indicates the ability to read and interpret the meaning of the paragraph.

Grade	T Score		Reading Quotient					
	High	Low	Ave.	Stand.	High	Low	Ave.	Stand.
4	44.9	31.3	39.6	38.7	116.5	78.0	101.7	100.
5	51.2	39.7	46.0	44.8	118.0	89.5	105.0	100.
6	55.0	43.5	50.67	49.1	114.9	91.1	105.4	100.
7	59.0	52.8	56.0	53.5	115.1	103.2	109.3	100.
8	62.6	56.1	58.8	57.1	113.8	100.3	106.3	100.

4. Examinations.

First term examinations compared with second term examinations. Educational attainments as shown by regular examinations held at the end of the first term and at the end of the second term.

Promotion is based partly on these examinations. The daily classroom work, however, is a much greater factor; the class recitation grade is twice as great as the ex-

amination grade when promotion is considered. Our pupils are grouped as follows:

- Group A—Pupils earning 94 to 100 per cent
- Group B—Pupils earning 87 to 93 per cent.
- Group C—Pupils earning 78 to 86 per cent.
- Group D—Pupils earning 70 to 77 per cent.
- Group E—Below 70 percent (Failure.)

It is a very difficult matter to determine the exact percentage of a pupil's ability, but not so difficult to determine the group to which he belongs.

The best students of education tell us that the percentage of pupils in each of these groups will be normally about as follows:

- Group A—10 percent
- Group B—20 percent
- Group C—40 percent
- Group D—20 percent
- Group E—10 percent (Failures)

Of course, varying conditions will cause a variation of the above distribution. It is entirely possible to have grading done so perfectly as to preclude failures and to have a higher percent of A pupils. Again, some classes will contain no A pupils and many failures. But we are quite well agreed that there should not be more than 10 percent of failures in any normally adjusted class. If any teacher persists in failing a high percent of pupils year after year an investigation should be made to determine the cause.

Table 22
DISTRIBUTION OF PUPILS BY GROUPS
Grades 1 to 7

First term, ending January 28, 1921

Second term, ending June 24, 1921

All divisions of each grade, including all schools, are grouped together as one grade. The figures under high, low and average indicate percents. Under high and low the percents are the highest and lowest occurring in any division of the given grade.

Grade	A group			B group			C. group			D group			E group			Classes with no failures
	High	Low	Ave.	High	Low	Ave.	High	Low	Ave.	High	Low	Ave.	High	Low	Ave.	
1																
1st term	48	0	16	45	0	21	60	0	30	30	6	16	69	0	15	2
2nd term	42	0	15	39	0	24	50	4	25	87	0	18	43	0	17	3
2																
1st term	45	0	14	37	10	23	50	18	33	42	3	20	26	0	12	2
2nd term	29	0	10	42	0	26	44	9	30	73	0	22	21	0	11	1
3																
1st term	12	0	7	83	6	28	43	5	30	47	5	25	28	0	10	2
2nd term	50	0	12	35	6	18	53	0	32	57	8	26	35	0	12	2
4																
1st term	16	0	6	30	0	14	51	16	33	46	15	29	45	5	18	0
2nd term	36	0	10	53	0	22	62	5	34	47	0	22	53	0	12	3
5																
1st term	18	0	4	51	0	19	42	6	24	46	12	27	67	3	26	0
2nd term	17	0	4	30	0	14	54	0	29	71	18	40	29	0	12	1
6																
1st term	23	0	9	32	0	20	50	18	32	30	18	23	29	3	16	0
2nd term	15	0	6	36	10	21	59	9	36	36	15	25	25	0	11	1
7																
1st term	12	0	7	43	7	21	41	22	32	44	13	24	35	0	15	1
2nd term	50	0	14	41	0	21	77	11	34	50	9	26	10	0	5	3

OBSERVATIONS

1. Study comparisons of the first seven grades.

- (a) Average percent failures, all grades.
 1st term—16 percent
 2nd term—11 percent
- (b) Classes with no failures.
 1st term—6
 2nd term—11
- (c) Classes with less than 10 percent failures,
 1st term—22
 2nd term—36

(d) The distribution of pupils in the five divisions was more regular the second term than in the first term. There is no lessening of the percent of failures in grade 1. This is probably due to the fact that several new pupils entered the first grade the second half year, also several were promoted from the kindergarten. The percent of failures in grades 2 and 3 remains approximately the same, but in grades 4, 5, 6 and 7 there is a very large gain in the second term over the first. These figures are worthy of consideration.

2. A study of the comparisons of the various subjects of the eighth to twelfth grades will show also a very gratifying result. The distribution in many cases conforms very closely to an ideal score. In some studies, however, the percent of failures is entirely too high. This will be one of our problems for study the coming term.

Table 23

DISTRIBUTION OF PUPILS BY GROUPS

GRADES 8 TO 12 DEPARTMENTAL TEACHING

First Term, ending Jan. 28, 1921.

Second term, ending June 24, 1921

Note—Figures indicate percents in each group .

Grade 8	A	B	C	D	E	Total
Departmental Group	Group	Group	Group	Group	Group	Pupils
English						
1st term	1.4	7	20	39	33	128
2nd term	9	13	38	30	11	126
Arith.						
1st term	6.4	15	25	41	13	
2nd term	9.5	21	41	25	3	
History						
1st term	4	8	25	37	26	
2nd term	6	17	40	30	6	
Geog.						
1st term	7	24	28	30	7	
2nd term	8	34	29	19	9	

Departmental	A Group	B Group	C Group	D Group	E Group	Total Pupils
Hygiene						
1st term	7	27	34	24	9	
2nd term	11	18	47	24	0	
Reading						
1st term	0	42	36	22	0	
2nd term	6	35	49	10	0	
Spelling						
1st term	30	33	25	9	2	
2nd term	11	27	38	19	5	
Writing						
1st term	5	23	41	29	1.5	
2nd term	6	19	44	31	0	

Subject	Grade	A Group	B Group	C Group	D Group	E Group	Total Pupils
ENGLISH							
1st term	9	6	22	35	26	10	78
2nd term		6	17	31	35	10	71
	10						
1st term		0	22	37	20	20	65
2nd term		3	28	36	23	10	61
	11						
1st term		9	30	38	22	2	54
2nd term		11	28	40	13	8	53
	12						
1st term		10	23	48	13	6	31
2nd term		10	23	55	10	3	31
SPANISH							
1st term	10	0	13	37	23	27	30
2nd term		0	8	42	29	21	24
	11						
1st term		7	27	20	33	13	15
2nd term		7	27	20	47	0	15
FRENCH							
1st term	10	0	14	22	42	22	36
2nd term		0	6	27	52	15	33
	11						
1st term		0	10	40	25	25	20
2nd term		0	0	30	55	15	20
	12						
1st term		0	22	61	11	6	18
2nd term		0	6	55	33	6	18
LATIN							
1st term	9	3	34	28	31	4	29
2nd term		4	32	40	12	12	25
	10						
1st term		0	20	38	30	13	15
2nd term		0	27	27	40	7	15

Subject	Grade	A Group	B Group	C Group	D Group	E Group	Total Pupils
	11						
1st term		6	23	47	18	6	17
2nd term		0	41	53	6	0	17
	12						
1st term		0	50	17	33	0	6
2nd term		0	50	17	0	33	6
ENG. HIST.	10						
1st term		10	10	23	50	7	30
2nd term		7	10	41	34	7	29
IND. HIST.	10						
1st term		5	16	58	5	16	19
2nd term		16	21	47	10	5	19
ANC. HIST.	9						
1st term		8	8	27	30	27	37
2nd term		6	22	31	22	19	32
CIVICS	9						
1st term		2	16	37	39	6	99
2nd term		3	19	48	24	5	94
AM. HIST.	12						
1st term		8	29	25	17	21	24
2nd term		9	26	26	26	13	23
Problems of DEMOCR.	12						
1st term		6	6	32	29	26	31
2nd term		10	6	61	23	0	31
ALGEBRA	9						
1st term		14	25	29	20	12	49
2nd term		30	21	15	25	8	47
PL. GEOM.	10						
1st term		9	22	26	31	12	38
2nd term		6	20	29	31	14	35
ALGEBRA	11						
1st term		15	20	16	34	15	35
2nd term		16	13	29	32	10	31
SOL. GEOM.	12						
1st term		22	11	22	22	22	9
PL. TRIG.	12						
2nd term		22	33	22	11	11	9
COM. ARITH	9						
1st term		9	27	33	24	6	33
COM'L. GEO.	9						
2nd term		11	14	43	29	3	28
BIOLOGY	9						
1st term		0	27	40	30	3	30
2nd term		0	32	29	39	0	28

Subject	Grade	A Group	B Group	C Group	D Group	E Group	Total Pupils
PHYSICS	11						
1st term		7	29	29	29	7	14
2nd term		7	29	29	36	0	14
CHEM.	12						
1st term		18	12	35	24	11	25
2nd term		8	20	16	56	0	25

5. Classification Tests.

Educational Attainments As Shown By Classification Tests

Classification tests were given grades 7 and 8 and used in small part as the basis for reclassifying the pupils of these grades. The National Intelligence Test was used. It is not a test to determine native intelligence but rather the influence of learning on native intelligence.

6. Adjustments.

One of the chief purposes of the above survey of our pupil population made in Nutley for the first time, was to find out how well pupils were graded. In order that a pupil may have the best chance for advancement he must be given work that he can comprehend and master in a certain space of time. The work must also be of a type that will challenge his mentality continuously else he will not grow as rapidly as his natural endowments might enable him to grow. It is a serious mistake to have certain pupils in a class who are so far ahead of the others that they need make no effort to keep up. It is also bad to have pupils in a class so far behind the others as to be discouraged continually. Grading should be adjusted to meet these conditions. Pupils able to go ahead rapidly should be given the chance. Provisions must be made also for pupils not up to grade. Each group must be given a fair chance. Our effort is to so readjust our pupils as to meet the above conditions. The first step in this adjustment was made January 28th, the end of the first term. We found that many pupils could easily advance a half-year and that others had better lose a half year at that time than a whole year later.

The results of our survey showed us that many of our pupils were misplaced. Some classes contained pupils much below grade studying with others much above grade. It usually takes about three years to change a school system from the once-a-year promotion plan to the twice-a-year promotion plan. However, we were gratified to find that our first attempt at readjustment showed that 253 pupils had gained one-half year each, and 27 had gained a whole year. Only 53 pupils must repeat a whole year, and 137 must repeat a half year.

A year or a half year in a child's life is of great value to him. If he is a year behind his fellows at 10 or 12 years of age he is apt to be much more than one year behind at 20 or 21. Our effort is to save as much time for our children as is possible. If a child fails we do not want him to repeat a whole year when a half year will do. The element of discouragement also enters in. Many a child has been discouraged at the thought of repeating a whole year who is perfectly willing to repeat a half year.

In addition to the gain to the child, which is most important, there is the gain to the community. It is not a paying proposition to school a child a whole year in repeating a grade if a half year will accomplish the same purpose.

A word as to rapid moving classes. Certain pupils are able, because of natural endowments, to do more work in a year than their fellows. It is right as well as economical to give such children the chance to forge ahead as rapidly as their ability will warrant, regardless of grade limitations. These children must not be forced ahead. But they must be given good teacher leadership and allowed to do what they are able to do. They must be kept happy in their work else the plan will work harm rather than good. One of the most interesting experiments of the year was one tried in the Yantacaw School with a selected group. Twenty-one pupils of this group gained one full year of time and it seemed to be very little effort on the part of these children.

In our readjustments we are keeping the aim of promoting every half year continually before us. It has been possible so far to define several of our grades in terms of B (first half year) and A (second half year) rather definitely. By the end of the first term of 1921-22 we hope to be able to define definitely each grade through the 7th as an A grade or a B grade.

The eighth grades were put on the departmental plan in January. These pupils were sorted, on the basis of advancement, into groups 1, 2, 3 and 4. This is the first step toward the incorporation of our seventh and eighth grades with the ninth grade into the junior high school organization. It will not be possible to complete this organization until we have more room available than at present.

Results of 8th grade examinations (local)
Results of 8th grade efficiency tests (State)

Table 24

8th GRADE EXAMINATIONS (Local)

Total taking examinations.....	125,
Total successes (all studies).....	101, 81 percent
Failed—English	15, 12 percent

History	8, 6.4 percent
Arithmetic	4, 3.2 percent
Geography	12, 9.6 percent
Spelling	6, 4.8 percent

Our eighth grade pupils are promoted by subjects. One hundred and one of these pupils passed in all subjects and will enter high school without condition. The remaining ones will be required to repeat those studies only in which they failed.

Table 25

8th GRADE EFFICIENCY TESTS (State)

Total taking tests	125	
Total successes (all studies).....	70,	56. percent
Failed—English	26,	20.8 percent
History	22,	17.6 percent
Arithmetic	22,	17.6 percent
Penmanship	3,	2.4 percent
Spelling	25,	20. percent
Geography	9,	7.2 percent

The county certificate is issued on the basis of the efficiency test solely. The pupil must make an average of 75 percent in every study offered. Our own promotion average is 70 percent, also we take into account the pupil's class work during the year in the ratio of 1 point examination and 2 points class work. This difference in method of computing probably accounts for the difference in the number of successes. The average percentage of successes for Essex County for June 1921 was 62.4 percent. Nutley made 56 percent June 1921.

VI. Reports of Principals, Special Teachers, Medical Inspector and Nurse

REPORT OF ERNEST L. SAUL Principal, High School

During the school year 1920-21, made up of 40 weeks 61 athletic games have been played by the four teams representing Nutley High School. This is an average of $1\frac{1}{2}$ games per week during the year, a number far in excess of the games played by the average college and high school. These games were distributed among the various sports as follows: girls' basketball 13, boys' football 10, basketball 20, and baseball 16. About 38 of these contests were held on the Nutley field or court, making about one game a week at home. These figures plainly indicate that for a school having a maximum enrolment of 251 for the year, by far too much emphasis has been placed on this extra-curricular activity. In the boys' sports 21 participated, 6 in 3 sports, 3 in 2 sports and 12 in 1 sport. In basketball 14 girls participated.

The girls won 9 out of 13 games, scoring 329 points against their opponents 207. In football Nutley won 8 and lost 2, scoring 257 points to 49 points. In basketball we won 7 and lost 13, scoring 493 against our opponents 545. In baseball 13 games were won and 3 lost. Nutley High School scored 148 while the teams opposing us scored 60 points.

The high school was again successful this year in debate. Under the masterful coaching of Mr. F. E. Grossnickle, the debating team won a unanimous decision from the high school team of Belleville and a 2 to 1 decision from the Irvington High School team. Both contests were staged on the opponent's floor. Irvington had previously won from South Orange. These victories brought to the high school a loving cup from Rutgers College, which is the third debating trophy won.

For a number of years Nutley High School has been attempting the organization of a high school orchestra. Last year a beginning was made and several instruments

were purchased with funds made by the various organizations of the school. This year others have been added, which gives to the high school sufficient instruments about which an up-to-date school orchestra will no doubt develop. The instruments now owned by the school are a cello, drums, cornet and clarinet. In two years time Mr. Savage has developed an orchestra of eight, which has furnished the music for a musical comedy, minstrel play and two commencements.

Approximately sixty pupils were interested in glee club work during the year and successfully rendered two numbers to the patrons of the school in the form of a musical comedy, "Love Pirates of Hawaii", and a mixed minstrel.

From the two dramatic societies started last year was formed "The Curtain Dodgers" of this year. This society has held meetings every other week during the year, at which plays and literary productions were rendered by the members. This society was of great assistance in furnishing programs for several of the school assemblies, as well as assuming charge of the assemblies. Under the direction of Miss Soler the society gives promise of rendering a great service to the school as well as to the patrons of the school. One play was given before the public in May.

The Attic. There were four issues of our school magazine this year. This publication was of great value to our pupils. It gave them a chance for a very valuable type of self-expression. The material was furnished entirely by the pupils.

The programs for the school assemblies have been as follows: two illustrated Puritan Lectures written by Dr. Dwight Hillis; two talks by men from Rutgers College; three programs by the dramatic society; two debates by the debating team; one program made up of "cuttings" from "Green Stockings" and "The Melting Pot" as rendered by Miss Kathryn Stein of Montclair; readings by J. Walter Reeves of Peddie Institute; a talk by Adjutant Farrington, a commissioned officer in the French Army and a writer of numerous poems; and talks by three representatives of the G. A. R. Besides these formal assemblies, the boys had the opportunity of hearing J. R. Elmendorf, State Industrial Secretary of the Y. M. C. A., and the girls, Miss Agnes Ward, head nurse of New York City. The commercial department was favored with three or four talks by friends of the school.

The social functions of the year, other than those already mentioned, were the freshman reception and dance, two senior dances, a junior dance, and a sophomore dance, and the final banquet and dance of the year given by the graduating class. Two dances were held following basketball games also.

The aim in regard to all of the extra-curricular activities has been to give to the pupils social training through actual participation in co-operative activities and to use this training to unify the pupil body of the school. Responsibility regarding the success of these activities has more and more been put upon the student body and has led to firm support of the school by a great majority of the pupils.

The following prizes were awarded at the annual commencement, June 23, 1921.

The Attic Prize of \$5.00 for the best contribution to the first three issues of the year 1920-21 was won by John Dobbs.

The Declamation Contest Prize, offered by the Dramatic Society. Boys' prize, a book, was won by William Mitchell. Girls' prize, a book, was won by Priscilla Prior.

Rensselaer Polytechnic Institute Medal for proficiency in Mathematics and Science was won by William Mitchell.

The Rutgers Loving Cup won by our successful debating team was presented by the Rev. H. W. Schenck in the name of Rutgers College.

The Franklin Reformed Church Men's Club presents two cups each year, one to the best all around boy and one to the best all around girl as adjudged by the High School Faculty with the Men's Club concurring. These cups were presented to Harry Gray and Edith Ball by Mr. John Clark, Sr., President of the Men's Club.

Graduates, June, 1921

Edith M. Ball
Catherine D. Barnes
Arthur R. Caldwell
George C. Chatfield
Olympia C. Ciardi
Dorothy Crammond
Harry Cromley
Ernest C. Ellison
Mildred L. Felsberg
Elizabeth M. Ferrara
Marie H. Fitting
Katherine E. Frobose
Elspeth Garra-brant
Henry O. Gray
Dewey C. B. Hawley

Donald O. Heinz
Muriel M. Iliffe
Maurice J. McEligot
William H. Mitchell
Alice G. Mutch
Katherine V. Nichols
Jessica St. C. Poole
Philip C. Redmond
Ernestine E. Roth
Elizabeth Seward
Abraham M. Siegel
Hilda Taylor
Elizabeth F. Toy
Peter F. Ventola
Beryle Wilde

J. Edward Whitenack

It is worthy of note that of the above graduates three secured scholarships in Rutgers College on examina-

tion. This is 25 percent of all the scholarships allotted to Essex County. The scholarship examinations are held under the auspices of the College in June of each year.

ERNEST L. SAUL, Principal.

REPORT OF MISS ANN A. TROY

Principal, Park School

Together with following the professional work as outlined by the Superintendent, the Park Elementary School teachers are earnestly working as briefly outlined below:

- I. Efforts of teachers to raise percent of attendance and to lower the percent of tardy marks.
 - A. Investigations by school nurse, pupil truant officers, Chief Sutcliffe and myself, of those reported absent.
 - B. Checking of pupils reported ill by nurse.
 - C. Visits to parents by teachers and principal to urge better attendance.
 - D. Devices and rewards for pupils and classes having improved attendance.
- II. Efforts of teachers to encourage thrift.
 - A. Marked decrease in sale of Thrift stamps.
 - B. Marked increase in members of families who have joined Christmas Clubs.
- III. Contributions to relief work.
 - A. Near East Relief collection.
 - B. Clothing and food secured for relief of Park School individual cases from various towns-people.
 - C. Acknowledgement of Christmas gifts to Special Class by members of Woman's Club Educational Section and others.
- IV. Efforts to secure closer co-operation of teacher and parent.
 - A. Individual conferences.
 - B. Social meetings of Park Elementary teachers and "class mothers" and guests at Woman's Club.
 - C. Preparation of Christmas Festival by principal, teachers and parents.
 1. The play, "Queen Christmas", as written by Carolyn Wells, together with additions as suggested by teachers and pupils, was given Tuesday evening, December 21, 1920.
 2. 86 pupils from grades kindergarten to Girls Prevocational 6 and 7, inclusive, took part.

3. Over four hundred parents attended and visited classrooms after the play.

V. Formation of a boys' club.

- A. Aim: training for good citizenship.
- B. Title: Good Deed Club.

VI. Use of lantern slides from State Museum and from Board of Foreign Missions (through kindness of Mr. Chenoweth.)

- A. Purpose: to supplement geography, literature and history work; for pleasure.

VII. Celebration of holidays.

- A. On account of auditorium being in constant use no programs have been given upstairs. Individual classes give patriotic programs in classrooms.
- B. Armistice Day and Memorial Day celebrations. Grades 1 to 7, each with class bouquets marched to Memorial Parkway, where memorial program was given. Children placed flowers at base of monument. Many parents and townspeople attended.

VIII. Recommendations.

- A. Visiting day for teachers.
- B. Other points I have in mind for time when conditions are more favorable.

Work accomplished in Special Class from September 1920 to June 1921.

Class of Six Girls

- 5 nightgowns sewed by hand and crocheted top and sleeves
- 3 large bungalow aprons
- 7 bloomers
- 3 cretonne sewing bags
- 6 domestic science aprons
- 10 handkerchiefs
- 1 collar
- 3 knitted wash cloths
- 6 wash cloths with crocheted edge
- 6 crocheted powder cases
- 15 woven hot dish mats
- 4 reed baskets
- 4 raffia baskets
- 1 pleated skirt
- 1 straight skirt
- 2 blouses
- 1 piece dress
- 12 crocheted medallions
- 2 camisoles
- 3 aprons embroidered

Class of Older Boys

- 27 reed baskets
- 4 benches with wooden tops
- 1 small table
- 1 flower stand
- 1 large stool with split reed
- 1 match box

Each boy has made at least three good toys.

Class of Smaller Boys

- 2 large benches
- 1 small birdhouse (each boy)
- 1 large birdhouse (each boy)
- 1 tie rack (each boy)
- 18 reed baskets
- 12 raffia baskets

Footstools with split reed tops.

Each boy has made at least three good toys.

Chair Caning and Rug Weaving

- 105 cane seats in chairs
- 5 canoe seats
- 12 split reed chairs
- 20 rugs
- 1 radiator cover

ANN A. TROY, Principal.

REPORT OF MISS ALICE BICKERS

Principal, Lincoln School

Because of the crowded condition of Lincoln School this year we have been obliged to confine our activities to our pupils. On the two occasions when we invited parents to be present, the congestion was so great and the festivities so scattered that they could get only a disjointed idea of our celebration.

It has been our purpose to show the Lincoln School pupils that teachers enjoy legitimate fun and to that end we have actively participated in the celebration of Halloween, Christmas and St. Valentine's Day.

On the afternoon preceding Halloween we stopped the regular school work at 2:30 and teachers and pupils donned masks and costumes and participated in a grand parade, after which all feasted on apples and peanuts which were purchased with pennies brought by the pupils.

Through the generosity of people on the other side of the town our five Christmas trees bore a candy cane and an inexpensive gift for each child.

On St. Valentine's Day each grade had a postman and a postbox and valentines which had been made during

the drawing period were exchanged throughout the school. The teachers saw to it that no child was without a valentine.

Once a month we give a party to one grade, either in the park, woods or kindergarten room. In order to have some basis for selection we entertain the grade whose attendance was highest the preceding month. Since refreshments are served at these parties we are able to give considerable training in the etiquette of eating.

Lincoln School has a flourishing Boy Scout Troop which meets each Saturday night in the kindergarten room. Next year most of their work will be carried on in the new basement rooms. With true Lincoln spirit this troop has outplayed all the other local troops in inter-troop athletic contests.

Our Girl Scout Troop is exerting a good influence under the leadership of Miss Elsie Assmus. The tenderfoot tests have been passed and the troop is regularly registered at National Headquarters.

A count of points earned at the annual field day meet showed that Lincoln School had again won the trophy awarded to the leading school. This was all the more gratifying since competition was close.

A very marked improvement in both conduct and scholarship is noticeable and it is a pleasure to make especial mention of the interest shown by the pupils of the upper grades in the singing of songs. Collections of old time favorite songs have been supplied for supplementary work and the children produce them with evident enjoyment.

Two of our grades have been taken to New York during the year to visit the Museum of Natural History and the Bronx Park Zoo.

Our school has been signally free from virulent disease; we have had but one case of diphtheria and no scarlet fever. Several cases of chickenpox, measles and whooping cough have thinned the ranks of the lower grades temporarily but in spite of this our attendance for the year is almost ninety-three percent.

Miss Phillips informs me that more books are taken out of the Library by Lincoln School pupils than are drawn by any other school and we find the pupils eager to read any old books or magazines which are donated.

Christmas Clubs seem to have superseded War Stamps in favor but in spite of this our sales have totaled nearly three hundred dollars.

Through the women interested in the Social Service Bureau we have dispensed milk to from twenty to twenty-five undernourished children each day.

An appeal for funds for the Armenian children has

met with a suprising response since so many of the fathers are now out of work.

It is a pleasure to bring to your notice the splendid spirit of co-operation that has existed among the Lincoln School teachers during this school year. Although we have been taking care of nearly a fourth of the school population in ten classrooms, our teachers have met conditions with ungrudging effort and have cheerfully assisted in solving the problems incident to our crowded conditions.

ALICE J. BICKERS, Principal.

REPORT OF MISS SUSAN F. LOCKHART

Principal, Washington School

It is with pleasure that I submit the following report of Washington School, its work and activities, for the year ending June 1921.

The year has been a very pleasant and profitable one. The regular work of the classroom, as outlined by the course of study, has gone on steadily. The hard work done and interest taken both by teachers and pupils show in the results. Four classes have been on part time (about one hundred forty pupils) but by intensive work on the essentials, the work has progressed well considering the short day. Fifty-seven children gained a half year.

The efficiency of a school cannot reach its highest mark if pupils are irregular in attendance, so we have tried to instil in our pupils habits of regular attendance by creating and stimulating a class spirit and pride in attendance. Fifty-one pupils have had perfect attendance for the year and our school percent was 96.

A number of children have bought Thrift Stamps. We are not only teaching our boys and girls to save, but to take care of things, which is real thrift.

The six lectures or talks on "The Project Method" by Miss Wells, which the Board so generously provided and which were held in this building, were well attended by the teachers. Much benefit was derived from these talks. The teachers have tried some of the minor projects with much success.

The general health of the school has been good. We have had only twenty-six cases of contagious diseases during the year. Knowing that the physical side of a child should be looked after carefully if we are to have good mental work, we have put stress on this phase of the work, training the children in good health habits, care of the teeth, cleanliness, etc., looking into the home conditions and improving them when possible. The physical training work and the fine co-operation of the school nurse have helped greatly in this work. About thirty undernourished child-

dren have been given milk and graham crackers during the year, supplied by contributions to the Social Bureau for this purpose. It was interesting to watch the improvement of these children.

To develop character and give the children the joy of helping and giving, the following has been done:

An offering at Thanksgiving for the unfortunate. The response was most gratifying. We sent dinners to three families with little children, and quantities of provisions were sent to the Social Service rooms for distribution.

Five dollars sent at Christmas time to children of a poor and very much crippled soldier.

Through the kindness of the Episcopal Sunday School and some of the Washington School children, we were able to take Christmas cheer and joy into the homes of several crippled, sick and motherless children.

Donation to the Near East Relief Fund.

Spring flowers sent to poor, sick children in hospitals.

"Happiness is essential in forming character."

With this in view the following activities were given:

A Hallowe'en party, the whole school being given one hour to "dress up" and impersonate some character.

At Christmas time each grade had a party and a Christmas tree (decorated but no presents.) Interest was so great in this activity that a teacher sent several hundred miles to her home town for a kind of tree unknown to the children, so a little geography crept in.

A Valentine party, with a post office. on St. Valentine's Day.

May Day walks and picnics to develop love of nature and of birds.

Several public exercises were given during the year to which parents and friends were invited. An educational play entitled "Milk versus Coffee" was presented before the Woman's Club at the Town Hall. About thirty five children took part. A civic play, "Boys Civic League," was given by twelve boys at the closing of the naturalization class.

A Parent-Teachers Association was formed in May. A second meeting was held June 10th. There was a large attendance and much interest was shown. We have sixty two members. We are looking forward for next year to be a very successful one for the organization.

The "Go-To-School-Week" was most successful. Over a hundred parents and friends visited the classrooms and got better acquainted with the school work.

A naturalization or citizen class was formed the first part of January and met every Tuesday night until May 10th. Classes in English (reading, spelling), civics and writing were formed. The average attendance was twenty-eight. The teaching was voluntary. Much interest was shown and the men were eager to learn. The class closed May 10th with an interesting program.

A boys' club formed in January and meeting every Tuesday night, has developed into a flourishing boy scout troop numbering twenty boys. A moving picture show was given in Washington School on June 10th for the benefit of the troop.

A club of girls calling themselves "Washington Girls' Club" was formed and met once a week, for pleasure and self-improvement. These girls did not attend school. Most of them are working. The membership was twenty-five, under the leadership of one of the teachers. The club was very successful.

I would like to bring to your attention the splendid work done by our "traffic police" or boys' patrol. These boys have attended to things exceedingly well, especially the care taken of the little folks crossing the street. Much credit is due these boys.

Our aim through the year has been good work and training for right living. Before closing my report I wish to commend my teachers for the help and splendid cooperation they have given.

SUSAN F. LOCKHART. Principal.

REPORT OF MISS BLANCHE O. DUMAS

Principal, Yantacaw School

Please accept the following report of the Yantacaw School dating from September 8, 1920 to June 24, 1921.

Yantacaw School had an initial enrolment of 285 pupils, which increased to 296 in February, with three classes on part time. The total enrolment for the year was 339.

The mid-year promotions left our classes in about the same arrangement, except that a division of the kindergarten was made, by placing the older kindergarten children in a connecting first grade class. The regular first grade class was also broken up into two distinct A and B classes.

The general health of the school was good, having only seven cases of whooping cough, twelve cases of chicken-pox, and a few cases of measles in addition to the general ailments.

During the month of December the school held a

candy sale, the proceeds of which went for furnishings for the teachers' room and for victrola records.

The following offerings were made by the school; a Thanksgiving offering of food, and \$8.43 to the Social Service Bureau and clothes for Lincoln School; a fund of \$14.00 at Christmas to the Near East Relief Fund. Later a second campaign was made for the Near East Relief Fund, giving a fund of \$68.32.

We organized a patrol of five boys and a chief from the sixth and seventh grades. The work of the patrol dealt principally with the care of the Yantacaw children outside of school hours. The chief aid of the patrol was in our marching lines. Some days the entire boys' lines were controlled by the patrol. I hope to have the patrol for September 1921 recognized as part of the Nutley Police force.

Field Day on May 21st was very interesting to our pupils, who showed very good school spirit. Owing to the general interest of the teachers, we found that our school compared very favorably in appearance and grade of marching with the other schools. About twenty medals were distributed among the different classes.

The June reports were as a whole very favorable and satisfactory.

Pupils having regular promotion.....	251
Pupils having a gain of $\frac{1}{2}$ year	15
Pupils having a gain of 1 year.....	21
Pupils having a loss of $\frac{1}{2}$ year.....	10
Pupils having a loss of 1 year.....	10
Total attendance, June 24, 1921.....	307

One interesting experiment, we made in our Grade 2-3 class, which was given the opportunity of advancing as rapidly as its mentality allowed. Those children were selected from the regular second and third grade classes, making a combination class. They completed the work of the regular second and third grade classes by February. Since February the third and fourth grade work was given them. The experiment proved very successful. From the second grade class of September, six pupils were promoted to 4B, and from the third grade class, thirteen were promoted to 5B. The other nine children progressed the regular one years' growth or an extra one-half year's gain. The teacher, Miss Zahn, is to be especially commended for the success of the experiment.

Out of the school enrolment I would recommend three girls for the sixth grade prevocational class, and two boys (grades 1 and 3) for a special class.

The rapid growth of the community indicates that one new teacher will be needed in the first grade for the coming year.

BLANCHE O. DUMAS, Principal.

REPORT OF MISS EVA V. D. PHILIP

Principal, Spring Garden School

The following is a brief report of some of the activities engaged in at Spring Garden School for the year 1920-21.

We have tried to instil in our children a good school spirit and the spirit of helpful service. There has been a very gratifying response from them. At Thanksgiving time in response to an appeal of the Social Service Bureau donations were made which provided dinners for about eight families. Two collections for the Near East Relief reached a total of \$78.00. Thrift Stamps amounting to more than \$200.00 have been sold throughout the year. By selling vanilla we have created a school fund which has in it at the present time about \$80.00. In December some of the boys of Grade VII conducted a radiopticon and magic lantern show. Two very successful performances were given.

The Parent-Teacher Association organized last June has had three excellent meetings this year. Our parents have shown their interest in these meetings by attending in large numbers and co-operating most generously in suggestions offered. The Association has started a reference library to be used by pupils in Grades 4, 5, 6 and 7. Many valuable books have been contributed by the members, besides subscriptions to four magazines. Other books have been purchased with money donated for that purpose. The Association also presented twenty-nine books to our pupils who were present every day during the year. As a result of these activities our pupils are developing a wide interest in books. The Public Library has co-operated in furthering this interest by sending each month books to our five highest grades.

Seventeen more pictures have been added to our collection. The prints were bought with money raised at our Elson Exhibit last year, and were attractively framed by the Board of Education. We are trying to make our school an attractive place for boys and girls to come to, and good pictures and good books help a great deal.

The school has also received a very large and beautiful banner in its school colors, maroon and gold. This banner will be placed each month in the room having the highest attendance.

Occasional assemblies and programs have been held during the year. We are greatly handicapped by the lack of an auditorium, our kindergarten room being the only available place for an assembly. In February our first grade gave a demonstration of classroom work at the Town Hall under the auspices of the Educational Section of the Woman's Club. The public was shown some of the steps

involved in teaching children to read, to learn rote songs and how to use their voices.

There has been a fine spirit of co-operation among the Spring Garden School teachers, a splendid devotion to their duties, and a ready response to any and every request for assistance. I commend them most heartily.

EVA V. D. PHILIP, Principal.

REPORT OF PAUL J. SWAIM

Principal, Boys Prevocational School

I herewith submit a report of the activities of the Prevocational School for the past year.

Our enrolment this year was thirty-four boys, divided into the sixth and seventh grades. This was one of the largest enrolments that we have had.

The prevocational classes are given, besides the regular manual training course, work on the engine lathe, wood lathes, forge and some sheet metal work. This is done by the short unit course. We divide the classes into sections and each section spends four weeks at each of the activities named.

The industrial idea has been carried out in these classes. During the year we built three typewriting tables for the high school and closets for the Lincoln School. Numerous chairs have been sent to us to be repaired and caned. We have made screens for several houses and repairs to a garage and grape arbor have been completed. We have completed several repair jobs in the machine shop, such as "dressing down" a pulley, duplicating machine bolts work we have made several tools that we needed in the machine shop, as hot and cold chisels and screw drivers. The boys receive compensation for the work they do. The cost of the material is deducted from the amount charged and the balance divided among the boys. We have also constructed several small concrete forms for contractors in the town.

Several of the seventh grade boys intend finishing their work at the Essex County Vocational School.

For the regular classes we have been alternating shop with mechanical drawing, giving the pupils one-half year of each. Our regular classes have been heavier this year than usual. In the sixth grade especially we have been carrying from twenty-four to twenty-seven when we are equipped for twenty. The seventh and eighth years are heavier by an increase of from four to six boys per division. The regular classes have been making toys, book racks, pen trays, taborets, fern stands, book cases, tables (living room and kitchen), smoker stands, candle sticks, lamps and

clothes trees. Medicine cabinets and iceless refrigerators have been constructed.

The physical side of the prevocational boys has not been neglected. We have had good teams in baseball, football, basketball and track. Pin ball and volley ball were other games we enjoyed. Entertainments were given at the holiday seasons when games and other social activities were thoroughly enjoyed by the boys. We try to make these activities pronounced as they seem to be the only social activities the boys have. We attend the lectures and entertainments given in the high school assembly.

We are planning a building, which we hope we can build for the coming year, to be used as an annex. This building will greatly relieve the present crowded conditions of our classes. Our classes for the coming year are going to be fifty percent larger than the present classes. The building will be constructed by the boys under the supervision of Mr. Bennett and myself.

The following boys are accomodated at the Prevocational School each week:

Regular prevocational classes.....	34
Sixth grades	113
Seventh grades	87
Eighth grades	33
High school class	7
<hr/>	
Total	274

An equal number of the boys take mechanical drawing at the same time. The divisions of grades seven and eight alternate. One-half of the boys take drawing at Park School and the other half take wood work at the Prevocational School during the same period. Mr. Bennett spends all of his time at the Prevocational School instructing in wood work. More than half of my time is spent in Park School instructing in mechanical drawing. The remainder of my time is spent in instructing in the Prevocational School in wood work, forge, machine shop and sheet metal work. Miss Abbott teaches the academic studies to the regular prevocational classes.

An exhibition was held at the school on June 13th and 14th of the work done during the year. We had on exhibition over three hundred pieces constructed by the various classes.

Through the earnest cooperation of Miss Abbott and Mr. Bennett a very successful year has been completed.

PAUL J. SWAIM, Principal.

REPORT OF MISS MERNETTE L. CHAPMAN

Head of Domestic Arts Department

I wish to submit this statement of the work accomplished in the Domestic Arts Department of Nutley for the year 1920-1921.

The sixth, seventh and eighth grades and high school were given instruction in cooking and sewing. Each child in each grade receives a half-year of cooking and a half-year of sewing. During these three years our aim is to give each student a fundamental working knowledge of these two branches of domestic art, together with an appreciation of the value of time and money in their relation to accurate work.

One project is planned and executed in each year. For their cooking the sixth grade children are instructed in the simple food values, and their laboratory work consists of the cookery of fruits, cereals, and vegetables. The seventh grades are given a review of the principles established in the year preceding, and the making of simple desserts, quick breads and plain cakes is pursued. The eighth grade work features canning and preservation of foods, and baking.

In sixth grade sewing, the children are taught the use of the sewing machine and very elementary use of patterns. Their problem is the nightgown, on which they learn French seams, hems and facings. In the seventh grades knickers and middy skirts are made, which review all the sixth grade work and add felled seams, plackets, putting on of bands and of hooks and eyes. A middy is made in the eighth grade. By this time the child should be fairly proficient with supervision in the use of patterns and the sewing machine, and the more advanced problems of setting in sleeves, and putting on collars and cuffs, are taught. Approximately seven hundred fifty garments have been made in this department this year.

MERNETTE L. CHAPMAN.

REPORT OF MISS MAUDE E. MEEK

Supervisor of Art

The art work began in the fall with studies from nature such as leaves, trees, grasses, branches of fruit and autumn flowers. In the lower grades the method was paper tearing, paper cutting and drawing in crayon, while in the upper grades pencil and water color, more difficult mediums, were used.

Posters with motifs obtained from the above work were designed. A group of high school girls stenciled their

designs upon material which will be worked up into trays in a basketry class.

Christmas activities came next. Many of our pupils entered the Wanamaker Christmas Contest in drawing. The awards earned by Nutley pupils were the second prize for work by thirteen year old girls, and an honorable mention and ten effort medals. Calendars were carefully made in all grades in addition to candy boxes and other gifts which were used to meet the special requirements of the various classes.

The next problems dealt with three dimensions, length, width and thickness. In the lower grades this was developed with the use of clay modeling and paper construction. In the higher grades the representatives of objects in perspective was studied.

Our aim is to make the art work practical by weaving it around the pupils school and outside activities. In the high school the group of girls in the practical arts course made the posters which announced the canning exhibit given by the domestic art department. Later in the year the high school pupils collected illustrations and material which were used to design the scenery for the operetta "The Love Pirates of Hawaii" given by the glee club. With the aid of many pupils in addition to those in the art courses we were able to carry out that large problem. Touching outside activities in the work in interior decoration, costume design and commercial advertising.

The art work of the second term concluded object drawing. In many classes the object work was used as the illustrating motif of posters advertising such things as soap, brushes, tooth powder, tooth paste, umbrellas, over-shoes, hammers, saws, planes, etc.

Several classes developed projects. Sand tables showing the rubber industry and a cotton plantation provided problems in paper and cardboard construction and clay modeling. A project on silk was concluded with a poster advertising the finished product.

Lower grades used the figure and animals to illustrate stories from class work and spring activities including games, garden work, etc. Bird life was taken up in all classes. In the sixth grades careful studies were made of many birds, illustrations of their habits and haunts, and posters to help protect and encourage bird life.

Special days were observed. Many classes went to the woods and fields to fill their May Day baskets.

Nature drawings concluded the work.

The high school continued work along lines begun in the fall, using different mediums for work and gaining considerable proficiency in technique. The first year

students completed trays in a basketry class, using material stenciled last fall in the base of the tray.

MAUDE E. MEEK.

REPORT OF HOWARD S. SAVAGE

Supervisor of Music

The following is a resume of the work covered from September 1920 through June 1921.

Generally speaking the work of the Music Department may be divided into four distinct groups, i. e., primary, grammar, high and outside musical activities such as glee club and orchestra.

The aim of the Music Department in the primary grades is the elimination of monotones and the development of a love for good music on the part of the child. The problem of monotone is given constant and careful daily attention, the department feeling that every child, unless physically defective, should be able to carry a tune. We have endeavored to create a love for good music by the use of attractive songs and the presenting of the necessary technic through the medium of the song.

The aim of the work in the grammar grades is to read at sight with words two, three and four part songs, and learn all musical terms of expression and tempo as they occur in the music, etc. To date we have been able to cover the work in two and three part songs and discuss the terms of expression and tempo.

The third group, high school music, may be divided into two classes, i. e., Fundamentals and Appreciation. In the Fundamentals class we have studied the construction of scales (major and minor), intervals, chords, simple and compound time, etc. Also the properties of sound as applied to string and wind musical instruments. The class in Appreciation have studied musical form, art and folk songs, instruments of the orchestra, triads, chord progression and resolutions, and pipe organ. This class was given a practical demonstration of the construction and manner of playing the pipe organ at the Grace Episcopal Church.

The aim of the glee club is to instil a love for good music and to give two yearly concerts showing the results of conscientious work. The glee club presented a comic opera, "The Love Pirates of Hawaii," and a white face minstrel show.

With the inauguration of an orchestra, the Music Department feels that it has the nucleus for something big along these lines in the future. The orchestra has furnished all the instrumental music for the glee club concerts, and also for the graduations.

HOWARD S. SAVAGE.

REPORT OF GEORGE J. STANFORD

Director of Physical Training

The following is a report of the physical education of pupils in the elementary schools and junior and senior high schools for the year 1920-1921.

The rapid advancement in physical education this year has proven beneficial not only to the pupils, but also to the teachers. The main features in the success of physical training are the pleasure and spirit shown by both pupils and teachers.

In the five elementary schools, Lincoln, Washington, Yantacaw, Spring Garden, and Park—the program consisted of three ten minute periods each day. Class leadership is encouraged and the work is conducted by the teacher and class leaders, the supervisor and assistant supervisor visiting each school at least once a week.

The work in the first three grades consists of mimetic drills, games, story plays and folk dancing. In this style of work the little tot's imagination and spirit of play are aroused and at the same time the larger muscles of the body are brought into play and developed. Rhythm and coordination are developed by the various folk dances and marching tactics. Games are divided into classes, such as free play and formal play. In games stress is laid upon the development of leadership, fair play and good sportsmanship spirit. In the four higher grades in the elementary schools the same plan of work is followed, but on a larger scale. All physical training work is done out-of-doors except when weather conditions prevent.

Park Oval, which is no doubt the finest playground in the State, is in constant use from the beginning of the school day until nightfall. A great deal of stress is laid upon encouraging each boy and girl to take part in the various games and athletic sports. A great deal of time has been spent in developing class leaders in the upper grades, and in every class in the Nutley Schools two or more class leaders may be found who can conduct an entire physical training program.

The junior and senior high school program in physical training is handled by special teachers. From the seventh grade through the high school the classes are separate and no mixed classes are permitted. The work is carried on out-of-doors most of the time, and only when forced to, classes are held in the high school auditorium. Although handicapped by insufficient floor space and lack of proper apparatus, the classes are given vigorous setting up exercises which develop the larger muscles of the body. In the progression of exercises the senior grades are taught exercises which bring into action different parts of the

body at the same time and develop quick thinking. The formal or military marching brings out the disciplinary advantages required in the high school. The object in physical training and games in the senior high school is not only to build up a sound body, insuring good health, but also to develop leadership, aggressiveness, self-reliance, initiative and a conception of team work.

All formal gymnastics or freehand work is done by instructors who take pains to see that proper posture is maintained and that individuals put the proper amount of "pep" or "punch" into their work. In order that such results may be derived, corrective exercises are given for round shoulders, drooping head, protruding abdomen, flat feet and other minor deformities. In game work the spirit of play is worked up by class competition or one division against the other, while in the elementary schools it is school competition or one school against the other. Free play is encouraged in all classes, thereby giving the boys and girls an opportunity to play any game or sport they may care to.

All programs for the year's work are so planned and arranged that the daily work is preliminary to our Annual Field Day which is held late in the spring and which brings out the work covered through the entire school year along the line of setting up drills, story plays, folk dancing, military marching, mimetic drills, games, track and field events. The Field Day for this school year was one of the most successful ever held and it is the opinion of the physical training department that the success was due to the fact that no picked set or classes of pupils were used, but massed groups from the various schools. By using massed groups of pupils and doing away with picked groups, the interest among the children is greater and also among the parents.

GEORGE J. STANFORD.

REPORT OF DR. A. F. JACKSON, Medical Inspector

LAURA S. PERSCH, School Nurse

Herewith is presented the report for the school year beginning September 1920 and ending June 1921.

The general health of the children has been good. There were 2342 physical examinations made. Parents were duly notified of defects of their children. Approximately 400 homes have been visited, the purpose of which was to advise parents of the physical condition of their children and to instruct them as to the proper care and attention in cases of minor contagious diseases. Home visits, as a rule, are for the purpose of urging parents to act, and not for the actual treatment of cases.

The number of pediculosis cases is only a fraction of that of eight years ago, and the same can be said of ring-worm, scabies, eczema and impetigo. It is well worthwhile to mention in this connection that results have been remarkable in securing parents' co-operation.

The system of building up the children who are under weight is being worked out. Charts and posters have been distributed in each classroom. Next year a chart will be kept for each individual underweight child, and as scales will be in every school, the children will be weighed at stated intervals. Parents will be urged to use more milk in food for these children. About 75 undernourished children have been given milk to drink each day, supplied by the Social Service Bureau, and served by the principals at Washington and Lincoln Schools. Noticeable improvements has been shown in these instances.

General Summary of Work Done

Routine work through the year in all schools:

No. of treatments and advisements in schools.....	550
No. of individual examinations for pediculosis.....	175
No of visits, advice and treatments at home.....	400
Children taken to hospitals and dispensary permission given by parents.....	24

Exceptional cases who obtained treatment through efforts of nurse following up, after notices had been sent from school of physical defect:

No. of operations for adenoids and tonsils.....	14
No. of children with defective teeth treated.....	44
No. of children treated at hospital for ears and glands.....	10
No. of children who had operations at orthopedic hospital	2
No. of children for whom braces were provided.....	2

STATISTICS

Contagious Diseases

Diphtheria Cases	6	Quarantined	5
Scarlet Fever Cases	9	"	11
Measles Cases	74	"	15
Mumps Cases	7	"	3
Chicken Pox Cases.....	58	"	20
Whooping Cough Cases.....	40	"	7
Scabies Cases	6	"	4
Totals	200		65

Conditions Disclosed By Medical Inspection

Enlarged Tonsils	44	Parents notified	
Adenoids	72	"	"
Defective eyes	18	"	"
Defective ears	8	"	"
Defective teeth	170	"	"
Defective hearts	4	"	"
Defective lungs	2	"	"

Number of physical examinations made2342
 Numbers of pupils not examined 130
 Percent of enrolment examined96½ percent

Before closing we should like to bring to your notice the splendid cooperation of the principals and teachers with the school nurse, which has helped greatly in the efficiency of the work.

A. F. JACKSON, M. D.

LAURA S. PERSCH, Nurse.

VII. Supervising Principal's Recommendations for the Future

The year just closed has been a very happy one. No untoward events have marred the work of the schools. The open winter allowed a fine percentage of attendance. There were few cases of serious illness. Whooping cough and measles kept but few of our children from school. There were a few cases of scarlet fever, and one of the teachers was taken down with the disease, but there were no fatalities. The preceding reports of principals and special teachers show the work done in the various schools and special departments.

The supervising principal wishes to thank the Board of Education for its fine spirit of cooperation and its intelligent and sympathetic action on every important matter that had to do with the welfare of our schools. That community ought to be thankful indeed which has as its Board a body of men and women who are not self-seeking, but who are willing to give of their best, unstintedly, with no thought of compensation, that the children may profit by the best there is in modern education.

He wishes also to express his appreciation of the fine service rendered by our teachers. The spirit of achievement has pervaded our whole teaching force. They have worked unceasingly, thinking only of the growing children intrusted to them, realizing that the hope of America is our children, and that a real democracy must needs be an intelligent one. Nutley is justly proud of her teachers.

Because of the town's natural growth in population we are confronted by several serious problems.

1. The high school facilities are no longer adequate. Facilities are lacking for science, art, music, physical training and domestic art, or are inadequate to meet the barest needs of a modern high school education. Our high school has grown in ten years as follows:

Table 26

HIGH SCHOOL ENROLLMENT FOR TEN YEARS

Year	Pupils	Percent Increase
1910-11	112	5.4
1911-12	118	5.4
1912-13	130	10.2
1913-14	134	3.1
1914-15	145	8.2
1915-16	146	0.7
1916-17	168	15.0
1917-18	202	20.2
1918-19	209	3.5
1919-20	231	10.5
1920-21	251	8.7
Average increase		8.6 percent
Total increase		124.1 percent

Forecasting for ten years at the above average rate of increase, our high school will number 566 in 1931.

Table 27

FORECAST FOR TEN YEARS

	1920 —21	1921 —22	1922 —23	1923 —24	1924 —25	1925 —26	1926 —27	1927 —28	1928 —29	1929 —30	1930 —31
H. S. En- rollment	251	272	295	320	347	376	408	443	481	522	566

Note—Yearly rate of increase, 8.6 percent, is the average rate of increase of the previous ten years.

In addition to the high school, a grade school including grades kindergarten to eighth, inclusive, is housed in the Park building. These grades numbered 608 in 1920-21.

In order to make room for the upper six grades the coming year it will be necessary to put at least eight grades of the Park Elementary pupils on part time. This arrangement will make it possible to barely accomodate the pupils sent to this building. Merely making room for our pupils does not, however, make the facilities for high school work any better. The problem of high school facilities cannot be solved by a mere shift of classes. It can only be solved by furnishing such equipment as will give our high school pupils advantages, fairly equal at least, to those enjoyed by other boys and girls of our surrounding towns. A visit to the high schools of our near vicinity, followed by a comparison of our own equipment, will show the fair-minded investigator just what this statement means.

The graduates of our high school during the past ten years were as follows:

Table 28

GRADUATES NUTLEY HIGH SCHOOL

1912	1913	1914	1915	1916	1917	1918	1919	1920	1921
13	20	20	21	21	24	22	24	19	31

2. The Washington district building is overcrowded. The extreme capacity of this building is eleven classes. It will be necessary to accomodate seventeen or eighteen classes the coming year (1921-22). Either more rooms must be provided by construction or a number of these classes transfered to another building. Transferring is impossible at the present time because of the fact that no rooms elsewhere are available.

The Lincoln School addition was finished in April of the present year. The growth in this neighborhood is so rapid that in spite of the eight new rooms two or more classes must be put on part time at the opening of the year (1921-22.)

4. The Yantacaw School is inadequate to meet the needs of its pupils. Four classes must be put on part time in September, 1921.

5. The Church Street (Prevocational) School has more than reached its capacity. A fine type of work is being done in that school. The needs of certain boys are being met that cannot be met in the regular classes. In addition to the regular work of that school, all the boys of the sixth, seventh and eighth grades of all of our schools go there for instruction in woodwork.

RECOMMENDATIONS

The Supervising Principal Recommends.

1. That the present Park building be given over entirely to the work of the first six grades, and that a new building be put up at some central point to accomodate the growing numbers of grades 7-12. This should be a unit building, capable of expansion as the need comes. This building should contain at least 25 classrooms at the beginning and such other rooms as an assembly room, a gymnasium, etc., as the community thinks it can afford. My reasons for this recommendation are as follows:

1. The Park building is not adapted to modern high school purposes. It is not large enough to accomodate grades 7 to 12 comfortably, even if every room in the building were used.

2. To remodel this building for Junior and Senior High School purposes would involve an expenditure of money which could not be justified, in view of the fact that

it can be used as it is, if the top floor is abandoned, for grade school purposes.

3. It is apparent that a new building must be built soon in the Park School neighborhood. Building a grade school would not help materially to solve our serious Junior and Senior High School problem. Furthermore, the cost of a grade school building would approximate closely the cost of a high school building of equal size.

4. With our high tax rate and the persistent high cost of construction it seems the part of wisdom to adopt the single plan in our building program that will put us farthest toward the accomodation of our school population. The building of some type of high school so as to relieve the rooms of the Park building, now occupied by grades 7 to 12 (17 rooms in 1921-22) seems to be the best solution. Our Park district lines could be so extended as to take in a part of the present Washington and Lincoln School districts. These children could be accomodated in the vacated rooms of the Park building thus relieving the two above mentioned buildings for the present time.

5. One of the most effective types of school organization of the present day is the so-called Intermediate or Junior High School, made up of grades 7, 8 and 9. In order to give our children the advantages of such organization we must bring these grades together at some central point for instruction. At the present time our ninth grade is a part of the Senior High school, and our eighth grades are working on the departmental plan, but only a part of our seventh grades are concentrated in the Park School. These seventh grades should all be brought together with the eighth and ninth grades and, in our case, it will be economy to group all grades above the sixth in one central building.

The Junior High School idea is so well established in America that no argument seems necessary to justify such an organization in Nutley. The most potent arguments are, briefly as follows:

- (a) The plan provides for departmental instruction.
- (b) Specially prepared teachers are required for the work.
- (c) Promotion is by unit (subject) rather than by grade.
- (d) Provision is made for groups moving at different rates of speed; fast, slow, normal. The work is adapted to the needs, capacities and interests of the pupils, rather than the pupils to the work. This adaptation is reached through the proper selection of subject matter and the method of

approach. Method must be varied to meet the needs of the group, for every child must be reached in some way. This is impossible in the upper grades when all pupils are grouped together in all subjects of study under the same teacher.

II. The overflow of the Washington School district could be taken care of for a short time if rooms are vacated for them in the Park School. This is but a temporary solution, however, which will put us over the present high cost of construction, say 2 or 3 years. We should make provisions for the growing population of this neighborhood by enlarging this building as soon as it seems practical to do so.

III. With the new addition the Lincoln School can take care of the great number of its children for the next few years if part of this district is put with the Park district. One room could be made immediately available if the seventh grade could be transferred to the Park School.

IV. The future growth of the Yantacaw district is problematical. It is probable that with the new Kingsland Park area the Yantacaw building will be entirely inadequate the next few years. One room could be made available by the transfer of the seventh grade to the Park School. Provisions should be made for more rooms in this building at an early date if present indications of future growth materialize.

V. The prevocational work of the Church Street School should be extended. This can be accomplished by increasing the capacity of this building or making other provisions of the woodwork, etc., of the regular sixth and seventh grades now done there. Provision could easily be made for this work in a room or rooms of the proposed new high school building, thus avoiding the expense of increasing the Church street school, without injury to this most important part of our work.

Whichever way we view this complex school situation it means the expenditure of a considerable sum of money. It is the penalty of a growing community. The supervising principal is not ignorant of the fact that our tax rate is already high and that building costs are still beyond normal, but he would be recreant to a sacred trust if he did not call the community's attention to our school needs and suggest such remedies as seem best after a very careful study of the problem at hand. We will all agree, I am sure, that our school facilities are very inadequate. We must also agree that every year's delay complicates the problem still further. No matter what building program we adopt, at least eighteen months must elapse before the

first unit is ready for occupancy. For the sake of our greatest asset, our boys and girls, let us get together on SOME project that spells progress.

VI. Internal organization.

The community's attention is called to the fact of a large number of avoidable tardy and absence marks. May we not have a finer cooperation of parents and others interested in bettering this record?

We have been interested the past year in many things vital to our schools: (a) the survey preceding, for the purpose of finding out just where we stand as measured by other good school systems; (b) the inauguration of the mid-year promotion plan; (c) the organization of rapid, normal and slow moving groups; (d) the beginning of the Junior High School organization by departmentalizing the eighth grades.

We ask the community to study this report carefully, also the actual work of our schools. The supervising principal and his corps of teachers, with the active co-operation of the Board of Education, may work ever so intelligently, but no system of schools can reach its highest aims without the active, intelligent, sympathetic cooperation of the public at large. May we not have this cooperation?

(Signed) : PAUL R. RADCLIFFE,
Supervising Principal.

SECRETARY'S REPORT

Nutley, New Jersey.

Gentlemen:

In compliance with the provisions of the School Law (Article 6 Section 63) I herewith present a full itemized statement of the Finances of the School District of Nutley for the school year ending June 30, 1921, as shown by the books of the Board.

July 1, 1920—Balance

School Libraries	\$ 148.29	
Repairing, Refurnishing and Leasing	1,694.99	
Purchase of Land, Erecting, Enlarging, Re-modeling, Furnishing and Equipping ...	4,239.14	
Total.....		\$ 6,082.42

RECEIPTS 1920-21

State and County Funds	39,479.31	
District Tax	130,952.47	
Note Authorized by District.....	32,000.00	
Sale of Notes to Erect, Enlarge, Remodel Furnish and Equip	55,000.00	
Railroad Tax	14,967.68	
State Aid, Manual Training	3,790.89	
Total		\$276,190.35

MISCELLANEOUS RECEIPTS

Interest on Deposits	769.97	
Sale of Books	34.57	
Defacement of Property	54.95	
Tuition Fees	491.40	
Refunds	167.67	
Telephone Tolls	63.45	
Sale of Materials, Manual and Industrial Training Class	391.99	
Total		\$ 1,974.00
Grand Total of Receipts during year and balance on hand at beginning of year ..		\$284,246.77

EXPENDITURES:

Salaries, Superintendent, Principals and Teachers	\$143,241.11	
Salaries, Janitors, Engineers and Firemen	11,930.58	
Fuel	6,422.91	
Transportation of Pupils	890.35	
Expenses, Supt., Principals and Supervisors	1,613.16	
Text Books	5,240.79	
Supplies and other expenses of Instruction	8,030.11	
Apparatus	681.71	
Janitor Supplies	1,705.20	
Light, Water, Power	1,790.77	
Medical Inspection, Salaries and Supplies	2,143.30	
Board of Education and Business Office, including salary of secretary	1,535.06	
Insurance Premiums	154.50	
Wages of Other Employees	2,262.50	
Lectures and Recreation	2,022.48	
Interest on Temporary Loans	1,024.48	
Telephone Service	471.81	
Incidental Expense (mostly Cartage) ...	321.20	
Library Books	161.78	
Total		\$191,643.80
Material and Supplies for Manual and Industrial Training	2,815.62	
Repairs and Replacements	473.21	
New Equipment	428.41	
Total		\$ 3,717.24
Bonds Redeemed	3,000.00	
Payment to Sinking Fund	5,060.03	
Interest on Bonds	12,270.84	
Total		20,330.87
Outhouses and Water Colsets		700.00
Ordinary Repairs (Current Upkeep)	7,836.74	
Repairs and Replacements, Furniture and Equipment	842.71	
Total		\$ 8,679.45
Erecting and Enlarging School Buildings..	51,175.47	
Improving Buildings and Grounds	1,623.23	
New Furniture and Equipment	4,037.30	
Total		\$ 56,836.00
TOTAL EXPENDITURES 1920-21 ....	.	\$281,907.36
Balance on Hand, June 30, 1921.....		2,339.41
GRAND TOTAL OF EXPENDITURES -		
during year and BALANCE ON HAND		
at close of year		\$284,246.77

Respectfully submitted,
COLIN LINN, Secretary.