

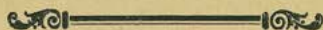


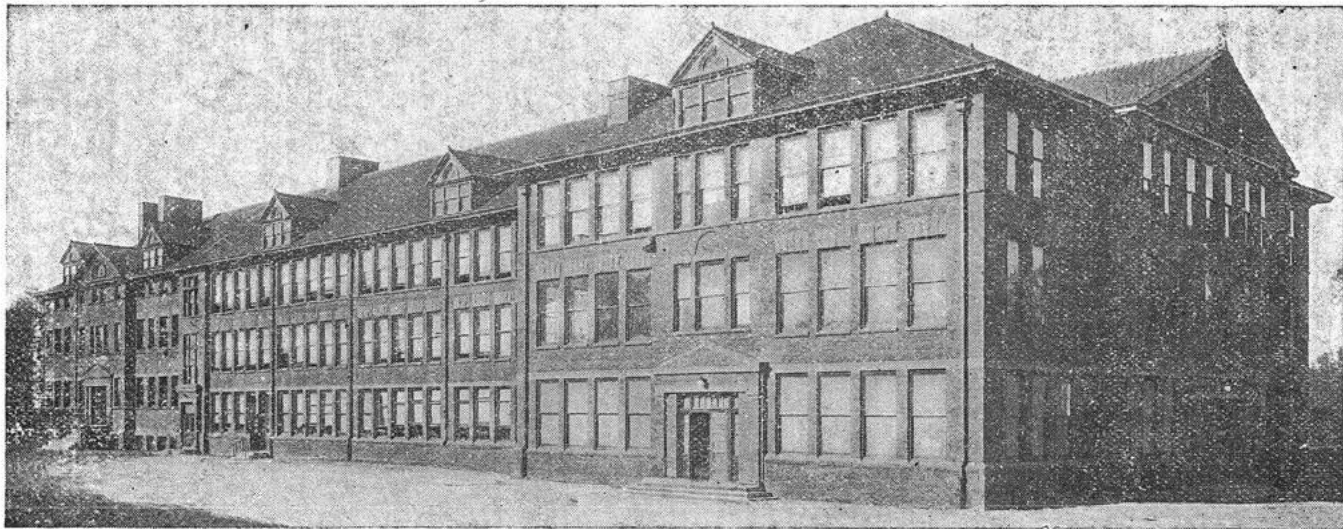
ANNUAL REPORT

OF THE
PUBLIC SCHOOLS

NUTLEY, NEW JERSEY

1922-1923





Addition to Park School, viewed from
Elm and New Streets.

MEMBERS OF THE BOARD OF EDUCATION

JUNE, 1923

Name	Address	Term Expires
Richard W. Booth, Pres.....	420 Centre Street	1926
Marion L. Lewis, V. Pres.....	171 Prospect Street	1926
Benjamin Hurd	70 North Road	1926
Emil C. Miller	216 Highfield Lane	1925
Thomas Nichols, Jr.	318 Hillside Avenue	1925
Frank L. Rusby	39 Beech Street	1925
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

COMMITTEES

Finance

Mr. Miller	Mr. Nichols	Mr. Rusby
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Teachers

Mr. Lewis	Mrs. Proal	Mr. Rusby
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Curriculum

Mrs. Proal	Mr. Lewis	Mr. Rusby
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Buildings and Grounds

Mr. Caldwell	Mr. Hurd	Mr. Nichols
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Rules and Regulations

Dr. Tantom	Mr. Caldwell	Mr. Miller
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Athletics

Dr. Tantom	Mr. Hurd	Mr. Nichols
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Lectures and Library

Mrs. Proal	Mr. Lewis	Dr. Tantom
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Publicity

Mr. Hurd	Mr. Miller	Mr. Nichols
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Regular Meetings of the Board of Education

Fourth Monday of each month at 4:15 p. m. in the Board Room, Park School

REPORT OF THE PRESIDENT

The year just finished marks a turning point in the history of our schools. In August, 1922, a contract was let for a large addition to our Park School to be used first for the accommodation of our grades, and then for any necessary purpose of our growing school system. During the past two or three years more than 700 of our grade pupils were on part time. Beginning with September we hope to accommodate all pupils for a full day, thus eliminating all part time classes, at least for the immediate future. In order to do this, it is necessary to redraw the lines of our Washington and Lincoln School areas, thus reducing the number of children attending these schools by transfers to the new Park School addition. Also, all the seventh grades of our system will attend the Park School. This plan will help relieve the congested schools, and will enable us to establish our long-contemplated junior high school unit, which is made up of grades seven, eight and nine.

We are meeting the needs of the present, but we must also make provision for the near future. Our school population is growing at the rate of about 175 to 200 pupils per year. The highest per cent of growth is in our high school, which has grown from 202 in 1918 to 392 in 1923, a gain of 94% in five years. During these years of growth there was no increase whatever in high school accommodations. The pupils of the high school were taken care of at the expense of the elementary pupils of the Park School, practically all of whom have been on part time schedule for several years. During the past year the 300 pupils of the Park Elementary School were accommodated to the best of our ability in five classrooms and a room in the Methodist Church donated for that purpose.

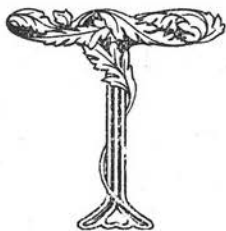
Anticipating the future, the Board purchased the Kaufmann property and some other lots adjoining it with a frontage of about 400 feet on Franklin Avenue. This lot will be used for a senior high school when the present accommodations are no longer adequate. In our judgment it will be necessary to build such a building within two years

if our present growth maintains, as it is very evident that even now our high school accommodations are inadequate.

It was a stroke of good fortune to be able to purchase this fine property in the center of our town. It lies just across the street from the Park Oval, so that our splendid playgrounds will be available for all high school purposes without the purchase of additional property.

The President speaks for the Board of Education when he thanks the people of Nutley for their generous support in the erection of our Park addition and the purchase of additional property. We are ready to go along the road of progress just as rapidly as our people are willing to have us go.

Richard W. Booth, President



SUPERVISING PRINCIPAL'S REPORT

For the Year Ending June 22, 1923.

To the Board of Education,
Nutley, New Jersey.

I take pleasure in submitting to you my third yearly report of the Nutley Public Schools for the year ending June 22, 1923.

School Calendar for the Year 1922-23

1922—Sept. 5,.....Tues.Annual Teachers' Conference.
Sept. 6,.....Wed.Beginning of first term.
Oct. 12,.....Thurs.....Columbus Day. Schools closed.
Nov. 7,.....Tues.Election Day. Schools closed.
Nov. 30,.....Thurs.....
to (inclusive) Thanksgiving recess. Schools
Dec. 1,.....Fri.closed.
Dec. 25,.....Mon.
to (inclusive) Christmas holidays. Schools
Jan. 1,.....Mon.closed.
1923—Jan. 26,.....Fri.End of first term.
Jan. 29,.....Mon.Beginning of second term.
Feb. 12,.....Mon.Lincoln's Birthday. Schools
closed.
Feb. 22,.....Thurs.....Washington's Birthday
Schools closed.
Mar. 30,.....Fri.
to (inclusive) Easter recess. Schools closed.
Apr. 6,.....Fri.
May 30,.....Wed.Memorial Day. Schools closed.
June 20,.....Wed.Graduation exercises for
eighth year class.
June 21,.....Thurs.....Senior high school commence-
ment.
June 22,.....Fri.End of second term.

Statistics

1. Distribution of pupils, teachers, and part time classes.

	Total Enrollment	Teachers	Principals	Part Time Classes
High School	360	10		
Park, Grades 7-8	252	9	1	
Park Elementary	337	9	1	6
Yantacaw	353	9	1	2
Washington	623	18	1	8
Lincoln	794	24	1	12
Spring Garden	298	8	1	
Church Street	21	1	1	
	<hr/>	<hr/>	<hr/>	<hr/>
Totals	3038	88	7	28
Classroom Teachers				88
Special Teachers				8
Principals				7
Superintendents				1
				<hr/>
Total Teachers				104

2. Attendance

	1920-21	1921-22	1922-23
Total enrolled	2,718	2,853	3,038
Percentage of attendance .....	.928	.924	.917
Times tardy	4,558	3,564	5,529
Total days present	425,002½	449,505½	468,300½
Total days absent	32,616½*	36,350*	42,290½*
Present every day	154	170	164
Money loss to town on account of absences	\$2,816.95	\$3,235.80	\$4,006.60

*Deduct on account of quarantine:

1920-21	4,447	days
1922-23	3,992	days
1922-23	2,224½	days

3. Percentage of increase over previous year.

	1920-21	1921-22	1922-23
High School	8.7	32.6	17.6
Grades 1-8	9.	2.1	5.

4. Prevocational work.

Pupils who received instruction in cooking.....	166
Pupils who received instruction in sewing	192
Pupils who received instruction in shop work.....	233
Pupils who received instruction in mechanical drawing	181

5. Where our teachers were trained.

College graduates	12
Normal school graduates	81
Other schools	11
Total	104

6. Changes in teaching corps during year.

Miss Agnes I. Campbell, teacher of seventh grade in Yantacaw School, appointed to take the place of Miss Maude E. Musgrave, resigned.

7. Average pupil load per teacher.

	1921-22	1922-23
High School	30	36
Park, Grades 7-8	34	28
Park Elementary	34	38
Yantacaw	32	39
Washington	33	35
Lincoln	34	33
Spring Garden	33	37

Results of Eighth Grade Examinations

1. Eighth Grade State efficiency tests.

	June 1921	Jan. 1922	June 1922	Jan. 1923	June 1923	State Record June 1923
Total taking tests	125	36	125	43	106	
Number certificates issued	70	32	82	32	80	
Percent issued certificates	56.0	88.8	65.6	74.4	75.4	
Percent failed English	20.8	0.	16.	14.4	2.8	24.2
History	17.6	2.8	4.8	0.	1.	25.5
Arithmetic	17.6	2.8	10.4	11.6	17.9	25.9
Writing	2.4	0.	0.	4.7	0.	8.3
Spelling	20.	2.8	5.5	0.	5.6	12.6
Geography	7.2	2.8	15.2	6.9	1.9	30.2
Hygiene	0.	2.8	0.	2.3	0.	
Percent successes, all studies	85.7	97.2	91.6	94.3	95.8	

2. Eighth Grade local examinations.

	June 1921	Jan. 1922	June 1922	Jan. 1923	June 1923
Total taking examinations	125	36	125	43	106
Number certificates issued	101	32	103	36	93
Percent issued certificates	81.	88.8	82.4	83.7	87.7
Percent failed English	12.	0.	11.2	7.	1.8
History	6.4	2.8	3.2	0.	2.8
Arithmetic	3.2	2.8	6.4	7.	8.4
Writing	0.	0.	0.	2.4	0.
Spelling	4.8	2.8	0.	0.	.9
Geography	9.6	2.8	1.6	2.4	.9
Hygiene	0.	2.8	0.9	4.7	1.8
Percent successes, all studies	95.4	98.	96.5	96.7	97.5

Promotion Statistics

Grades Kindergarten to 7 B

	Grade	Enroll- ment	No. of Successes	Per- cent
1st term .....	...	...	...	..
2nd term	Kdn.	238	...	..
1st term	Kdn.	202	...	..
2nd term	1C	33	29	88.
1st term	1C	62	52	84.
2nd term	1B	82	62	76.
1st term	1B	255	227	89.
2nd term	1A	212	176	83.
1st term	1A	94	83	88.
2nd term	2B	99	67	68.

1st term	2B	214	191	89.
2nd term	2A	202	174	86.
1st term	2A	111	97	87.
2nd term	3B	119	100	84.
1st term	3B	175	151	86.
2nd term	3A	165	147	89.
1st term	3A	119	110	92.
2nd term	4B	136	117	86.
1st term	4B	147	126	86.
2nd term	4A	135	109	81.
1st term	4A	101	88	87.
2nd term	5B	131	94	72.
1st term	5B	180	128	71.
2nd term	5A	153	127	83.
1st term	5A	84	70	83.
2nd term	6B	93	77	83.
1st term	6B	171	140	82.
2nd term	6A	146	129	88.
1st term	6A	67	60	90.
2nd term	7B	83	71	86.
Average—1st term				86.
2nd term				83.

Comparisons—Successes, Grades 1 To 6

	1920-21	1921-22	1922-23
1st term	84	91	86
2nd term	89	88	83

We are not proud of the above record of successes. There should not be more than 10% of failures in any grade. We do not seek to justify the record but out of justice to our teachers we feel that we have a right to offer an explanation, which is as follows:

1. Many of the above grades have been on part time for several years. In fact, some of the grades in question have never experienced a full day in school. It is not possible to bring pupils up to a high standard under such conditions, hence the high percentage of failures.

2. Because of part time it was impossible in many cases to readjust pupils to the grades to which they really belonged. For this reason failures are recorded when a readjustment might have meant success in a grade one step lower than the one in which the failure occurred.

Distribution of Pupils—Grades 7 to 12

Note—In these grades the pupils are grouped according to their scholarship attainments. The A group represents the highest group. The E group is the failure group. E is below 70%.

						Enroll- ment	Number of Suc- cesses	Per Cent Suc- cesses
Group								
A B C D E								
Grades 7 and 8								
Arithmetic								
Grade								
1st term ... 7B	6	27	47	47	20	147	127	86.
2nd term ... 7A	11	32	38	36	6	123	117	95.
1st term ... 7A	..	9	10	14	5	38	33	87.
2nd term ... 8B	1	7	10	13	4	35	31	88.
1st term ... 8B	4	20	24	44	14	106	92	87.
2nd term ... 8A	3	22	29	48	9	111	102	92.
1st term ... 8A	..	13	12	16	5	46	41	89.
English								
1st term ... 7B	5	19	45	56	16	141	125	89.
2nd term ... 7A	10	24	45	41	3	123	120	98.
1st term ... 7A	3	10	10	13	6	42	36	86.
2nd term ... 8B	6	5	7	14	3	35	32	91.
1st term ... 8B	1	15	44	43	6	109	103	94.
2nd term ... 8A	2	26	54	27	2	111	109	98.
1st term ... 8A	1	5	16	4	1	27	26	96.
Geography								
1st term ... 7B	8	28	44	56	9	145	136	95.
2nd term ... 7A	8	37	38	38	3	124	121	98.
1st term ... 7A	3	8	13	13	5	42	37	88.
2nd term ... 8B	1	8	15	9	1	34	33	97.

1st term ... 8B	..	30	54	21	2	107	105	98.
2nd term ... 8A	5	21	58	22	1	107	106	99.
1st term ... 8A	..	7	32	4	1	44	43	98.

History

1st term ... 7B	9	23	50	48	15	145	130	90.
2nd term ... 7A	11	27	44	36	6	124	118	95.
1st term ... 7A	5	12	12	9	3	41	38	93.
2nd term ... 8B	1	18	12	3	..	34	34	100.
1st term ... 8B	7	24	51	19	5	106	101	95.
2nd term ... 8A	10	31	40	23	3	107	104	96.
1st term ... 8A	3	14	20	7	1	45	44	98.

Hygiene

1st term ... 7B	6	23	58	47	10	144	134	92.
2nd term ... 7A	11	29	40	40	3	123	120	98.
1st term ... 7A	2	16	17	5	1	41	40	98.
2nd term ... 8B	6	11	15	3	..	35	35	100.
1st term ... 8B	4	31	52	19	3	109	106	97.
2nd term ... 8A	10	35	51	11	2	109	107	98.
1st term ... 8A	3	10	22	7	..	42	42	100.

Literature

1st term ... 7B	19	32	47	40	6	144	138	96.
2nd term ... 7A	12	33	39	28	11	123	112	91.
1st term ... 7A	5	8	10	18	..	41	41	100.
2nd term ... 8B	5	7	7	10	6	35	29	83.
1st term ... 8B	9	26	41	27	4	107	103	96.
2nd term ... 8A	13	20	50	16	7	106	99	93.
1st term ... 8A	3	10	21	10	..	44	44	100.

Penmanship

1st term ... 7B	4	19	82	36	4	145	141	97.
2nd term ... 7A	7	27	52	37	..	123	123	100.
1st term ... 7A	3	9	19	11	..	42	42	100.
2nd term ... 8B	5	15	8	7	..	35	35	100.
1st term ... 8B	5	21	55	26	..	107	107	100.
2nd term ... 8A	9	33	57	10	..	109	109	100.
1st term ... 8A	1	8	21	12	1	43	42	98.

Spelling

1st term ... 7B	17	39	47	32	9	144	135	93.
2nd term ... 7A	27	40	28	27	1	123	122	99.
1st term ... 7A	28	11	4	..	..	43	43	100.
2nd term ... 8B	10	12	12	1	1	36	35	98.
1st term ... 8B	18	44	33	10	2	107	105	98.
2nd term ... 8A	17	43	35	10	1	106	105	99.
1st term ... 8A	3	17	21	2	..	43	43	100.

Average—1st term—94.
2nd term—97.

It is interesting, as well as gratifying, to notice the effect of departmental teaching, which begins in grade 7, as well as the effect of the relief from part time. All seventh and eighth grade classes were on full time during the year. The work of the first two grades, 7 and 8, of the junior high school is so arranged and the pupils so grouped that failures are reduced to a minimum.

Grades 9—12

Grade

English

2nd term ... 9B	2	16	16	7	2	43	41	95.
1st term ... 9B	1	12	39	34	13	99	86	87.
2nd term ... 9A	1	8	31	39	8	87	79	91.
1st term ... 9A	..	8	14	13	3	38	35	91.
2nd term .. 10B	..	9	15	8	2	34	32	94.
1st term .. 10B	5	19	22	24	2	72	70	97.
2nd term .. 10A	2	18	21	26	..	67	67	100.
1st term .. 11B	3	20	17	15	1	56	55	98.
2nd term .. 11A	5	15	11	20	..	51	51	100.
1st term .. 12B	4	13	17	17	1	52	51	98.
2nd term .. 12A	2	15	10	23	..	50	50	100.

Latin

2nd term ... 9B	3	5	8	10	8	34	26	76.
1st term ... 9B	2	6	11	7	5	31	26	84.
2nd term ... 9A	..	8	10	6	2	26	24	92.
1st term ... 9A	1	6	5	4	2	18	16	89.
2nd term .. 10B	2	7	3	5	..	17	17	100.

1st term .. 10B	1	5	11	9	3	29	26	89..
2nd term .. 10A	2	8	6	10	1	27	26	96.
1st term .. 11B	2	5	6	3	..	16	16	100.
2nd term .. 11A	1	3	8	2	1	15	14	93.
1st term .. 12B	..	2	3	2	..	7	7	100.
2nd term .. 12A	..	3	3	1	..	7	7	100..

Spanish

2nd term .. 10B	1	1	5	5	3	15	12	80.
1st term .. 10B	1	6	4	18	10	39	29	74.
2nd term .. 10A	3	4	3	12	5	27	22	82.
1st term .. 11B	..	5	3	4	5	17	12	71.
2nd term .. 11A	..	4	4	6	2	16	14	88.
1st term .. 12B	..	..	4	1	1	6	5	83.
2nd term .. 12A	..	..	4	1	..	5	5	100.

French

2nd term .. 10B	3	5	6	8	2	24	22	92.
1st term .. 10B	3	7	12	14	6	42	36	86.
2nd term .. 10A	1	4	12	12	6	35	29	83.
1st term .. 11B	1	8	9	14	7	39	32	82.
2nd term .. 11A	1	7	6	21	1	36	35	99.
1st term .. 12B	..	1	3	5	4	13	9	69.
2nd term .. 12A	..	..	3	8	1	12	11	92..

Mathematics

Algebra

2nd term ... 9B	6	15	6	10	2	39	37	95..
1st term ... 9B	3	25	24	11	4	67	63	94..
2nd term ... 9A	2	10	22	21	7	62	55	89..
1st term ... 9A	1	12	7	7	2	29	27	93..

Plane Geometry

2nd term .. 10B	2	9	6	4	3	24	21	88..
1st term .. 10B	5	9	17	21	8	60	52	87..
2nd term .. 10A	6	8	21	13	2	50	48	96..

Algebra, Advanced

1st term .. 11B	4	12	8	9	4	37	33	89..
2nd term .. 11A	6	9	10	6	4	35	31	89..

Solid Geometry								
1st term .. 12B	1	3	8	4	1	17	16	94.
Trigonometry								
2nd term .. 12A	1	4	5	4	..	14	14	100.
History								
Ancient								
2nd term ... 9B	2	17	15	7	1	42	41	98.
1st term ... 9B	1	14	26	36	18	95	77	81.
2nd term ... 9A	..	9	31	24	9	73	64	88.
1st term ... 9A	2	6	13	6	1	28	27	96.
Medieval & Modern								
2nd term .. 10B	1	2	6	3	2	14	12	86.
1st term .. 10B	..	3	8	17	8	36	28	61.
2nd term .. 10A	1	5	9	9	4	28	24	86.
American								
1st term .. 12B	1	6	17	20	6	50	44	88.
2nd term .. 12A	..	7	20	18	2	47	45	96.
Civics								
2nd term .. 10B	3	17	14	2	..	36	36	100.
1st term .. 10B	..	18	30	19	5	72	67	93.
2nd term .. 10A	2	16	20	22	5	65	60	92.
Science								
Biology								
2nd term ... 9B	4	9	15	8	3	39	36	92.
1st term ... 9B	..	17	38	21	17	93	76	76.
2nd term ... 9A	..	13	40	17	4	74	70	95.
1st term ... 9A	3	7	6	4	..	20	20	100.
Physics								
1st term .. 11B	2	7	6	5	1	21	20	95.
2nd term .. 11A	4	8	8	1	..	21	21	100.
Chemistry								
1st term .. 12B	1	6	4	5	1	17	16	94.
2nd term .. 12A	2	6	6	4	..	18	18	100.

Commercial Studies

Commercial Arithmetic

1st term ... 9B	1	6	7	29	6	49	43	88.
2nd term ... 9A	5	4	13	20	1	43	42	98.

Commercial Geography

2nd term .. 10B	4	4	4	2	..	14	14	100.
1st term .. 10B	3	4	7	3	1	18	17	94.
2nd term .. 10A	2	3	7	2	1	15	14	93.

Bookkeeping

2nd term .. 10B	4	2	3	3	..	12	12	100.
1st term .. 10B	3	3	6	4	2	18	16	89.
2nd term .. 10A	1	4	6	3	..	14	14	100.

Stenography

1st term .. 11B	4	4	6	4	3	21	18	86.
2nd term .. 11A	4	4	4	3	3	18	15	83.
1st term .. 12B	..	5	3	6	2	16	14	88.
2nd term .. 12A	..	6	4	5	..	15	15	100.

Typewriting

1st term .. 11B	1	5	9	5	1	21	20	95.
2nd term .. 11A	..	4	6	8	1	19	18	95.

Typewriting

1st term .. 12B	1	6	5	6	1	19	18	95.
2nd term .. 12A	2	7	6	1	..	16	16	100.

Since there is such a variety of studies of varying degrees of difficulty in grades 9 to 12, no attempt is made to strike an average percent of successes. Notice the percent of successes in each study. The record is gratifying.

Why do Pupils Fail in their School Work?

The above explanation of last year's failures in the first six grades applies to our own school system during a definite period of time, but the problem of school failure is ever before us, and should receive much attention. Our own grade teachers give the following as causes of failure:

1. Mental incapacity, or lack of comprehension.
2. Personal illness, or other physical handicaps.
3. Repeated absences.
4. Laziness, which shows itself in a lack of effort, or application.
5. Lack of interest, which shows itself in indifference and carelessness.
6. Home conditions.
7. Failure to understand the English language.

We do not believe that mental incapacity accounts for such a large percentage of our failures as was once thought. We do not think so much about mental incapacity today as about mental differences. Most children can be educated if we but find out the capacity of the individual. Not all children can be educated to the same degree, or in the same way. It is our business as teachers to find out where the child "lives" mentally first of all, and then to apply such method and content as will bring him out of himself up to a higher level of intelligence. Such a procedure means that each teacher must be an intelligent and careful student of her group. She must know a good deal about psychology, method and content. She must also know how to measure her product, in order that progress may be recorded. The "I think so" of the most careful teacher is no longer acceptable. Such a judgment is worth much, but it must be supplemented by objective as well as intelligence tests.

Secondly, our pupils in the grades must be grouped in a way that allows the application of right teaching principles. If a group contains pupils whose mental capacity and work rate are much greater than the others, the group is not as teachable as it would be if the pupils were of a more even capacity. It is reasonable to require more work and more rapid work of one group than of another, but it may not appear reasonable to require more work of one individual than of another in the same class, although the work capacity of the first might be much greater than that of the second.

Thirdly, the problems of meeting the needs and capacities of different pupils carries over more acutely into the jun-

ior high school, grades 7, 8 and 9. These grades cover the adolescent years of our pupils, years that are uncertain at best. Furthermore, our boys and girls at this age are looking forward to some aim in life. Much guidance is needed. It may be that the parent has a definite plan for the child's future. This is a great help in the solution of the problem. But many questions arise, such as, what is the child able to do? What is his greatest interest? Is this interest a healthy one as a guiding principle in framing the child's studies? How long can he stay in school? Etc. Etc.

The offering for these years must be broader than the traditional course of study, which requires that all pupils must study the same subjects in the above mentioned grades, regardless of other great considerations. Several years ago the high schools began to offer differentiated programs of study in an effort to help solve the problem presented by differences in individuals. Thus, the ninth year pupils were allowed to choose one of at least two courses. Little was done, however, until recent years to reach the pupils of grades 7 and 8 and to offer them such work as they are able to do with both pleasure and profit.

In the beginning of the school year 1920-21, the board of education, in consultation with the supervising principal, committed itself definitely to what is known as the junior high school organization, embracing grades 7, 8 and 9, and directed the supervising principal to go forward with this organization as rapidly as facilities might warrant. A brief review of the past three years will show what has been accomplished.

The first step was the departmentalization of the eighth grades. This was done at the middle of the year 1920-21. The second step, 1921-22, was the departmentalization of all the eighth grades, and the seventh grades that were located in the Park School, on the same schedule as the high school. The third step, to be taken in September, 1923, is the organization of all seventh, eighth and ninth year divisions into a single unit on the same time schedule as the senior high school, and with a free interchange of class-rooms and teachers.

During the progress of the organization of the junior high school unit, we have been at work on the organization of the program of studies, with special attention to the selection of the right content and to such differentiation in courses of study as may be necessary to meet the needs and capacities of our pupils. This work is not in any sense complete, but we are offering the following as a step in forming a program of studies suitable to Nutley. Junior high school programs vary greatly. Each unit has its own community problems to be solved, and can be patterned after another only to a limited degree.

Program of Studies for 7th Year Pupils

1923-24

ACADEMIC		PRACTICAL ARTS	
	Periods Per Week		Periods Per Week
History	4	History	3
Geography	4	Geography	3
Arithmetic	4	Arithmetic	3
English Grammar	4	English Grammar	3
Literature	3	Literature	2
Civics, Hygiene and Physical Training	5	Civics, Hygiene and Physical Training	5
Writing	2	Writing	2
Spelling	Daily	Spelling	Daily
Drawing	1	Drawing	2
Music (Class)	1	Music (Class)	1
Cooking or Sewing	2	Cooking and Sewing	6
Woodworking	2	Woodworking	6

Program of Studies for 8th Year Pupils

1923-24

ACADEMIC		PRACTICAL ARTS	
	Periods Per Week		Periods Per Week
History	4	History	3
Geography	3	Geography	2
Arithmetic	4	Arithmetic	3
English Grammar	4	English Grammar	3
Literature	3	Literature	2
Civics, Hygiene and Physical Training	5	Civics, Hygiene and Physical Training	5
Writing	2	Writing	2
Spelling	Daily	Spelling	Daily
Drawing	1	Drawing	2
Music (Class)	1	Music (Class)	1
Cooking or Sewing	2	Cooking and Sewing	6
Woodworking	2	Woodworking	6

Program of Studies for 9th Year Pupils 1923-24

ACADEMIC		PRACTICAL ARTS	
	Periods Per Week		Periods Per Week
English	5	English	5
Algebra	5	General Mathematics	5
Select two:		General Science	5
Latin	5	Practical Arts	10
Biology	5	Boys	
Ancient History	5	Drawing	2 or 4
Music	1	Shop	6 or 8
Physical Training	4	Girls	
COMMERCIAL		Dressmaking & Design	4
English	5	Cooking & Food Study	3
Commercial Arithmetic and		Sewing and Millinery	3
Business Forms	5	Music	1
Biology or General Science	5	Physical Training	4
Ancient History	5		
Music	1		
Physical Training	4		

NOTE:—The Practical Arts Course is open to all boys and girls who wish to spend more time on the every day activities and less on academic work. This course will extend through the 9th year. It is not recommended for those who wish to enter college, but may be taken up by those who expect to enter normal school.

The senior high school group comprises grades 10, 11 and 12. The program of studies published in the Annual Report for 1921-22 will remain in effect for the present.

Personal illness is a handicap to the child, but can be overcome if the period of illness is of not too long duration. No one expects a child who is really ill to be in school. Our health laws govern all contagious and infectious diseases, and we trust to the honesty and good sense of our parents to govern all others.

Probably the greatest drawback to school progress is poor attendance. It may be that the seeming laziness and lack of interest of some boys and girls are due to the fact that they are handicapped by repeated absences to such an extent that the future seems hopeless, hence they do all in their power to stay away from school that they may not be humiliated by the success of their classmates. A child cannot succeed under such circumstances. This matter is serious enough to make all parents think much. If a child

misses a day, he misses the privileges of the school which the community provides at considerable expense. If he fails of promotion, he is a double expense to the community, so far as the term in which he fails is concerned. Further than this, if a child forms loose school-going habits, he will probably carry them through life. Many of our ne'er-do-wells of today were such boys.

A plain word should be said about home conditions as a considerable factor in a child's success. No teacher can carry the burden of a child's out-of-school life. Neither should we expect a parent to carry the burden of the life of the classroom. Schools are organized for the purpose of carrying the burden of teaching children to know something of the mass of organized knowledge that the world has pronounced worth while. With facts in his possession he makes comparisons and reaches conclusions. This is the beginning of the thought life, which is the aim of any worth while scheme of education. This work is the school's business. But life is many-sided in these days. A good deal of education comes from contact with others. Such contact may be helpful or it may be harmful. The work of an efficient and faithful teacher, or parent, may be undone in a day. There is but one hope for the child. That is the mutual efforts of school and home. Is your child's home one of sympathy and human interest in his educational welfare, a place where he likes to be, or is it merely an incident in his life, a place where he eats and sleeps and listens to tirades against his teachers and his school? Does he have a place to read and study, free from unnecessary interruptions, and do you see to it that he is in that place at least a part of each evening, or do you expect his teacher to take your burden of neglect, as well as her own? You cannot hope that the school alone will teach your child all he ought to know. You must turn him over to us with a healthy, clean body, with habits of honesty, truthfulness, industry and politeness. If he has not acquired such traits through parental example and teaching before he reaches school age he may never acquire them. The school never ceases in its efforts to develop these traits, but the time in

school is all too short, and the early training so hard to erase. However if you and the teacher of your child can but work together sincerely, each respecting and supplementing the work of the other, the most difficult problems can be solved and your child saved to his own happiness and usefulness, and the good of human society.

Failure to understand English is a common cause of retardation, but only in cases of foreign birth. The American born child has every chance to learn to speak and to think in the English language. Our American public schools stand for but one spoken language, which, of course, is our native tongue. We should not discourage the children of our foreign born in learning to read and write the tongue of their fathers. Such an ability will likely be a great asset in life. But every encouragement must be given our children to do their thinking in English, for this is the language of instruction in all of our public schools.

A discussion of high school failures, written by Principal G. G. Mankey, of our own high school, and published in the Education Bulletin of the State Department of Education, follows. I am giving this report in full for the reason that it is a rather extended study of our own school and hence very valuable to us.

Pupil Failures in Nutley High School

This study represents an effort to locate the causes for the 167 failures which pupils made in 1921-22 in the various subjects in the Nutley High School. It was thought that as a result of such a study certain facts might be brought to light which could be forcibly presented to pupils and parents and hence lead to a reduction in the number of failures.

In Table I is given a summary of all failures in the high school for the year 1921-22.

Table I.

Failures in Nutley High School, Tabulated According to Subjects.

Subject	No. Enrolled	No. Passing	No. Failed	No. Who Left School	P. C. of Failure
English	307	273	17	17	5.9
Latin	104	84	19	1	18.4
French	91	66	23	2	25.8
Spanish	40	29	8	3	21.6
Mathematics	216	176	33	7	15.8
Science	180	155	11	14	6.6
History	346	271	43	32	13.7
Commercial	142	116	13	13	10.1
Totals	1426	1170	167	89	12.5

Explanation of data:

Number enrolled means all pupils who entered a subject, whether they remained for the entire year or semester or not. Number passing includes all pupils who received any one of the four grades—A, B, C, D. Number failed includes all pupils who received a grade of E as a final grade, whether for a year or a semester. It also includes those pupils who were failing at the time they were dropped from a course and those pupils who were failing at the time they left school. In including such pupils under this heading the assumption has been made that such pupils would have failed if they had remained in the subject until the end of the year or semester. The percentage of failures is obtained by dividing the sum of the number passing and of the number failed into the number failed.

At the end of each semester each teacher is required to list the pupils who have failed, together with the reasons which in the judgment of the teacher have led to these failures.

In beginning this study a mimeographed sheet was prepared and submitted to each pupil for this information:

- (a) Number of subjects in which he failed during 1921-1922.

1. Lack of application (effort).
2. Lack of interest in the subject.

(b) To which of the following reasons did he attribute his failure in each of the above subjects:

3. Failure to understand the subject.
4. Excessive absence from classes, due to illness or other causes.
5. Required to do too much work outside of school (other than lessons).
6. Any other reason which is not given above.

The fact that only ten cases are listed under the miscellaneous heading, 6, tends to show that the other five reasons cover the majority of the cases.

Then a comparison of the reasons for failures as given by teachers and by pupils was made. In case of disagreement both teachers and pupils were consulted, in an effort to arrive at the real reasons. In very doubtful cases the pupil's class ranking in the Terman Group Test was used often as the deciding factor.

Table II gives the tabulation of failures according to the opinions expressed by teachers and pupils, both when their reasons agreed and also when they disagreed, and by teachers alone. The disappointing feature here is that over fifty per cent of the opinions are those given by teachers alone for those pupils who are no longer in school.

Table II.
Reasons for Failures,
Tabulated According to Teachers' and Pupils' Opinions

	1 No. percent	2 No. percent	3 No. percent	4 No. percent	5 No. percent	6 No. percent	Total No. percent
Teachers' and Pupils' Reasons							
Alike	33-38.4	16-18.6	18-20.9	12-13.9	2-2.3	5-5.8	86-99.9
Teachers' and Pupils' Reasons							
Different	13-46.5	.....	9-32.2	4-14.3	....	2-7.2	28-100.
Teachers' Reasons							
Alone	68-58.6	1- 0.9	23-24.2	14-12.1	2-1.7	3-2.6	116-100.
Total	114-49.6	17- 7.4	55-23.9	30-13.1	4-1.7	10-4.3	230-100.

It is seen in this table that there is a total of 230 reasons for failures as against 167 failures given in Table I. The difference is accounted for by the fact that teachers and pupils frequently gave equal weight to two reasons for a single failure.

This table shows that of the cases where it was possible to get opinions of both teachers and pupils, the number of cases in which there is an agreement of opinions far out-rank those cases in which there is a disagreement of opinions.

Another outstanding fact is that practically fifty per cent of all the reasons given fall under the first one—that is, lack of application. Since there were 167 failures in all, this means that approximately 80 failures could have been avoided if greater efforts had been put forth by the pupils, provided all the pupils here included possessed normal ability.

The percentages given under the third reason (lack of ability) are surprisingly high. For example teachers and pupils agree that 20.9 per cent of the 86 reasons on which they agreed should be classified under this heading. If this is a true state of affairs it seems to indicate that subjects are not presented so that they can be understood by the great majority of pupils, assuming again that this group possessed normal ability.

In Table III the same reasons as were tabulated in Table II are classified according to courses of study. This table only serves to emphasize that in practically every course of study approximately fifty per cent of the reasons for failures fall under the first heading. The exception is in the case of Spanish, but the number of cases is relatively small, and hence undue importance should not be attached to this exception.

Table III.
Reasons for Failures,
Tabulated According to Subjects

Subject	1 No. percent	2 No. percent	3 No. percent	4 No. percent	5 No. percent	6 No. percent	Total No. percent
English	17-56.7	.....	10-33.3	3-10.0	....	....	30-100.
Latin	10-43.5	1- 4.3	8-34.8	3-13.1	1-4.3	....	23-100.
French	12-46.2	3-11.5	9-34.6	1- 3.8	....	1-3.8	26-99.9
Spanish	3-23.1	2-15.4	4-30.8	3-23.1	....	1-7.7	13-100.
Mathematics	24-68.6	.....	4-11.4	6-17.1	....	1-2.9	35-100.
Science	11-50.0	1- 4.5	4-18.2	6-27.3	....	....	22-100.
History	29-45.3	9-14.1	12-18.7	7-10.9	1-1.6	6-9.4	64-100.
Commercial	8-47.	1- 5.9	4-23.5	1- 5.9	2-11.8	1-5.9	17-100.
Total	114-49.6	17- 7.4	55-23.9	30-13.9	4-1.7	10-4.3	230-100.

Table IV shows the same data tabulated according to classes. Distributed according to this plan, substantially the same facts are brought out as in the previous tables—that is, for each class the great majority of failures fall under the first and third reasons.

Table IV.
Reasons for Failures,
Tabulated According to Classes

Class	1 No. percent	2 No. percent	3 No. percent	4 No. percent	5 No. percent	6 No. percent	Total No. percent
Seniors	8-66.7	.....	.....	4-33.3	....	....	12-100.
Juniors	31-56.4	6-10.9	8-14.5	1- 1.8	....	9-16.4	55-100.
Sophomores	27-44.3	5- 8.2	22-36.1	5- 8.2	1-1.6	1-1.6	61-100.
Freshmen	48-47.1	6- 5.9	25-24.5	20-19.6	3-2.9	....	230-100.
Total	114-49.6	17- 7.4	55-23.9	30-13.1	4-1.7	10-4.3	230-100.

It was decided that two facts resulting from this study stood out prominently enough to warrant further action. First: approximately fifty per cent of all failures are placed under the first reason—that is, lack of application. Accordingly, the following form letter was prepared and mailed to the parents of all pupils (approximately 580) in both the junior and senior high schools. A number of responses, both direct and indirect, have been received from parents. These replies indicate that the work involved in issuing the form letter has been well worth while, since parents in many cases now appreciate more fully what we expect of their children outside of school.

Form Letter

Nutley High School,
Nutley, New Jersey,
December 26, 1922.

Dear Parents:

We feel that you will be interested to know the principal result of a recent study of the causes of pupils' failures in our high school. According to both teachers' and pupils' opinions one-half the failures in all subjects last year were due to lack of effort on the part of the pupils. This means that many failures could have been avoided if our pupils had devoted more time to the preparation of their lessons. All indications point to the fact that substantially the same conclusion is true for our junior school.

We believe that the average pupil in this school should spend the amount of time indicated in the table below in the preparation of his or her lessons outside of school.

High School	2	hours per day
Eighth Grade	1½	hours per day
Seventh Grade	1	hour per day

Pupils may claim that they do not need to give so much time to their lessons, but no better proof than mentioned is needed to show that our belief is correct.

You are probably aware of the fact that we issue an honor list every report period of those pupils who have received a grade of A or B in every subject requiring study outside of the classroom. On December 18 all pupils who had been on the honor roll this year were assembled together. They were asked to estimate carefully the amount of time they spend on home work. The data collected showed that the high school pupils averaged 2 hours per day, the eighth grade pupils averaged 1¼ hours per day, and the seventh grade pupils 1 1-3 hours per day. These are actual figures for the best pupils in our school. Surely it is necessary for the other pupils to spend at least as much time on their home work, if they hope to succeed in their lessons.

Teachers can do their part but unless parents follow closely the home work of their children we cannot hope to reduce the number of failures to an absolute minimum. You can best serve the interests of your child by seeing to it that sufficient time is devoted to home study every day. May we count on your co-operation?

We are always glad to confer with parents in regard to the progress of their children in school.

Sincerely yours,

G. G. Mankey, Principal.

Paul R. Radcliffe, Superintendent.

The facts contained in this form letter have been presented to the student bodies of both the junior and senior high schools. The time chosen to do this was at the beginning of the second semester.

The teachers have been made familiar with all of the facts brought out in this study. It has been emphasized in faculty meetings that they should constantly urge in their classes the need of more home study.

The second point brought out in this study which was considered worthy of further consideration was the fact that 20.9 per cent of the 86 reasons given for failures (teachers and pupils being in agreement as to the cause of failure) were due to failure to understand the subject. It had been decided that in order to test this point a battery of intelligence tests (Terman, Miller and Otis Self-Administering) should be given to all pupils of the high school. The Terman test was given last year; we expect to give the Miller and Otis Tests this semester. We anticipate that after the results of the tests have been correlated we will have a reasonably safe estimate of the intelligence of the pupils in our high school. With this data at hand we expect to be able to determine whether approximately twenty-one percent of the failures mentioned above are due to lack of ability to understand the subjects or not. It seems to me that the data obtained by giving these intelligence tests will furnish us

with an objective means of determining whether the selection and arrangement of subject matter is such as should be; and also, that we now have the means of measuring objectively to a certain extent the quality of instruction.

Visual Instruction

As an aid to classroom work in the junior and senior high schools the following reels were shown during the year:

Old Toledo
Some German Cities
The Savelli, Historical Episode in the Second Empire
An Episode of 1812
Escapade of Marie Antoinette
General Physics
The Mosquito
The Flea
Ants
A Plant with Nerves; The Sensitive Plant
Why Water Should Be Boiled
Artificial Hatching and Rearing of Chickens
The Electrotpe Process
Carbonic Gas
Modern Metallurgy
Experiments with Liquid Air
Oxygen
The Raven
In a Delaware Peach Orchard
Bees
Celery Industry in Florida
Rose Cultivation
Manufacture of Maple Sugar
Lobster Catching
Deer Hunting
With the Fishermen of the Deep
Sponge Industry
Japanese Ice Box

The Museum of Oceanography at Monaco
 Story of Petroleum
 The Wizard of Oz
 As You Like It
 Opportunity
 The Cost of Carelessness
 An American in the Making
 The Count of Monte Cristo
 Thru Life's Windows
 A Mouthful of Wisdom
 The Legend of Sleepy Hollow
 Aphrodite's Daughter
 Daughters of Neptune
 The Analysis of Juggling
 The High and Broad Jump
 Adam Bede
 A Pueblo Legend
 Eagle and Tortoise

Both the Park and Lincoln Schools are equipped with Pathescopes, which were bought with funds raised by the pupils of these schools.

Teaching by the Use of Projects

Teachers are coming to realize more and more that the materials used in teaching must be well organized in order to be of highest value to their pupils. One type of organization of materials is the project. Our teaching plans are not based entirely on project teaching, but many of our teachers work out one or more projects each year with their pupils. The length of the project depends upon its aim and the response of the class to the ideas thrown out for development. These ideas may come from the pupils themselves or from the teacher.

The following projects are given as illustrations:

1. The Circus Project, Grades 2B and 2A co-operating, Lincoln School, Miss Rosa Hasenzahl and Miss Bertha Gray, teachers.

2. An Indian Project, Grade 3, Washington School, Miss Vivian Vose, teacher.
3. A Paper Project, Grade 5, Park School, Miss Virginia Werkeiser, teacher.

The Circus Project

1. Time: Six weeks, April 16 to May 25, 1923.
2. Teacher's Aim: To teach recognition of animals, their use to mankind and their habits.
3. Child's Aim: To play circus and to have a party at the end.
4. Motivation: When reading the stories of animals, such as "The Lion and the Mouse" and "The Camel and the Jackel", the children were asked questions concerning the animals. They were unable to give any information about animals. However, their interest had been aroused and they asked if they might learn something about them. We then seized the opportunity and introduced the circus to them.
5. Manual Activities:
 - (a) Construction of animal cages, merry-go-round, clowns and acrobats, and animals.
 - (b) Freehand drawing of things in the circus—elephants, tigers, zebras, donkeys, ostrich, dogs, bears, horses, camels, monkeys, lions, snakes.
 - (c) Blackboard border.
 - (d) Booklets with circus story in them.
 - (e) Picture mounting.
6. Materials Used: Old boxes, cardboard, sticks, crayons, scissors, paste, plasticine, tacks, hammer, construction paper, canvas, clamps, milk bottle tops, cord.
7. Contributions:

Children brought story books.

Animal pictures contributed by principal and teacher.

Small toy animals bought from contributions for the tent.

Tent base and poles made by higher grade boys.

One little boy of the second grade had a toy circus and brought it to school.

The Kindergarten gave us the use of two tables upon which to erect the circus.

A Milton Bradley circus cut-out set was given for use of the 2B teacher.

8. Academic Subjects Involved:

(a) Spelling: Circus, tent, horses, wagon, donkey, jolly, camel, children, cage, seats, clown, monkey, tiger, lion, dog, made, animals, parade, funny, lady.

(b) Reading:

Sentences were written on the board by the teacher and the children read them after a drill of the new words was given. Children constructed sentences which teacher wrote on the board and other children read.

Children read to the class simple stories from books they brought from home about animals. They also read circus stories from their readers such as "Toto's Show" and all the stories from the "Circus Reader."

(c) Language:

Oral description of animals from pictures about the room. The descriptions were made in three sentences. Original stories were made by the children concerning the various activities of the circus.

Descriptive words were placed upon the board and children constructed written sentences about them. If a word were needed by any child, that is, if he could not spell a word, he was privileged to tip-toe to the teacher and ask for the spelling of the word. This was done to prevent misspelled impressions. In other words, we are trying to make careful spellers.

The use of capital letters, periods, and question marks was stressed.

Correct forms of written and oral English were required.

(d) Number Work:

Games were played with toy money to buy tickets to the show, lemonade, balloons, etc.

Counting of the various objects by 2, 5, 10.

Working out combinations involving problems that were needed.

Combinations were also used in determining the number of constructed articles we needed.

(e) Nature Study:

Animals, their use and care, where they live, and what they eat.

The trees needed to decorate the circus grounds.

(f) Music:

Songs learned by rote. "The Circus Has Come To Town," "Jolly and Gay Is the Funny Old Clown," "The Band."

Songs were studied and music was read from the music readers. Such exercises were used as involved the tunes that had words about the various animals.

(g) Penmanship:

Copying sentences from board involving the use of circus terms for the benefit of using in written language work and for form.

9. Conclusion:

(a) Playing Circus (a story play).

(b) A parade. Here animal boxes or cages were used, also the toy animals brought by the children.

(c) A party in the public park.

(d) Performing as clowns at the out-door party of the school.

An Indian Project

1. Purposes of the Project:

- (a) To teach about Thanksgiving and thus introduce Indian life and habits.
- (b) To show progress of mankind.
- (c) To compare Indian life with modern life with reference to food, clothing, and shelter.
- (d) To show results and benefits of co-operation.

2. Working of Project:

The ideal project is introduced by the children. If the children have never heard of Indians before, a story can be read or a song can be sung and learned that will interest them. After reading several Indian stories to the children, they will be ready to talk over what has been read. Arouse interest and enthusiasm by suggestions and questions, and encourage much free discussion and suggestions from the children.

Perhaps they have pictures, souvenirs, and Indian curios at home, and would be glad to bring them to school, so that all might see.

Continue learning poetry and songs about Indians. Play Indian games. Try as much as possible to correlate the Indian work with all the other lessons. Eventually, the children will be able to see just how an Indian village looked, how the Indians themselves appeared, how they made their canoes and wigwams and how the Indian mothers cared for the babies.

It will probably be suggested by the children that they could build an Indian village on the sand table. Then the discussion of plans for a sand table Indian village begins. Suggestions are made by the children. Someone will know just where the village should be built, and where the trees and water should be. Someone will want to make a canoe and perhaps other children desire to try their luck in shaping a wigwam, and so on, they will make Indian figures, head-dresses, canoes and wigwams.

Tell the children about the Pilgrims coming to this country and they will then be able to tell what they found on arriving. Then read Thanksgiving stories, etc.

3. The following outline shows how many lessons are correlated in this one project:

(a) Reading:

- (1) Stories read to children.
- (2) Indian stories read by children in their everyday reading.

(b) Language:

- (1) Conversation about Indians.
- (2) Make oral sentences about Indians.
- (3) Write sentences.
- (4) Learn "Hiawatha's Childhood."
- (5) Dramatize stories.

(c) Music:

- (1) Learn "Firefly Song" from "Hiawatha's Childhood."
- (2) Learn "The Little Indians."

(d) Free drawing:

- (1) Draw Indians.
- (2) Draw scene with canoe on lake.
- (3) Draw an Indian wigwam.
- (4) Draw Indian baby in tree.

(e) Free construction work:

- (1) Make wigwams.
- (2) Make birch-bark canoes.
- (3) Make animals.
- (4) Make paper Indians.
- (5) Make Indian head-dresses for play.
- (6) Cut turkeys.
- (7) Make Indian scene. Paste cut-out wigwams and trees on paper where sky and water have been colored.

- (8) Make sand table Indian village using canoes, wigwams, paper Indians, etc.

A Paper Project

1. Subject Matter:

(a) New England States, Southern States, Western States.

(1) Surface.

(2) Climate.

(3) Occupations.

(4) Products.

2. References:

(a) The New International Encyclopaedia, Vol: VX.

(b) Book of Knowledge, Vol. III.

(c) Wonders of Chemistry—H. Collins.

(d) Resources and Industries of the U. S.—Elizabeth Fisher.

(e) Land we live in—Price.

(f) Handicraft for Boys—Collins.

(g) Stories of Useful Inventions—S. Forman.

(h) The New Practical Reference Library, Vol. VI.

(i) Baltimore County Course of Study.

(j) Brigham and McFarlane—Part II—Geography.

(k) Tarr and McMurry—Part II—Geography.

(l) How We Are Sheltered—Carpenter.

(m) Pictures of paper mills—Champion Paper Co., Hamilton, Ohio. Pictures of watermarks—B. F. Bond Paper Co., Baltimore, Md.

3. Geography.

(a) Location of forests.

(1) Soil.

(2) Drainage.

(3) Climate.

(b) Lumbering.

- (1) Kinds of trees.
- (2) Chopping.
- (3) Hauling.
- (4) Transporting.
- (5) Life in lumber camps.

(c) Lumbering Centers.

- (1) Holyoke, Mass.
- (2) Dalton, Mass.
- (3) Bangor, Augusta, Maine.
- (4) Tacoma, Seattle, Everett, Washington.
- (5) Portland, Oregon.
- (6) North Carolina, Georgia.
- (7) Memphis, Tennessee.
- (8) Shreveport, Louisiana.
- (9) Fort Smith, Arkansas.

(d) Products.

- (1) Paper.
- (2) Building materials.
- (3) Furniture.
- (4) Miscellaneous.

(e) Collections.

- (1) Kinds of paper.

1. History:

(a) History of Paper.

- (1) Oral tradition.
- (2) Stones (Bible).
- (3) Stone obelisks.
- (4) Clay tablets.

- (5) Skins, bones.
- (6) Wooden blocks, bark of trees.
- (7) Ivory, wax tablets.
- (8) Metal plates.
- (9) Olive, palm, poplar leaves.
- (10) Parchment.
- (11) Wood pulp.
- (12) Rags.

(b) Manufacture.

- (1) China.
- (2) All parts of Europe.
- (3) America.

5. Language:

(a) Letter Writing.

- (1) Business. To secure pictures of paper mills and water marks.
- (2) Form of business letter.
 - (a) Heading.
 - (b) Greeting.
 - (c) Body.
 - (d) Closing
 - (e) Signature.

6. Current Events:

- (a) Tutankhamen's Tomb.



School Costs

The following study of school costs in Essex County was made recently by Mr. Benjamin Hurd, a member of the local Board of Education. This study, with accompanying graphs, is quoted in full:

A comparison of the past performances of our local school district with those of other school districts in Essex County may serve to overcome the uncomfortable apprehension of some of our townspeople about growing school costs and to answer certain unfounded assertions that said school costs are too high.

These comparisons are based on official figures in the office of the County Superintendent at Newark and in the State Commissioner's office at Trenton.

The school districts analyzed were Belleville, Bloomfield, East Orange, Glen Ridge, Irvington, Millburn, Montclair, Newark, Nutley, Orange, South Orange, and West Orange. They are twelve of the twenty school districts in Essex County, the remaining districts being relatively too small and not needed for the study.

The best indicator of school board ability perhaps to the interested taxpayer is an analysis and comparison of the cost of education per pupil. Official records treat this in two ways, one based on total enrollment, and the other on average daily attendance. The performances of the above mentioned twelve school districts have been plotted for a period of six years, from 1917 to 1922, inclusive, and the results, except for a few minor observations, are in general the same in each treatment.

Chart I

Education - Cost per Pupil

Total Enrollment

A-A Belleville B-B Bloomfield C-C E. Orange
D-D Glen Ridge E-E Irvington F-F Millburn
G-G Montclair H-H Nutley I-I Orange
K-K S. Orange L-L W. Orange N-N Newark

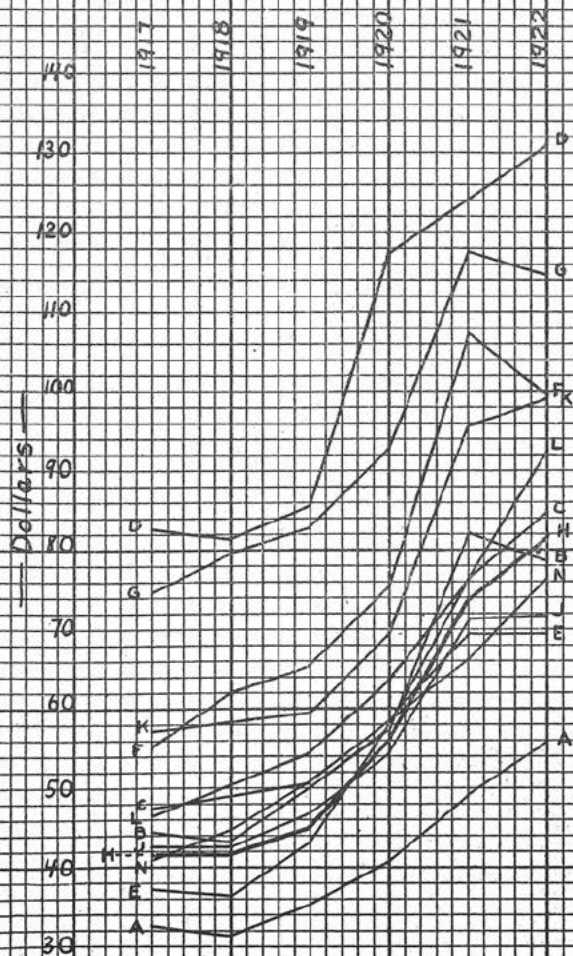
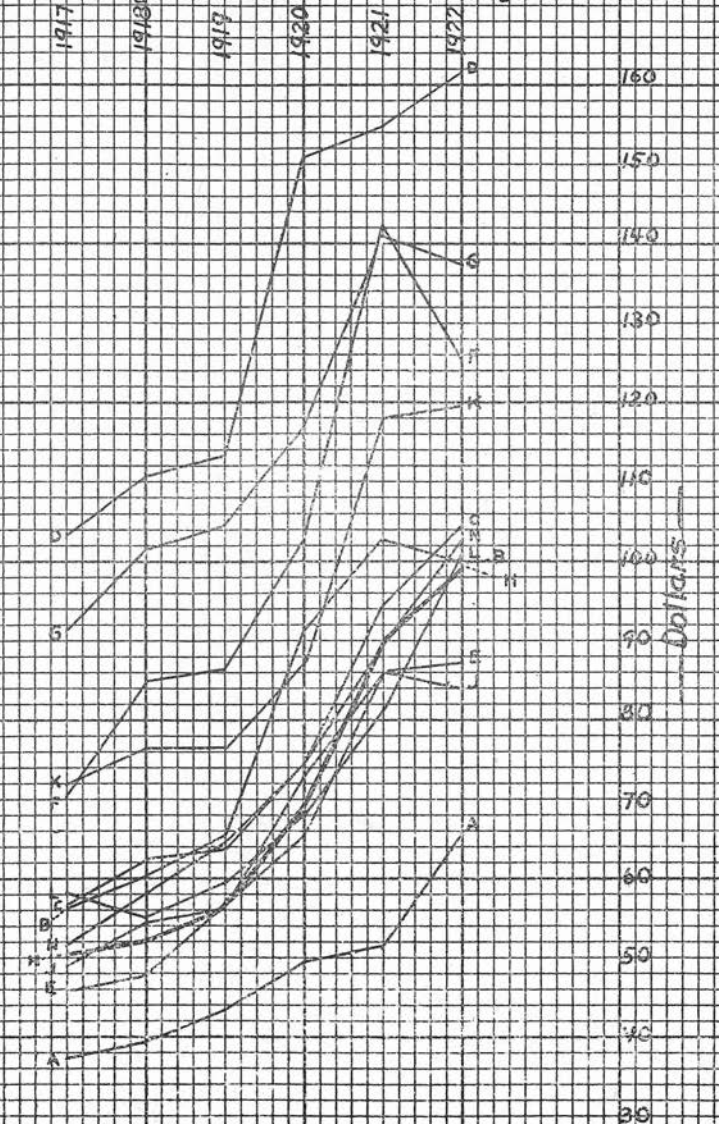


Chart II

Education - Cost per Pupil

Average Daily Attendance

A-A Belleville D-D Glen Ridge G-G Montclair H-H S. Orange
 B-B Bloomfield E-E Irvington M-M Nutley L-L W. Orange
 C-C E. Orange F-F Millburn J-J Orange N-N Newark



Glen Ridge and Montclair group themselves into a distinctive high cost group. Millburn and South Orange separate themselves from the others and form a group somewhat lower than the first two mentioned. Belleville stands lowest. The other seven school districts are well bunched year by year and this may be considered normal. Nutley is in this group, well surrounded, so that her performance appears to be very gratifying.

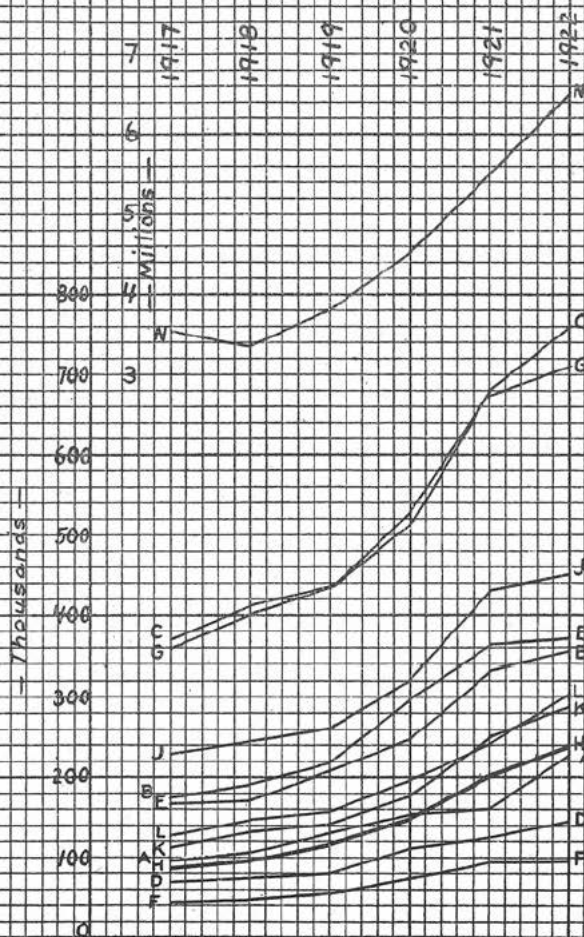
A good indicator of a school board's efficiency and economy is to study also total operating expenses. As might be expected, due primarily to the difference in the number of school children, when plotted in dollars and cents, the total operating expenses of eight school districts are greater than those of Nutley, and three only are less.

Chart III

Education

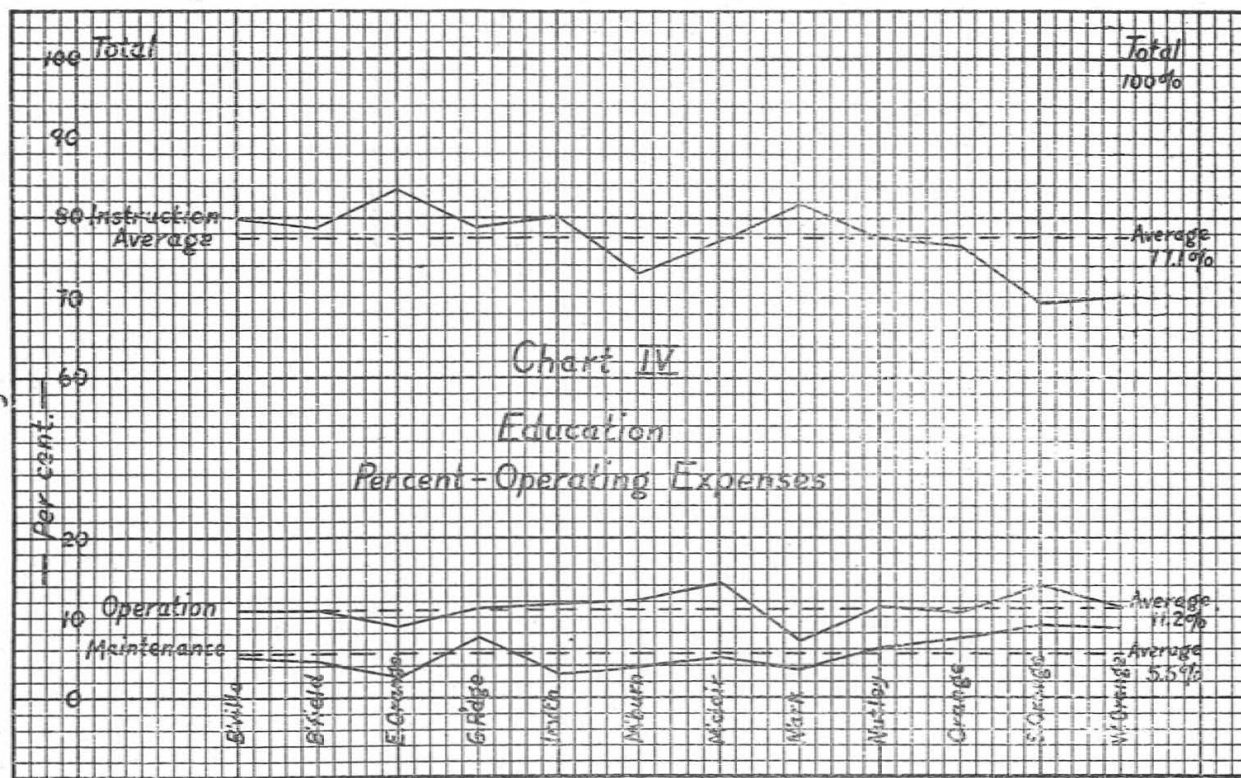
Grand Total - Operating Expenses

A-A Belleville D-D Glen Ridge G-G Montclair K-K S. Orange
 B-B Bloomfield E-E Irvington H-H Nutley L-L W. Orange
 C-C E. Orange F-F Millburn J-J Orange N-N Newark



A better analysis and comparison of Chart III may be had by expressing the main items that make up total operating expenses in percentages as is done in Chart IV. This makes the study independent of the size and character of these several school districts. Considering the school year ending June 30, 1922, the cost of instruction for the above school districts averages 77.1% of the total operating expenses. The cost of operation averages 11.2%, and the cost of maintenance 5.6%. The remaining 6.1% to complete the 100% of total operating expenses is absorbed by administration, auxiliary and miscellaneous costs, these items being so classified by the County and State authorities.

Nutley's performance is approximately equivalent to the average for each item and is much closer to the average than any of the other eleven school districts. This shows an excellent performance for our local school district.

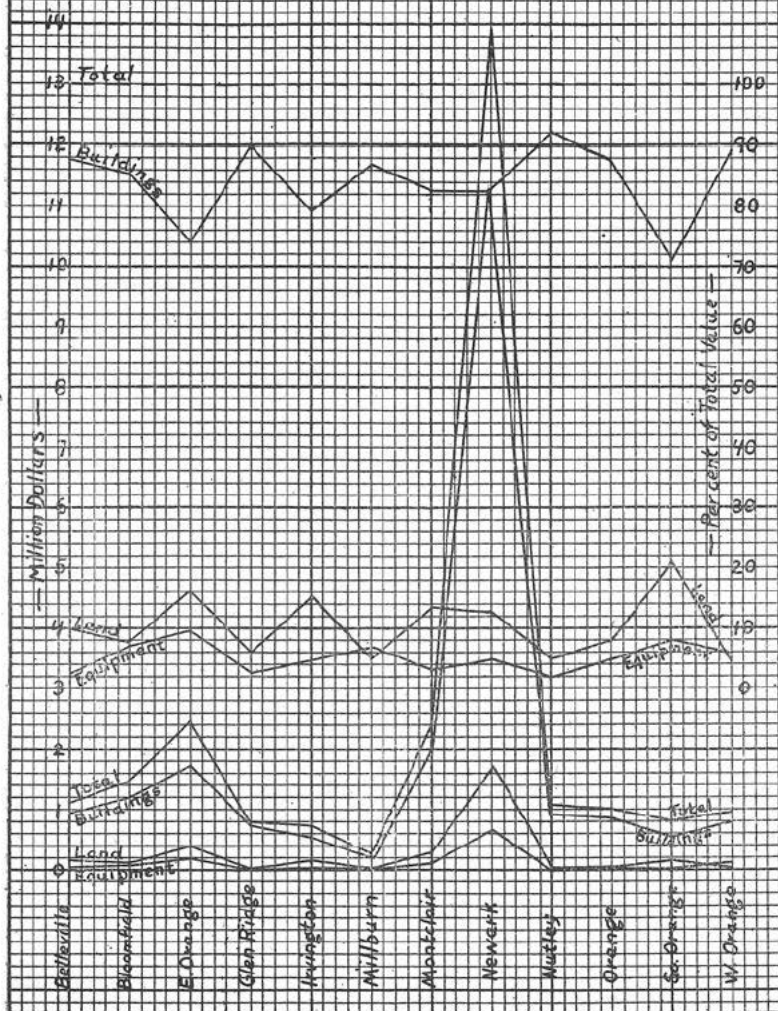


A study of the relative values of school property investments as shown in Chart V. comprehends three items—building, land, and equipment. Among the same school districts the average investments in school buildings is 85% of the total value of the school property, land 10% and equipment 5%. Nutley is below the average in school land and equipment values, and consequently correspondingly above the average, but only slightly, in building values.

The receipts from the State and local taxes for the year ending June 30, 1922, indicate that the average local school taxes among the twelve mentioned school districts are slightly over three and one-half times the State appropriation.

Does not the above indicate that the local school board has performed in general consistently well? It seems to have sensed the progress of its neighboring and sister school districts and has kept abreast of the times. Certainly the townspeople of Nutley, like their forbears, are willing to pay reasonable taxes for educational purposes and thus build for the future, provided, of course, this trust is handled efficiently and economically and our school system continues to be progressive. This attitude has been one of the main foundation stones of our Nation.

Chart V
Education
Value of Property
as of June 30, 1922.



Rules and Regulations concerning Teachers

Recommended by Principals' Committee, Presented by Rules and Regulations Committee. Adopted by Board of Education, April 24, 1922. To take effect September 1, 1922.

I. Concerning absences.

1. Full pay shall be granted a teacher who is absent on account of personal illness for a period of 15 days per year. It shall be required of a teacher to present a physician's certificate if the absence extends over a period longer than 3 successive days.
2. Regular pay, less the pay of a substitute, may be granted on account of personal illness for a period of 25 days following the 15 days mentioned above. After this period all pay shall cease.
3. Regular pay shall be granted a teacher on account of personal illness during an indefinite period if the said illness is shown clearly to have been due to contact with pupils while performing her duties, as a teacher or in case of quarantine on account of a contagious disease.
4. Regular pay may be granted a teacher who is absent on account of serious illness or death in her immediate family for a period of 5 days.
5. Deductions shall be made on account of all other absences at the rate of \$4.00 per day for teachers of the first four grades; \$5.00 per day for teachers of grades 5 to 8, and \$6.00 per day for high school teachers, these being the daily allowances set for substitutes in these respective grades.

II. Concerning tardiness.

1. A teacher shall be considered as tardy who fails to report to the principal's office at least 15 minutes before the opening of the morning session, or part time session, and 10 minutes before the opening of the afternoon session.

2. A deduction of 1-2 day's pay shall be made in the case of five tardy marks, unless the principal sees fit to recommend that such a fine be remitted.

III. Concerning leaving the room or building at the close of the day's session.

All teachers are expected to remain in their rooms, or in the building at some available place, for at least 15 minutes after the close of the day's session, unless excused by the principal. The interest of the teacher in her work may be shown by the amount of time spent in her classroom **outside** of class hours.

IV. Concerning days preceding and following holidays.

1. All days preceding holidays shall be full and regular school days except the day preceding the Christmas holidays which day may be run as a single session day. In the case of two part-time classes that meet in the same room, the principal may be permitted to arrange the session for this particular day as seems best in her judgment. Teachers are requested not to ask to be allowed to dismiss their classes at any other time than indicated above.

2. All teachers are expected to report as promptly on the days following holidays as on other days. No excuse other than a physician's certificate for tardiness or absence on these days can be accepted.

V. Supervisors and special teachers will be required to sign and to carry to each teacher visited for her signature a special time blank provided for the purpose. Principals of buildings are required to see that this rule is enforced.

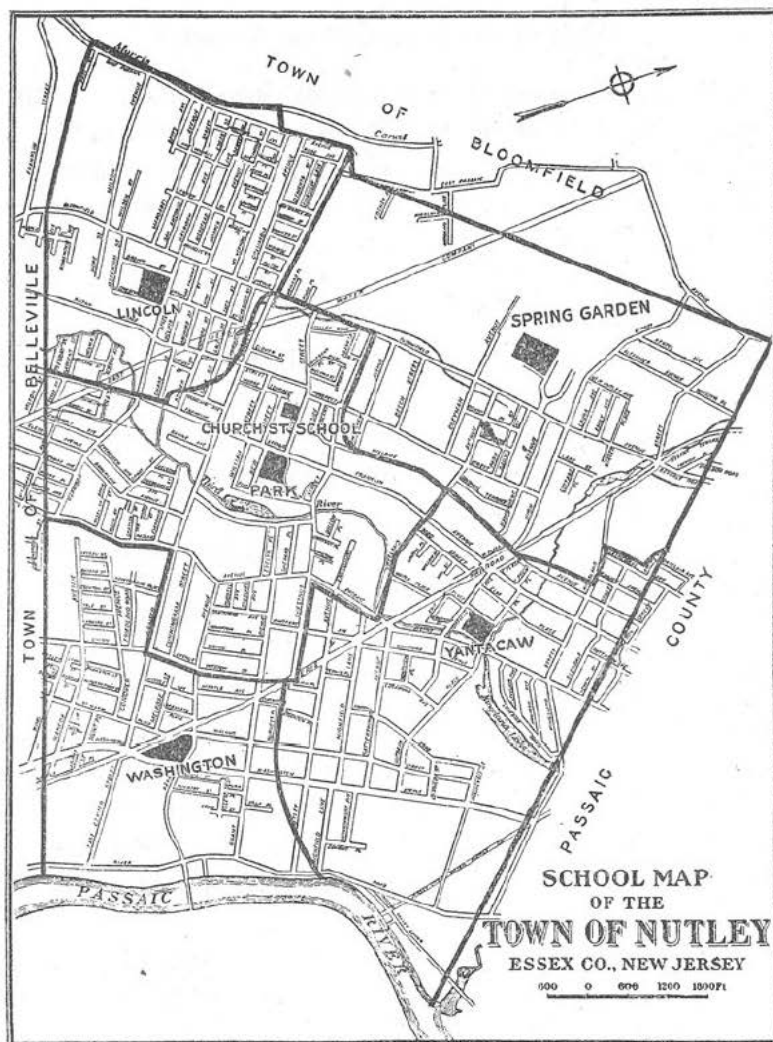
VI. All magazine subscription agents, book agents, etc., are forbidden to call at any teacher's room during working hours. If their business is important enough to command the attention of any teacher, arrangements for an interview may be made through the principal only. All absences and other irregularities must be reported by the principal to the Clerk of the Board of Education, who is instructed to make deductions accordingly.

What of the Future of our Schools?

Nutley is growing very rapidly into a city. In the school year 1912-13 our grade school population, grades 1 to 8, was 1384; and our high school, grades 9 to 12, numbered 130; a total of 1514. During the past year, just ten years later, we enrolled in grades 1 to 8, 2646 pupils, and in the high school, 392. The percent of increase in the grades was 91, and in the high school 201. During the same period two buildings were built, Lincoln and Spring Garden, which together provided twenty-four additional class-rooms to take care of an increase in enrollment of 1524 pupils, or an average of more than 63 to each new room provided. This shows plainly that we have not kept up to date in our building requirements. Great congestion has resulted. Hundreds of pupils have had but a four-hour school day for several years. Some have not yet experienced a full school day.

But we feel that we are "turning the corner." The Park School addition will be ready for use in September. This addition will give us a total of twenty-nine class-rooms, a large assembly room on the first floor, and a smaller one on the third floor. The classrooms will be occupied by the elementary grades of the Park School. The drawing and household arts rooms will be occupied by grades 6 to 9, and the assembly and physical training rooms will be used by all classes in physical training regardless of the grades to which they belong.

The greatest problem connected with this addition is that of re-districting so as to relieve the congested Washington and Lincoln Schools by transfers to the Park School. Tentatively, the Committee on Rules and Regulations has set the new district lines as indicated on the accompanying map.



The Board of Education reserves the right to change the above district boundaries as the future may demand and to make such transfers as may seem wise on the recommendation of the above committee.

Beginning with September, 1923, the following organization of our schools will take effect:

School No. 1—Park

Senior High School—Grades 10 to 12

Junior High School—Grades 7 to 9

Elementary School—Grades Kindergarten to 6

School No. 2—Yantacaw

Grades Kindergarten to 6

School No. 3—Washington

Grades Kindergarten to 5

School No. 4—Lincoln

Grades Kindergarten to 6

School No. 5—Spring Garden

Grades Kindergarten to 6

Church St. School—Shop Work only for boys of grades 6 to 9

Special or ungraded classes

Park Elementary

1. For pupils of primary grades
2. For pupils of grades 3 to 6

Washington

1. For pupils of grades 1 to 4

Lincoln

1. For pupils of the primary grades

Extension of Drawing, Music, Physical Training, Etc.

It was found to be no longer possible to develop a program of work in the above-mentioned studies without an increase in the teaching staff. Accordingly, an assistant in each of these departments has been employed for the coming school year. With an assistant in drawing we will be able to develop a program of design in the upper six years, which range of work has been neglected almost entirely

in the past. Our music assistant will enable us to develop a program in our upper six years, to give closer supervision of music in the grades, and, we hope, to develop orchestras and choruses in each of our schools. With another assistant in physical training we can put such a program in effect as will meet the requirements of our State law.

With our anticipated laboratory facilities and increased room for commercial branches and mechanical drawing, we will be able to go forward in the development of these essential branches of our high school work. We are eagerly looking forward to the day when we can give our boys and girls such advantages as are due them.

In a growing school system the problems of administration are never wholly solved. With the solution of one problem, another arises. The business of public education is an expensive one, but it is also the most important business that the American people have to deal with. A great nation has committed itself not only to the wiping out of illiteracy, but to the raising of the level of its people through education. The public school has long passed the stage of experiment. It is an accomplished fact, and its product goes out into the professions, into business, and all the numerous fields of human endeavor, and it has made good. There are those who would criticize the work of our schools because a boy here and a girl there have not seemed to justify the expense of their education. This is eminently unfair. Let the critic rather point to the thousands who owe all they possess in the way of physical and mental efficiency to the American public school, and who are an honor to the land which gave them the opportunity.

Nutley's problem of the near future is largely one of buildings and equipment. The Park addition will absorb all the overflow for a short period of time, but since no considerable expansion of numbers is possible in any of our other elementary schools, this addition must continue to take care of our yearly increase in numbers. In September nearly every room in the said addition will be occupied, possibly every one. We are gaining 175 pupils per year, or about

five roomfuls. It is not difficult to see that the problem of providing for all our children on a full school day must soon be solved all over again.

The Board of Education has been wise enough to foresee this necessity and has purchased the land known as the Kaufmann tract on Franklin Avenue as a future senior high school site. When such a building is built the present Park building can be turned over to the use of the junior high school and such elementary grades as may need to occupy it.

As to the future expansion of our grade buildings, it is sufficient to say that the Washington, Lincoln and Yantacaw neighborhoods are overflowing, and more houses are being built month by month, particularly in the Lincoln and Yantacaw districts. Let us look forward to some constructive, sane and economical plan of meeting this situation.

Conclusion

The year just passed has been one of promise for the future. We believe that there is an increased interest among our teachers and pupils, and our people, in the better things of school and community life. It seems to me that there are many high lights of the year. I shall mention only a few, for the reason that the activities of our respective schools are set forth in the reports of the principals of these schools.

1. In our high school a great interest has been aroused in matters of intellectual, as well as in athletics and other extra school activities. The dramatic club staged the most successful play in its history. The proceeds were used in part to promote an interest in declamation, a public contest being held for the first time. The debating team won the championship of its division. An honor roll plan was put into effect, which has furnished a great incentive to excellence in scholarship. In the field of sports our football team were the contenders for the State championship, which is no mean honor for a small high school. Also, the girls' hockey team won seven out of eight contests.

2. Our Park Elementary School has carried through a fine program of project work, objective and intelligence testing. A flourishing Mothers' Club has been organized in this school.

3. The pupils and teachers of the Washington School have worked out a plan for the development of service ideals. The pupils take pleasure in remembering the children of the Home for Crippled Children on Violet Day, also other unfortunates at Thanksgiving and Christmas time. This school is also encouraging good reading habits by maintaining a library. The work of the Safety Patrol is of a high order. Good citizenship is the aim here.

4. During the past year a most efficient departmental plan, embracing grades 5 to 7, was put into effect in the Lincoln School. This is Nutley's first successful tryout of departmental work in these grades. An evening study hall for the older children was introduced during the year with great success.

5. Both the Spring Garden and Yantacaw Schools are fortunate in having real live Parent-Teacher Associations. In the former two successful Spring festivals have been held. More than \$700.00 has been raised for the support of a school library. In Yantacaw a Mardi Gras was held in the Spring and a fine sum realized for the work of the Parent-Teacher Association.

6. The boys of the Church Street School, working with their instructors, built a frame addition to that building, 30 by 30 feet and one story in height. The foundation is of cement. All cement, carpenter and electrical work was done by the group. This is one of the best illustrations possible of what prevocational work should be.

The Supervising Principal wishes to express his great appreciation of the loyalty and efficiency of his associates—the teachers and principals of our schools, and the Board of Education. He wishes also to express his appreciation of the community at large. The sympathy and good will of our people has made hard work a pleasure.

Respectfully submitted

Paul R. Radcliffe.

Report of the Principal

Junior and Senior High School

The following report presents a summary of the activities of Nutley High School for the school year just ended.

In contrast to a year ago last Fall, the opening of school in September was not marked by any appreciable readjustment of classes or pupils. This was due to two factors: the increase in enrollment was about as had been forecast, and a complete schedule was ready to be put into operation. At the middle of the year, a class of forty-three pupils was promoted to the ninth year without any appreciable difficulty.

The idea of having a list of honor pupils for each report period and also at the end of each semester can be considered now to be an established custom. We have gone a step further with this idea by rewarding certain honor pupils with a silver or gold "N" when they have made high scholastic standings. We have spent approximately thirty dollars (\$30.00) for this purpose, and, because of the interest shown by our student body, we consider this to be a valuable incentive to better scholastic work.

The Miller and Otis Group Tests were given to the pupils of grades nine to twelve during the school year. When school re-opens in the Fall, the results will be ready for distribution to the teachers. There is no doubt but that the data obtained from these tests, combined with those from the Terman Group Test given last year, will be of distinct help to the faculty in dealing with class-room problems.

Tardiness and early dismissal from school still remain as serious problems. We have entirely too many cases of both kinds. In an endeavor to reduce them, two contests were carried on during the year, one in each school. In each case, the class having the best record at the end of a semester was rewarded by having its numerals placed on a bar above the attendance banners which now hang in our auditorium. These banners, which are made of silk in our school colors, are very beautiful. Competition has been very keen among some of the classes, and we hope next year to spread that spirit throughout the school.

The extra-curricula activities of our school have been very successful this year. The dramatic society, "The Jesters," has enrolled 106 pupils, more than any other society or club. Besides a one-act farce given in October, programs were given before the school in observance of Armistice Day and Christmas. This society is responsible for the success of our annual Declamation Contest. Approximately eighty pupils took part in the preliminary contests. The number was finally reduced to five girls and four boys. The final contest was held on January 12, in the Town Hall. Constance Cotter and Morton Smith received first prizes of ten-dollar gold pieces, and Rosalie Hill and John Mutch were given five-dollar gold pieces for second place. The presentations were made at the Commencement Exercises. On February 8 and 9, "The Jesters" presented the annual school play, "The Wrong Mr. Wright," in our auditorium. Two hundred and ten dollars was realized. This money was used to purchase the attendance banners and honor-pupil pins previously mentioned, to defray the expenses of the Declamation Contest, and to purchase six chairs and a table for use on the platform of our auditorium. A final program was given on the evening of June 1 which eighty pupils and a number of parents attended. We owe a very great deal to this live organization and to its faculty advisor, Mrs. Stanford, who has done so much to make "The Jesters" function so successfully in the life of our school.

Our school magazine, "The Attic," has completed another successful year. Approximately eighty dollars (\$80.00) has been added to the balance of eighty-three dollars (\$83.00) which was on hand at the opening of school last Fall. The Newark Sunday Call began the custom this year of having each high school in Essex County in turn make up a page for this paper. Our high school was represented by a very creditable page due to the efforts of "The Attic" staff, and of Miss Kirk, faculty advisor. We can be proud of the fact that our school paper compares so favorably with those of other high schools.

The Peankay Club has completed a very active year. Twenty commercial pupils were members. Eleven meetings

were held and three speakers from the business world addressed the members during the year. This is the second year for this club. It fills a real need in our school, due to the splendid efforts of Mrs. Hawkins, its faculty advisor.

Nutley High School came into its own this year in debating. Belleville, Kearny, Rutherford and Nutley composed our league. In the first round, Kearny defeated Rutherford, and Nutley won from Belleville. In the final debate, Nutley was victorious over Kearny. Both decisions were almost unanimous. As a consequence, great interest has been aroused in this activity. It is proposed to organize a speakers club next year. Mr. Grossnickle, who has been so successful in this field, wants to guide this activity. It will undoubtedly prove to be a distinct benefit to those pupils who become members, and to the school as a whole.

On the whole, athletics have been very successful this year. No one needs to be reminded of the remarkable record made by the football team. Our share of the receipts for the championship game with Rutherford amounted to \$2484.14. Of this amount, \$1500.00 has been placed in a savings account. The girls' hockey team won every game with one exception. The boys' basket ball team did not do so poorly when it is recalled that we never had a floor on which to practice during the season. The baseball team played through the hardest schedule ever undertaken and won seventy-five per cent of its games. Miss Nichols and Mr. Stanford are to be congratulated upon the excellent showing of their teams.

A Spanish Club, "El Ateneo," was organized in February, under the direction of Miss Morgan. Six meetings were held at which times programs in Spanish were given, consisting of plays, games, and songs. This club is affiliated with the Instituto de las Espanas. A bronze medal awarded by this institute for the best essay in Spanish was awarded to Agnes Woodruff.

The present graduating class continued the custom inaugurated last year of holding Class Day Exercises. This class is having a large trophy case made as its parting gift to the school. In addition, they have presented us with an

enlarged class picture to be hung in a corridor of the school. Of the forty-four graduates, eighteen intend going on to some higher school next year. Raymond Pfaehler was awarded the Rennselaer Polytechnic Institute Medal for the highest rank in science and mathematics. The Reformed Church Men's Association cups were awarded to Edith Wood and Herbert Murren.

The four "Attic" prizes, three given by the Woman's Club, and one by our Supervising Principal, were won by John Dobbs, Doris Wolfe, Edith Wood, and Spencer Wildey.

I take pleasure in reporting at this time that a complete report is given in the June issue of the State "Education Bulletin" of the study made during the past year of the causes of pupils' failures in our high school. I believe that this study has been worth the effort and that the follow-up work with parents has brought them to a greater realization of their responsibilities toward their children and the school.

A greater effort was made this year to get men and women from outside the school to address our pupils. The list of speakers with their topics follows:

William H. Mitchell,	"Young People I Have Employed"
Livingston Barbour,	"Christmas Carol"
Professor Barnitz,	"Schools in Far-Away Lands"
Mary Kathryn North,	"Three One-Act Plays"
Dr. W. Fletcher Johnson,	"Americanism"
L. C. Wilsey,	"Business Value of an Education"
Edith Hurley,	"Nursing as a Profession"
Elisabeth Cutting,	"The Making of a Magazine"
Archibald Sharp,	"The Making of a Radio Cord"
G. M. Lattimer,	"Opportunities in Business for High School Graduates"
Henry W. Goodrich,	"The Value of Clear Speech"
William H. Mitchell	"Steel"

Program by G. A. R. Veterans

We are indebted to them for the time and effort they spent in presenting subjects of interest to our pupils.

What I have written is intended to present the major activities during the past year. Although plans for next year are definitely taking shape, it hardly seems advisable to record them until they have been accomplished. Sufficient to say, teachers and principal are looking forward to the accomplishment of greater things in the future. I realize that whatever has been done thus far is due very largely to the constant co-operation and help on your part, and on the part of our teachers.

Respectfully submitted,
G. G. Mankey

The commencement exercises were held on Thursday evening, June 21, in the Methodist Church. There were forty-four graduates, whose names are listed below.

Graduates

Ruth F. Ackerman, William Allen Caldwell, David A. Chenoweth, Dora D. Chernin, Sam B. Ciccone, Beulah Mae Conkling, Jane W. Dahlberg, John Montgomery Dobbs, Martha Frances Fairbrother, Frances Eleanor Ferrara, Thomas Milton Graham, Marie Helen Hartman, Frances Estelle Harvest, Katharine Sutphin Hatch, Margaret B. Hattersley, Helen Hicks, William Paul Hurley, Jr., Alice Beatty Inness, James Laurence Jenkins, Helen Marie Kelly, Frank W. Kirkleski, Edna Marie Lentini, Vincent X. McCabe, Ralph W. McClintock, Jr., Arthur J. Macaluso, Irving J. Mack, William S. Marr, Helene M. E. Matt, Frank Osgood Muni, Herbert J. Murren, John Mutch, Raymond A. Pfaehler, Isabel A. Philip, Adelaide Claire Reade, Isabel Eva Redmond, Alice P. Romney, Karl Royce, Edwin W. Scott, Harry A. Sentner, Sidney Smith, John J. Speary, Elizabeth D. Williams, Edith Lee Wood, Ethel Roe Wood.

HONORS—Honors in any field of work are granted for exceptionally high scholarship.

Science—Raymond Pfaehler, John Mutch.

English—Ethel Wood, Raymond Pfaehler.

Mathematics—Raymond Pfaehler, John Mutch.

Commercial—Helene Matt.

The following program was presented:

ProcessionalSchool Orchestra
 "Priest's March from Athalia"—Mendelssohn

InvocationRev. A. E. Chenoweth

EssayRaymond Pfaehler (Faculty Representative)
 "Mathematical Representations"

EssayHelene Matt
 "Shakespeare's Fame in the History of Literature"

SongSenior Girls
 "Happy Birds"—Holst

EssayHelene Matt
 "Folk Music in America"

CantataSenior Class and Chorus
 "Columbus"—Homer

OrationJohn Mutch (Class Representative)
 "Patriotism"

Announcement of PrizesG. G. Mankey, Principal

SongClass OdeClass
 Lyrics—John Dobbs
 Music—Vincent McCabe

Presentation of Class of 1923Paul R. Radcliffe, Supt.

Presentation of DiplomasMrs. A. R. Proal
 Member of Board of Education

SongAudience
 "America"

Report of the Principal

Park Elementary School

The main efforts of the Park Elementary School teachers for the year 1922-23 have been directed toward two particular problems: the first, the securing of the best kind of co-operation between parent, teacher and pupil; the second, the study of the best methods of instruction from a psychological and a pedagogical viewpoint.

As a result of the efforts of teachers and principal, the Mothers' and Teachers' Club of Park Elementary School has been formally organized. The purpose of this organization, as stated in its constitution, is to secure intelligent co-operation between home and school.

Seven interesting meetings were held during the year 1922-23. The central thought of each meeting was stated in the program as follows:

October 1922—Discussion of promoting thrift by means of starting a school bank. (A questionnaire sent to all parents by the principal resulted in a unanimous vote of approval for the starting of some form of school bank. Projects in the individual classrooms on thrift brought about such a sustained interest in the thrift problem that all pupils are looking forward to the new school year when some banking system will be installed.)

November, 1922—Report from representatives of all other school organizations in Nutley concerning work of their respective associations.

January, 1923—Discussion and report by principal on health condition of pupils. The film, "The Priceless Gift of Health," secured from the State Department, was shown to mothers and teachers.

March, 1923—The work of the Nutley social clinics, and especially that of the prospective dental clinic, was outlined by Mrs. Emil Diebitsch. The topic, "The Care of Teeth of School Child," was discussed by Mrs. Persch. A two-reel film, "Teeth, the Foundation of Health," was shown.

May, 1923—An evening meeting was held to which the fathers were especially invited. Vocal solos were given by Mrs. Jessie Hebert and Mrs. Nell Wing. A play by Constance Mackay, particularly suited to the occasion, was given by pupils of the grades. An address, "What the Schools Have Done for America," by Rev. George Mooney completed the program.

June, 1923—At this meeting plans were outlined for next school year. These include special plans on part of officers and executive committee to visit every parent in the new district. Certain mothers will take certain streets. In this way the entire district will be canvassed.

Afternoon classes for mothers who need and wish further school work were suggested. A nursery room will be set aside and special provisions made for caring for younger children.

A "better baby contest" was suggested.

A more detailed study of the child of pre-school age was suggested by the principal. The age from two to four is being spoken of as "the neglected age." Until the child is about two years old he demands most of his mother's time. From two on he learns to care for himself and the mother's attention is directed to the "new baby." So until he enters the kindergarten the child is neglected. A scientific study of this age has been made in England and has resulted in the establishment of what is known as the pre-kindergarten or nursery school.

Many ways and means to aid the school in a financial way have also been suggested.

In spite of the fact that teachers' meetings could not begin until four-thirty, many group meetings were held. Together with individual conferences and general meetings, a study of the following topics was made:

I. The writing of lesson plans.

- (a) Types of lessons.
- (b) Kinds of plans.

- (c) Necessity of plans.
- (d) Conclusions.

II. Study of penmanship in Park Elementary School.

- (a) Comparison of sets of papers from each grade.
- (b) Study of principles of learning involved in handwriting.
- (c) Principles agreed upon.
 - 1. "We learn to do what we do". Thorndike.
 - 2. Necessity of finding a model.
 - (a) Thorndike, Ayres, Freeman scales.
 - (b) Teacher's writing.
 - (c) Moving pictures slowed down.
 - 3. Putting the learner through a re-action does not assist in forming correct habits.
 - 4. See that learner does not make irrelevant connections.
- (d) Conclusion. Need of a system in Nutley which emphasizes form in the lower grades; which provides for good position; which encourages and develops free movement as soon as child is ready for it.

III. Special study in grades 1, 2, 3 and 4 of pamphlet, "The Psychology of Reading and Spelling, with Special Reference to Disability", by Dr. Arthur J. Gates of Teachers College. Four sets of phonic tests were given individually to each pupil of first four grades by principal. Report of this study is being prepared as special remedial measure in disability of reading and spelling.

IV. Testing of kindergarten group by individual and group tests, to prove the reliability of these tests in respect to teacher's judgment in classifying pupils into groups of relative rank.

Park Kindergarten

Pupils																				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Rank in Score																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Rank in Teacher's Judgment																				
1	4	2	7	6	3	12	8	5	10	9	11	13	14	17	15	20	18	19	16	21

Resulting correlation computed by "rank difference method" is .902.

Correlations for kindergartens of other schools in Nutley are as follows:

Yantacaw	A. M.	.426
Washington	A. M.	.8516
Washington	P. M.	.7847
Lincoln	A. M.	.9548
Lincoln	P. M.	.618
Spring Garden	A. M.	.9269
Spring Garden	P. M.	.78

V. Books read and discussed by Park Elementary teachers:

The Measurement of Intelligence—Terman
 Psychology of Arithmetic—Thorndike
 New Methods in Arithmetic—Thorndike
 Speaking and Writing English—Sheridan
 The Psychology of Reading and Spelling—Gates
 The Project Method—Kilpatrick
 Supervision and Improvement of Teaching—Burton
 The Elementary School Curriculum—Bonser
 Every Teacher's Problems—Stark
 The Seven Ages of Childhood—Cabot
 A School Master in the Great City—Angelo Patri

To the above problems and to all other routine problems of school administration the Park Elementary teachers have given their hearty co-operation.

Respectfully submitted,

Ann A. Troy

Report of the Principal Yantacaw School

It gives me great pleasure to submit to you the following report of Yantacaw School for the year 1922-23.

September sixth, school was started with one class on part time. Several children were transferred from Yantacaw to Spring Garden, thus helping to relieve the congestion in two grades. The February census showed 306 in nine classes, which increased to 315 in June, with 353 children having been enrolled during the year. With the removal of the seventh grade to Park School, all classes will be on full time in September.

The year's enrollment of 353 shows that seventeen children had been enrolled in other schools of the State before coming to Yantacaw, 108 children were residents of the Kingsland Park section with Passaic Avenue, Kingsland Road and Washington Avenue as boundary lines. Forty-six of these children were representatives of families entering this section for the first time this year.

Thirteen pupils received perfect attendance certificates, having been neither absent nor tardy from September 6 to June 22nd. During the year our attendance was marred by an epidemic of contagious diseases. The report stands as follows:

Measles	85	Quarantined.....	10
Whooping Cough.....	33	Quarantined.....	2
Mumps	2	Quarantined.....	1
Chicken Pox.....	3	Quarantined.....	0
Scarlet Fever.....	1	Quarantined.....	0

The Yantacaw Parent-Teacher Association has been a great benefactor in the life of the school this year. The enrollment has now grown to about 180 members. Through the efforts of the Association, a gas attachment was placed in the building by the Board of Education, and the teachers' room and kitchen have been furnished very comfortably. To create a fund for the Association, a Mardi Gras was held in the school on Saturday, May 12th. This event served to heighten the co-operative spirit shown by the parents in Yantacaw School. The Athletic Committee of the Association aided in the success of the Nutley Schools Athletic Meet held on May 25th, when Yantacaw again won the Howe cup.

At this time, I desire to express my sincerest appreciation of the fine co-operative spirit and professional attitude of the Yantacaw teachers. Not only is this group represented by 100 % in the New Jersey Teachers' Association, but also in the Nutley Teacher's Association.

Respectfully submitted,

Blanche Dumas Grossnickle.

Report of the Principal

Washington School

The following is a report of the work and activities of the Washington School for the year ending June, 1923.

In spite of the fact that we have been working with eight part time classes (280 children), we feel that the year's work has been well done, and the children are prepared for broader work next year. The best evidence of the success of work is the pleasure and interest shown by both pupils and teachers, and we all feel that this year has been a very happy and successful one. Seven pupils have gained a half year.

We have tried this year to create a desire for reading for pleasure, so that our pupils might develop a reading habit. Instead of bringing a group of pupils to the school building evenings, we have encouraged reading at home. Much interest is centered around our little library of 300 volumes donated by generous friends of the school. Books were exchanged on Wednesday of each week. About one hundred books were taken weekly. One of the part time teachers took charge of the library. Wednesday became a very popular day. Unlike the literature reading, pupils were not required to report on books. They read for the joy of reading. Judging from the number of books taken, it has been very successful.

We have given much attention to regular attendance. It is important that children form habits of regularity, and punctuality in their school life. Forty-eight children have had perfect attendance for the year. Our percent of atten-

dance was 93. Our tardiness is higher than usual, due to the part time classes. 8.30 seems to be early on a cold morning.

The general health of the school has been good. We have had very few cases of contagious diseases. Much attention has been placed on the physical side, believing as we do, that this side is the most important side of education. We have tried to instill in the pupils habits of right living, personal appearance, health foods, etc. This necessitated many visits to the homes for bettering conditions where possible.

The following helped along this line:

Weighing and measuring.

Milk to under-nourished children.

Inspection every morning.

Dental clinic.

Health plays.

Health slides from State Museum.

Health posters.

Talk on "Care of Children" by Miss Burnes, Superintendent of Baby Hospital, Newark. This talk was given under the auspices of the Parent-Teacher Association.

Mrs. Persch our school nurse, has co-operated with us in this work.

We have begun to realize more and more the necessity of teaching children habits of safety. The idea of safety has changed from a passive state to a compelling force. Situated as Washington School is, with so many dangers around it, the question, "What can we do to safeguard our children?" comes to us often, and we have tried to teach habits of safety and to bring our best efforts to bear on the teaching of accident prevention in order to eliminate unnecessary accidents. The boys' patrol has helped greatly in this work.

"Education Week" and "Go-to-School Week" were observed. Emphasis was placed on one important subject each day. We had a number of visitors.

A miniature school was taught before a Parent-Teacher meeting. During one of the evening meetings, teachers gave a demonstration of classroom work. Parents were shown the method in teaching children to read and what steps are involved in teaching numbers, music and health. A paper on project method was read and an illustration of project work was given on the sand tables in the classrooms.

"All work and no play makes Jack a dull boy."

To place the child in happy relationship with others, making him self-reliant and social, is an important development. With this in view, the following activities were given:

Hallowe'en party, with all the joys of "dressing up."

A Christmas party.

Valentine party (valentines being made in drawing classes).

May Day picnic and walks to enjoy nature.

Bird clubs formed to teach love of birds, and their habits.

Kite contest on campus. Kites were made in the work shop.

The aim of the following was to give the children the spirit of helpful service and to develop character:

Usual Thanksgiving offering for the unfortunate. The response was gratifying.

Crippled and motherless children remembered at Christmas with toys and candy.

Valentines made and sent to poor sick children in hospitals.

"Violet Day." Violets were sent to the Home for Crippled Children in Newark. Four girls were chosen to take them and report back to classes the reception of the violets.

The patriotic side of the child was developed by the following:

Public exercises for our national holidays.

Patriotic plays given.

Special exercises for Civil War Veterans' visit.

Parade by lower classes for Decoration Day. Children dressed in national colors and carrying flag.

Arbor Day parade around campus honoring our Navy tree and Army tree and saluting the flag.

Sum of \$15.85 donated to the Jefferson fund.

\$13.25 worth of poppies were sold for care of soldiers.

We have tried through the year to make the school a happy place for the children, so that they might feel the influence. It is only when we are happy that we do our best work. We have tried to develop an all-around child, keeping in mind his physical, moral and mental side, so that he may learn to live in the broadest sense.

Much credit is due the teachers for their untiring efforts and co-operation.

Respectfully submitted,
Susan F. Lockhart



Report of the Principal

Lincoln School

This past year has been full of new ventures for Lincoln School, and as the year closes we look back upon the successful working out of what in the beginning was hopeful experiment.

We feel that the plan of departmental work in the higher grades of our school has been most advantageous for several reasons. One of the chief of these is that each teacher was permitted to choose from the eleven subjects taught during the week in the higher grades, the first, second or third subject that she preferred to teach. This means that so far as interest is concerned the departmental teachers have been much more happy in their work than they would have been with a regular grade. Interest breeds efficiency and the instruction has been much better on that account. No teacher can prepare ten or a dozen lessons for each succeeding day, but a teacher who instructs in one or two subjects only soon becomes expert both in breadth of knowledge of those subjects and in method of presentation.

Since each lesson period is of the same length, no lesson may be slighted, while the teacher emphasizes those which she prefers to teach.

The shifting of classes brings several teachers in contact with all the higher grade pupils, thus creating an atmosphere of wider interest and friendly relations.

Not least among the advantages in the departmental system is the fact that the troublesome pupil is passed on to another teacher, after half an hour, and that through the passing and changing of subjects, together with the contact with a teacher of a different personality, the pupil returns to his first classroom with his nonsense or his surliness gone entirely.

This past year we have had seven classes in all, from grade 5B to 7A, on departmental work. Next year, with the seventh grades transferred to the junior high school, we plan to include the two fourth grades, with the fifth and sixth, in our departmental group.

Another experiment during the year was the evening study hall. Several of our teachers think this is the most valuable privilege that we have given to the Lincoln School boys and girls.

For sixteen weeks, beginning in December and ending about the first of April, we provided a clean, warm, light, wholesome place where the older boys and girls could come to read or study. This was done by turning one of the large basement courts into a big reading or work room on Monday and Wednesday nights from seven till nine o'clock. All materials needed for doing home work were laid out where the pupils could help themselves, but they brought their own textbooks with them. In addition to these materials, they were furnished two long tablesful of story books, magazines and reference books. Maps were hung on the wall, a globe was brought to the room, and pictures of current interest were placed upon the bulletin board. For the last half hour of the evening we provided dominoes, checkers, geographic games and sometimes this last period was spent in chorus singing. Two teachers and the principal were present each evening, the teachers alternating so that no teacher needed to be present more than twice during a month.

We began with an attendance of forty and toward the end of the season it averaged over one hundred. The closing night there were nearly a hundred and fifty present. Besides pupils from our own fourth, fifth, sixth and seventh grades, among our regular attendants there were pupils from all of the other elementary schools except Yantacaw, several high school pupils, three or four of our neighbors from Belleville and a large number of older boys and girls from the community who had left school to go to work.

Our efforts to bring the parents into the school have been rewarded by a response far beyond our expectations. During "Visit-the-Schools Week", when we had the pupils present for two hours of school work in the evening, our halls and classrooms were filled with interested fathers and mothers. Our Christmas entertainment prepared by the teachers of the kindergarten and first three grades,

taxed the capacity of one of our big basement rooms, although an admission fee was charged and we had provided seats for three hundred people. The Lincoln Hallowe'en party has become a neighborhood affair, a large number of the mothers coming out to enjoy our festivities. Some of the lower grades have given parties to which the mothers have been invited. One of these, which was especially successful in bringing out a large number of the mothers, was a pretty valentine party given by the 1A pupils of Miss Delaney's and Miss Fitch's grades.

Our motion pictures have been a distinct feature in our get-together plan. The afternoon pictures have been selected with a particular view to their fitness for little children. In the evening several clean pictures of interest to older boys and girls and adults have been shown. It has been our custom at the close of the show to permit dancing until eleven o'clock. The younger set have taken advantage of this, while the older people from seats around the room have looked on with enjoyment until the gong sounded for dispersal.

Although we took our idea of a school festival from some of the other schools, we worked it out on an entirely different plan. Our aim was not to make money but to bring the community to the school for a good time. We did both. Everything which we sold we bought at wholesale or quantity rates and sold at an average of less than two cents' profit on each article, and yet when our bills were all paid we had a fund left of nearly two hundred dollars.

In this as in all our activities the older pupils, under direction, made most of the preparation for the entertainment. They helped prepare the tags, made and put up the decorations, blew up the balloons and fastened them to sticks which they had brought in from the woods, prepared the rooms when we found it best to hold the festival inside, set up the booths and shooting galleries, put out the articles for display, took charge of the sale of tags, and entrance money for the dancing exhibition, assisted the teachers in charge of the booths, and relieved them from time to time

to give them a chance to mingle with the crowds. It was their festival and they made a success of it. Nearly a thousand people attended. The best representation from any family was a group of father, mother and seven children from one Polish household.

A very delightful part of our entertainment was an exhibition of esthetic dancing by Miss Latimer's dancing class. Through Miss Latimer's interest in the school we have been able to give the little girls an hour's lesson in esthetic dancing for the nominal sum of ten cents. Miss Anna Becker has assisted by playing the piano while Miss Latimer instructed. That our children took up this work readily was shown by the delightful entertainment which they furnished on the day of our festival.

During "Boys' Week" the boys took charge of the school for a day. They took over the management of the building, the discipline of the classes, and the instruction in all grades from the fourth grade up. The pupils chose the principal and assistant principal for the day, and also the boy most competent to take charge of each recitation. In all about fifty boys taught during one or two recitations, having prepared the lesson with the aid of the teacher the previous day. The acting principal surprised the teachers with a fire drill, and called a meeting of the boy-teachers at the close of school to talk over their difficulties. The whole affair was conducted with dignity and seriousness.

The motion picture machine which we purchased for the school on the thirtieth of January at a cost of three hundred and fifty-one dollars is all paid for, and we have a substantial amount in the treasury to start us in next year.

Our plan is to turn back into the school for the direct benefit of the children all moneys raised through the co-operation of pupils and parents. With this in mind we are looking forward to several new projects next year which will enrich the lives of our boys and girls by giving them opportunities which many of them can have only through the largess of the school.

Respectfully submitted,

Alice J. Bickers

Report of the Principal

Spring Garden School

The following is a brief report of some of the activities of Spring Garden School for the year 1922-23. They are largely a continuation of our previous activities in a further state of development.

Spring Garden School is the smallest school in Nutley, aside from Church Street School, having had an enrollment of 298 pupils, and using eight classrooms. This has made it possible for pupils, teachers and principal to be in close contact with each other, and have a better understanding of each other's problems.

As before, health has been greatly emphasized. Lessons on proper food, well-balanced meals, sleep, exercise, clothing and general habits have served to good purpose. Children have been encouraged to drink milk during the morning recess and an average of 125 children have taken it every day. That this has been worth while is indicated by their increases in weight and strength and better attitude toward studies. Miss Lindeburg, our school nurse, has done excellent work in the general care of the pupils' health, making many inspections and giving much advice which has been followed up at home and proved invaluable to the child. The number of contagious diseases has been small, although there have been many absences for other reasons. Our children have been encouraged in outdoor activities. They entered Field Day events and although they did not come out leaders, they showed good spirit, and "played the game."

Throughout the year effort has been made to have programs which are a delight to the children and also serve as development for poise and expression. The kindergarten room was utilized for this purpose, and also the lawn around the flag pole. There have been entertainments with moving pictures and stereopticon slides, making use of the dark curtains provided by the Board of Education for this purpose.

The same united effort as in past years on the part of the teachers has helped the school to maintain its high rec-

ord of efficiency in the regular work. Three pupils have skipped a grade, and there are ten failures reported in the classes.

One of the outstanding organizations of the school is the Parent-Teacher Association. It held five splendid meetings this year, all well attended, besides holding a lawn party. This idea they inaugurated last year when they had their first party and raised \$355, which has been spent for books for the school library. Worth-while books have been bought and fine magazines subscribed to, so that the library is an established factor in the school life and even first and second grade children ask permission to go down and read. These books are not taken out by the pupils. The town library provides grades 3 to 7 with twelve books each month which are circulated among the pupils. This year the profits at the lawn party were increased to \$384.11, part of which sum is to be used to make more comfortable and attractive the teachers' room.

For three years now the Association has presented books to the pupils in the school who have maintained a record for perfect attendance during the year. This June, nineteen books were presented. Several of the pupils have three of these books in their possession, and they are very proud of them.

In May, four of the boys who played the drum well led the pupils to Park School for demonstration exercises. Excellent marching and order were maintained all along the way. At intervals, the pupils halted and five buglers performed and added interest to the occasion. It may be possible in the near future to have a group of boys who can do this regularly. It is a great incentive for good marching.

"Spring Garden Spirit" has always been a strong factor in the discipline and development of character. Loyalty and right conduct are the standards. This appeal to a high ideal creates a motive that increases year by year, as the pupil advances through the grades. The school patrol, consisting of pupils in the higher grades, helps a great deal in the management of the school.

The largest factor in the excellence of the school's work, discipline and spirit is the teachers. The entire group has shown a devotion to work, a regard for the best interests of the boys and girls, a hearty and genuine spirit of co-operation and a loyalty to the principal that is gratifying. The principal is greatly indebted to them for their splendid work.

Respectfully submitted

Eva Philip Miller



Report of the Department of Medical Inspection and Attendance

The following is a resume of the work accomplished by the Medical Inspection Department for the year ending June 1923.

During the first part of the year the health of the children was good, but during March, April, May and June an increase of measles and scarlet fever necessitated additional precaution and investigation.

Physical examinations were made to the number of 2,156, and the parents duly notified of the defects of their children. Monthly examinations of the children were made by the nurses for pediculosis and general uncleanness. These were followed by home visits in cases where it was necessary to have these faults corrected.

Besides the usual medical work, this department handled the truancy. Many unexplained absences were investigated and the proper disposition of these cases made.

General Summary of Work Done

Number of visits to advise and treat in homes.....	720
Children taken to hospitals and dispensary with permission of parents	62

Exceptional cases that obtained treatment through efforts of the nurses:

Number of operations for adenoids and tonsils	12
Number of orthopedic cases.....	5
Treatment for ear trouble, glands, etc.	9
Treatment for defective eyes and glasses fitted.....	14
Preventive treatment for tuberculosis	3
Dental treatment, clinic	94
Dental treatment, family dentist	78

Truancy cases:

Visits to homes	386
Parents served with papers	56
Court cases	23
Total number of home calls including truancy	1106

Contagious diseases:

Scarlet fever	39	Quarantined	42
Diphtheria	12	Quarantined	11
Measles	148	Quarantined	42
Chicken pox	50	Quarantined	15
Scabies	8	Quarantined	0
Mumps	6	Quarantined	3
Whooping cough	3	Quarantined	4

Number of physical examinations made	2156
Number of pupils not examined	542
Per cent of enrollment examined	78

Laura S. Persch

Respectfully submitted,

Ruth Lindeburg

A. F. Jackson, M. D.

Nurse Attendance Officers

Medical Inspector

REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION

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 30th, 1923, as shown by the books of the Board.

July 1, 1922 Balance\$ 2,669.81

RECEIPTS 1922-23

State and County Funds	53,397.95	
District Tax	226,146.21	
Railroad Tax	16,423.11	
State Aid for Manual Training	4,922.31	
Sale of Bonds or Notes to erect, enlarge remodel, furnish and equip	376,649.00	
Total		\$677,538.58

MISCELLANEOUS RECEIPTS

Interest on Deposits	\$ 4,859.83	
Sale of Books	7.20	
Defacement of Property	174.27	
Tuition Fees	644.50	
Refunds	26.06	
Telephone Tolls	56.81	
Return Premiums Fire Insurance	28.54	
Sale of Materials, Manual and Industrial Training Class	325.85	
Total		6,123.11

Grand Total of Receipts during Year and Balance on hand at beginning of year		\$686,331.50
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EXPENDITURES

Salaries, Superintendent, Principals and Teachers	\$182,722.16	
Salaries, Janitors, Engineers and Firemen..	12,758.59	
Wages other employees (Maintenance of School Plant and Grounds)	2,187.05	
Fuel	8,418.54	
Transportation of Pupils	1,840.64	
Expenses, Superintendent, Principals, and Supervisors Offices	2,747.52	
Text Books	5,437.55	
Supplies and Other Expenses of Instruction	5,187.92	
Apparatus (Maps, Charts, Globes, Type-writers, Chem. Lab. Equipment, etc.)	1,302.57	
Janitor Supplies	1,317.29	
Light, Water, Power	1,820.14	
Medical Inspection, Salaries and Supplies..	3,700.30	
Board of Education and Business Office..	3,478.70	
Insurance Premiums	6,423.36	
Lectures and Recreations	1,420.06	
Library Books, Magazines, Etc.	312.96	
Telephone Service	410.93	
Incidental Expense (Mostly Cartage)	666.48	\$242,152.76
Material and Supplies for Manual and Industrial Training	1,758.58	
Repairs and Replacements	385.92	
New Equipment	457.00	2,601.50
Bonds Redeemed	7,350.00	
Notes Redeemed	77,500.00	
Payments to Sinking Fund	5,446.21	
Interest on Notes and Bonds.....	18,964.22	109,260.43
Ordinary Repairs (Current Upkeep)	7,884.81	
Repairs and Replacements, Furn. & Equip.	2,750.48	10,635.29
Purchase of Land	32,000.00	
Erecting and Enlarging School Buildings..	191,887.80	
New Furniture and Equipment	146.25	224,034.05
TOTAL EXPENDITURE 1922-23		588,684.03
Balance on hand June 30, 1923		97,647.47
		\$686,331.50

Respectfully submitted,
Colin Linn, Secretary.