

Nutley's Elementary Schools

A BRIEF REVIEW

BULLETIN NO. THREE

JAN.—FEB.—1924-25

NUTLEY PUBLIC SCHOOLS

NUTLEY, N. J.



Contents of This Issue

The Elementary Schools

I. Statistics

- (a) Enrollment by buildings
- (b) Enrollment by grades
- (c) Enrollment by ages
- (d) Age-grade table
- (e) Racial distribution

II. The Courses of Study in brief

III. Provisions for exceptional children

IV. Pupil failures

V. School attendance

VI. Extra-curricular activities

VII. The schools and our community life

VIII. Buildings and equipment

IX. A look into the future

The Foreword

Bulletin No. 3 deals with our Elementary Schools only. We have tried to give the citizens of Nutley a very brief survey of this part of our school organization. A complete treatment would require many more pages than it seems wise or economical to print. Many questions may arise in the mind of the reader. If these questions give rise to constructive criticism, we shall feel that the work necessary in the preparation of this bulletin will have been worth while.

Kindergarten, Grades 1 to 6 Inclusive Statistics

Table I. Enrollment by buildings. Total for half year ending January 30, 1925.

Park Elementary	748
Yantacaw	301
Washington	516
Lincoln	626
Spring Garden	292
Total.....	2483

Table II. Enrollment by Grades

Kindergarten	292
First Grade	459
Second Grade	367
Third Grade	368
Fourth Grade	376
Fifth Grade	318
Sixth Grade	272
Ungraded	31
Total.....	2483

Table III. Enrollment by Ages (as of Sept. 1, 1924)

Four years old	77	Eleven years old	252
Five years old	260	Twelve years old	165
Six years old	335	Thirteen years old	86
Seven years old	336	Fourteen years old	39
Eight years old	330	Fifteen years old	10
Nine years old	295	Sixteen years old	2
Ten years old	296		
		Total.....	2483

Racial Distribution

Table IV. Classification

	<ol style="list-style-type: none"> 1. American 2. Italian 3. Slavic 4. Other Foreign 5. Negro 					
	Class	Class	Class	Class	Class	Total
	1	2	3	4	5	
Park Elementary	316	217	97	85	33	748
Yantacaw	260	2	10	28	1	301
Washington	192	277	22	22	3	516
Lincoln	180	294	113	26	13	626
Spring Garden	250	9	7	26	0	292
	1189	799	249	189	50	2483

Age-Grade Table

Ages as of September 1, 1924

Explanation of table. The following table is constructed on a so-called age-grade basis, that is to say, the normal grade age of a child has an upper and a lower limit as follows:

Kindergarten, normal age, from	4	years.	9	mos.	to	6	yrs.	3	mos.
First Grade	"	"	"	5	"	9	"	"	7
Second	"	"	"	6	"	9	"	"	8
Third	"	"	"	7	"	9	"	"	9
Fourth	"	"	"	8	"	9	"	"	10
Fifth	"	"	"	9	"	9	"	"	11
Sixth	"	"	"	10	"	9	"	"	12

If a child is older than the age limit of his grade, he is called an over-age child. If he is younger than the lower age limit, he is called an under-age child.

A study of the Nutley children in the Kindergarten and grades 1 to 6 inclusive shows the following to be true:

	Kd'n.	1	2	3	4	5	6
Normal age .....	.681	.629	.532	.455	.378	.383	.264
Over-age .....	.046	.208	.289	.323	.415	.472	.571
Underage .....	.273	.163	.179	.222	.207	.145	.165
Percentage—	100	100	100	100	100	100	100

To say that a child is older than he ought to be for his grade does not mean always that he is mentally slow. Many factors enter into a child's promotion rate. Attention is called to the following so far as our Nutley children are concerned:

1. Many of our pupils were deprived of a full day of school from the beginning of their school life until September, 1923. They have not yet been able to recover from this handicap.

2. Physical handicaps such as adenoids, enlarged tonsils, bad teeth, bad eyes, poor hearing, prolonged illness or quarantine prevented some from making their regular grades.

3. Frequent change of residence is against normal school progress.

4. Poor attendance due to indifference on the part of the child or parent.

5. Real mental handicaps. In many cases mental handicaps may be overcome in large part by a strenuous application to the task at hand. Close application sometimes compensates for a meagre mental equipment.

Organization of Elementary Schools

- I. The Kindergarten
- II. Grades 1-6 inclusive
- III. Ungraded Opportunity Classes

NOTE—All of our Elementary Schools are organized on the traditional basis of one teacher to a room, except Lincoln School, whose 4th, 5th and 6th grades are organized on a departmental basis.

The Kindergarten

The general aims of the kindergarten are as follows:

- 1. To encourage and lead the child to interpret his natural interest in home and community.
- 2. To develop good social habits.
- 3. To create and encourage a real interest in music, art and literature.
- 4. To develop an English vocabulary.
- 5. Sense training.

These aims are developed each day by the following general activities:

- A. Free and directed work and play with the materials of the kindergarten.
- B. Music; singing, drill in pitch, and listening to musical selections.
- C. Rhythms, interpreting music through physical activity.
- D. Games, development of physical control and skill.
- E. Language and social life through the free morning talks with children and teacher.
- F. Literature; poems, stories, Mother Goose rhymes.

The Courses of Study

These are given in a condensed form.

English—Grades 1-6

The English work of the elementary schools consists of spelling, reading, grammar and composition.

Spelling

Text Book: "The Essentials of Spelling," by Suzzallo, also lists of words derived from the daily needs of the child. In Grades 4 to 6 much attention is given to dictionary work, syllabication, placing of accents, use and meaning of words.

Reading

The Aldine and the Winston readers are the basal readers for Grades 1, 2 and 3. Many supplementary books are read. Phonics are also emphasized in the first three grades. In Grades 4, 5 and 6 much attention is paid to silent reading. The aims in these grades are:—the love for good literature and the development of power in thinking. Many readers are used:—Winston series, New Barnes series, Heidi, Robin Hood, Wonder Book, Old Greek Stories, Stories of Great Americans, and others. Some supplementary outside reading is required.

Oral English, Grammar and Composition

NOTE—All oral English is based on the child's experiences as far as possible.

Grade I—Conversational periods, story telling, dramatization, poems.

Grade II. Conversational periods, story telling, poems memorized, simple sentence dictation, stories from pictures, dramatization.

Grade III.—Much attention to oral expression, capitalization, punctuation, dictation, picture appreciation, poetry, the development of sentence and paragraph sense, the use of the hyphen, correct usage, (e. g. to, two, too; do, did, done).

Grade IV—Oral and written composition, description, reproduction of the fable and story, development of an outline, letter writing, punctuation, contractions, the quotation, common errors of speech.

Grade V.—Simple declarative and interrogative sentences, the noun, number, possessives, the apostrophe, the modifier, the verb, correct usage of words, narration, outline making, letter writing.

Grade VI—Oral and written composition, the sentence, the parts of speech, the analysis of sentences, declination of pronouns, verbs.

History

NOTE: The study of American heroes is pursued by all elementary grades leading up to the observance of patriotic holidays.

Grades I and II—Fitting memorial exercises for all National holidays, history stories.

Grade III.—Study of primitive man, the Indian.

Grade IV.—Life of the Dutch people, life of our early settlers.

Grade V.—Discoverers, explorers, colonists, the National period. Text Book—Hodgson's "First Book in American History," Books I and II.

Grade VI.—European background of American History. Text Book, "Introductory American History," Bourne & Benton.

Hygiene

Grades I to IV.—The teaching of health habits. Forming a health code.

Grade V.—Emergencies, safety, prevention of accidents and treatment for the same.

Grade VI.—Community or Civic Hygiene.

Penmanship

The Houston method of teaching penmanship is followed. The aim is to secure good form and then reasonable speed.

Physical Training

The work in physical training is done by the classroom teachers under the supervision of the head of the Physical Training Department. In the first three grades, story plays are learned with instruction in marching and elementary setting-up exercises. In Grades 4, 5 and 6, drill in marching and formal setting-up exercises, also a variety of games.

Cooking, Sewing and Manual Training

The boys of Grade 6 are required to take manual training at least eighty minutes per week. This work is done in the Old Church Street School.

Cooking and sewing are taught to the girls of Grade 6. This work is done in the Park Elementary School.

Geography

Grades I and II.—Nature study, rain, snow, winds, clouds. Correlation with English instruction.

Grade III.—Plant, animal and human life.

Grade IV.—How people work and live. A brief treatment of the earth as a whole, North America as a whole, the United States.

Grade V.—The physical features of North America, the United States, Canada, Newfoundland, Greenland, Mexico, Central America, West Indies, South America, Europe, Asia, Africa, Australia.

NOTE—The above countries are not studied critically in this grade. The aim is to give a world view in anticipation of the work of the following grades.

Grade VI.—A detailed study of the United States and countries north of the United States.

Arithmetic

NOTE—The following Course of Study was submitted by the State Department of Education recently. It is printed in full.

MINIMUM ACHIEVEMENTS

GRADE ONE

Major aim: To develop the idea of number sense in the mind of the pupil.

NOTE—Number facts are to be taught with objects. Drill by means of games and other children's activities is essential. Emphasize the difference in magnitude of numbers and objects.

1. Ability to count to 100 by 1's.
2. Ability to count to 20 by 2's, 5's and 10's.
3. Ability to read figures to 20.
4. Ability to write figures to 20. (Teach to make figures plainly.)
5. Ability to add combinations of two figures whose sums do not exceed eight (8).

Types:	0	0	1	1	2	2	2	3	3	
	0	1	0	2	1	2	3	2	3	etc.
	—	—	—	—	—	—	—	—	—	

OPTIONAL WORK FOR GRADE ONE

1. Ability to divide groups of things containing not more than twelve (12) objects into groups of 2's.
2. Develop a concept of $\frac{1}{2}$ of common things, as $\frac{1}{2}$ an apple.
3. Develop simple measures, as:

12 inches=1 foot	5 cents =a nickel
12 things=1 dozen	10 cents =a dime
	2 nickels=a dime

GRADE TWO

Major aim: To teach to add and subtract automatically the combinations whose sums do not exceed eighteen (18).

NOTE: Drill by means of games and other children's activities. The order of teaching the following topics need not be adhered to.

The teacher should be the judge of when to continue to develop or when to review topics. But all the topics are to be taught in each grade as specified.

1. Ascertain by review what the pupil knows, and supply any needs before taking up the work of this grade.

2. Continue counting to 30 by 2's.

3. Continue counting to 100 by 5's and 10's.

4. Ability to read any figure of two digits; as, 12, 18, 20, 24, 38, 87, etc.

5. Ability to read Roman numerals as are needed in school activities; for instance, chapter headings, or time of day, etc.

6. Ability to write any figure of two digits; as, 14, 16, 24, 32, 60, 89, etc. (Teach to make figures plainly. Teach neatness in all written work.)

7. Ability to add the combinations of two figures whose sums do not exceed eighteen (18), as:

0	5	5	6	7	9
5	0	6	5	6	9
—	—	—	—	—	—

8. Shortly after the addition facts are known teach the corresponding subtraction facts:

5	6	8	9	9
0	4	7	8	9
—	—	—	—	—

etc.

(Do not teach addition and subtraction of number facts at the same time. Teach addition first, then after the pupils know the addition facts, teach subtraction.)

9. Ability to add columns of figures two digits wide, the sums of each column to be less than ten (10), as:

11	11	12	13
12	12	21	42
13	10	13	14
10	13	41	20
—	13	—	—
—	—	—	—

etc.

10. Ability to subtract figures two digits wide, each digit in the minuend to be greater than the corresponding digit in the subtrahend, as:

22	32	44	54	69	78	89
11	10	22	43	54	64	56
—	—	—	—	—	—	—

11. Ability to divide groups of objects containing not more than twenty-four (24) into groups of 2's.

12. Measures as needed in the activities of pupils, as inches, feet, pint, U. S. money, etc.

13. Drill, using interesting games and devices, until the number facts become automatic.

GRADE THREE

Major aim: The multiplication tables through ten (10).
Teach to carry in addition, and to borrow in subtraction.

NOTE: Continue to drill by using interesting games and devices.

1. Ascertain by review what the pupils know, and supply any needs before taking up the work of this grade.

2. Ability to read and write numbers into thousands, as the number work requires. (It is good teaching to drill on larger numbers as the occasion demands).

3. Continue to teach to read Roman numerals as the activities of the children require them.

4. Drill on the number facts already taught until they become automatic.

5. Ability to add columns of three digits wide, composed of two, three and four addends:

236	342	231	671
485	891	448	802
<hr/>	624	876	396
	<hr/>	542	285
		<hr/>	<hr/>

etc.

Teach carrying in addition.

6. Ability to subtract numbers three digits wide, as:

654	864	601	482
234	208	524	190
<hr/>	<hr/>	<hr/>	<hr/>

etc.

Teach borrowing in subtraction.

7. Teach the multiplication tables of 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's and 10's.

8. After the pupil knows the tables of multiplication teach division of the corresponding combinations of the multiplication tables.

9. Ability to know and understand the signs of the fundamental processes, as: $+$ $-$ \times \div $=$.

10. Begin to establish the habit of checking for correct answers. In addition, teach to add from top to bottom of the column, and check the answer by adding from the bottom to the top of the column. In subtraction teach to check the answer by adding the subtrahend to the difference, which should equal the minuend.

11. Teach such measures and weights in the form of tables as come within the experiences of the pupils.

12. Apply number in many one step problems as:

- (a) Mary has 3 large dolls and 5 small dolls. How many dolls has she in all?
- (b) A boy has 26 blue marbles, 48 red marbles, 52 yellow marbles and 74 purple marbles. How many marbles has he in all?
- (c) The boys in a spelling contest made 57 points. The girls made 89 points. Which won? By how many points?
- (d) If one yard of cloth costs 9 cents how much will 7 yards cost?
- (e) A father divided 36 cents equally among his 4 children. How much did each one receive?

Optional work for grade three—a few easy two-step problems, as:

John was given 8 cents by an aunt, 4 cents by his sister, and his father gave him 9 cents. He spent 10 cents for a toy. How much money had he left?

13. Ability to find $1\frac{1}{2}$, $1\frac{1}{3}$, $1\frac{1}{4}$, $1\frac{1}{5}$, $1\frac{1}{6}$, $1\frac{1}{7}$, $1\frac{1}{8}$, $1\frac{1}{9}$ and $1\frac{1}{10}$ of numbers within the content of the tables and without remainders, as:

$$\begin{array}{r} 2 \overline{)8} \quad 3 \overline{)9} \quad 4 \overline{)12} \quad 8 \overline{)56} \quad 9 \overline{)81} \end{array}$$

14. Spend more time working without a pencil than you do with pencil.

15. Test frequently for results, and supply the needs of pupils.

GRADE FOUR

Major aim: To develop the ability to work accurately and speedily long division.

NOTE: Continue to drill. Aim for accuracy and speed with the number facts.

1. Ascertain by review what the pupils know, and supply any needs before taking up new work.

2. Ability to read and write numbers to 100,000.

3. Ability to add accurately and rapidly column addition four digits wide, and composed of six addends, as:

2468	8426	6438	2384
7153	3418	8216	9876
9842	6785	7656	5402
1048	1094	2091	1384
8264	5406	5028	2068
3897	3907	8902	7954

Emphasize the process of carrying while adding columns.

4. Subtraction of numbers. Do not use figures with more than six digits in the minuend, as:

124	4208	84012	280432	674087
56	3429	57693	195765	86598
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Emphasize the process of borrowing while subtracting.

5. Ability to multiply numbers of three digits in the multiplicand, and two digits in the multiplier, as:

124	248	891	605	784
56	34	27	48	90
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

Teach to check for correct answer in multiplication. If the multiplier is used as a divisor, the product as the dividend, the quotient will equal the multiplicand.

6. Continue drilling for accuracy and speed, using all the processes learned.

7. Ability to know $1\frac{1}{2}$, $1\frac{1}{3}$, $1\frac{1}{4}$, $1\frac{1}{5}$, $1\frac{1}{6}$, $1\frac{1}{7}$, $1\frac{1}{8}$, $1\frac{1}{9}$, and $1\frac{1}{10}$ of all numbers within the content of the multiplication tables, with remainders, as:

$2\overline{)7}$	$3\overline{)10}$	$4\overline{)18}$	$7\overline{)36}$	etc.
------------------	-------------------	-------------------	-------------------	------

8. Teach long division. The maximum divisors to contain not more than three digits, and use such dividends that the quotient will not contain more than three digits, as:

$214\overline{)90522}$	$401\overline{)249422}$	$74\overline{)65194}$	$876\overline{)39420}$
------------------------	-------------------------	-----------------------	------------------------

Teach the pupils to check for correct quotient. Multiplying the quotient by the divisor, and adding any remainder, the results will equal the dividend. Require this checking process with approximately one-half the assigned problems.

9. Multiplication and division of United States money.

10. Teach the tables of liquid and dry measure, and the table of time, and such other measures as come within the experiences of the pupil.

11. Apply the fundamental processes to oral and written one step problems. A few easy two step problems may be assigned.

12. Continue to develop the habit of checking for correct results.

13. Test frequently for results, and supply the needs of pupils.

14. Drill with all operations and processes for accuracy and speed. All the fundamental number work should become reflex.

GRADE FIVE

Major aim: Introduction of fractions and decimal fractions. Renewed emphasis upon long division.

NOTE—At the end of this school year, many pupils are forced by economic necessity from school. Each teacher should aim to develop a body of content which the pupil will understand so that it may be applied to life situations. Again, the content should become reflex.

1. Review the work of the previous grades.
2. Continue to drill with whole numbers, for accuracy and speed with the fundamental processes.
3. Continue reading and writing of numbers to 1,000,000, and larger if necessary to accomplish the work of the school or to meet the life needs of the pupils. Even the reading and writing of billions is common in daily life.
4. Continue to work with Roman numerals. Teach the method of building up to larger denominations. Lay especial emphasis upon L, C, D, and M.
5. Teach short division as a short process, and encourage its use.
6. Fractions: Ability to add, subtract, multiply and divide fractions.
7. Ability to apply the step of multiplication and division to whole numbers, mixed numbers and fractions.
8. Ability to apply the fundamental processes of fractions to problems within the experience of the pupils, as:
 - (a) How many feet of fence required to enclose a yard which is $42\frac{1}{2}$ feet long and $26\frac{3}{4}$ feet wide?
 - (b) Two boys start out to walk to their camp $8\frac{1}{2}$ miles away. After they have walked $5\frac{1}{4}$ miles, how much of the distance remains?
 - (c) If an automobile can travel at the rate of a mile in $2\frac{1}{2}$ minutes, how long will it take to travel ten miles?
 - (d) How many pieces $\frac{7}{8}$ foot long can be cut from a board that is 14 feet in length?

9. Decimal fractions:

- (a) To read and write through tens, hundredths and thousandths, as:

.8, .06, .018, 8.1, 16.02, 8.001.

- (b) Ability to add, subtract, multiply and divide decimals, as:

Add: 24.6	Subtract: 8964.	Multiply: 384.26
182.01	408.08	87.9
98.87		
1024.005		
6.04		

Divide: 8.07)19.368

- (c) The work of decimal fractions to be limited to thousandths.

10. Measures: Ability to know, understand and apply to problems avoirdupois weight, linear measure, and square measure, through square yard.

11. Drill to make the work accurate, rapid and automatic.

12. Pupils should be taught to approximate answers. before solving the problems.

13. Develop ability to solve problems mentally.

14. Test for results.

A good teacher's pledge: While I am teaching to secure accuracy and speed, I will not hamper my pupils by introducing thought processes; and while I am teaching thought processes, I will not hamper my pupils with problems for accuracy and speed.

GRADE SIX

Major aim: Introduction of percentage.

NOTE: Many pupils have discontinued school from economic necessity. The children who remain are likely to continue on in school. With these, your responsibility becomes greater than ever. They must understand and comprehend the content of the subject. They must master the whole subject of arithmetic thoroughly.

1. Use the first few minutes of the recitation period for drill, aiming to secure accuracy and speed of the fundamental processes. It is suggested that you vary your procedure. One day, drill on a fundamental process, such as addition of whole numbers; the next day drill on subtraction of whole numbers; another day, the addition of simple fractions; and so on throughout the year.

2. Review frequently topics already covered by the previous grades.

3. Lay especial emphasis upon a review of fractions.

4. Complete decimal fractions.

(a) Change fractions to decimals.

(b) Change decimals to fractions.

5. Familiarize the pupils with bills, accounts and receipts.

6. Measures: Continue the work of square measure. Take up cubic measures, which should include cubic inches, cubic feet and the cubic yard. Also, any other measures that are needed in the activities of pupils. Teach to reduce to higher and lower terms. Limit reduction to higher and lower terms to three denominations, as:

Reduce to square inches the following: 12 sq. yd., 6 sq. ft., 4 sq. in. Review the work of the previous grades.

7. Ability to use the aliquot parts of \$1.00 and 100 in number work, as $12\frac{1}{2}$ is $\frac{1}{8}$ of \$1.00; $12\frac{1}{2}$ is $\frac{1}{8}$ of 100.

8. Begin percentage. Develop its meaning and its relation to other processes of arithmetic. Ability to understand common fractions, decimal fractions and their per cent equivalents, as:

$$\frac{1}{2} = 50-100 \text{ or } .50 = 50\%.$$

9. Problems in percentage:

- (a) To find a given per cent of a number, as: A man who is 60 years old has a son 50% of his age. How old is the son?
- (b) To find what per cent one number is of another, as: A house that costs \$6,000 rents for \$540.00 What per cent of the cost is the rent?
- (c) To find a number when a per cent of it is given, as: The interest on a sum of money is \$120. The rate was 6%. Find the sum of money on interest.

10. Ability to draw to scale.

11. Drill to make the work accurate, rapid and auto-

12. Develop ability to work computations mentally.

13. Test for results.

NOTE: Read the good teacher's pledge at the end of the outline of minimum requirements of grade five.

Fine and Industrial Arts

Fine and Industrial Art instruction trains the hand and mind of the child to function together; awakens an appreciation of the beautiful, and of color harmonies in dress and home decoration; informs the child of the struggle of primitive man to obtain food, clothing, shelter and transportation; leads to a knowledge of our industries of today which are necessary to his welfare and to the welfare of communities; and develops ability for, and pleasure in creative, artistic activities.

Music

Vocal music: In the first three grades, much emphasis is placed on the elimination of monotones and a considerable amount of individual work is done to give the child a correct sense of pitch. Reading is begun very simply in Grade 1A, gradually increasing in difficulty so that at the end of Grade 3A, a child should be able to sing at sight with

words, a song adapted to his grade. At the end of the sixth grade, children should know:

1. Name of lines and spaces on staff
2. How to find "do" from any signature
3. Name of keys
4. All theory concerning chromatic tones and uses of the five chromatic characters
5. Rythms most frequently used in common and compound time and theory concerning them.

Part singing is emphasized; also much sight singing. About twenty-five patriotic and standard songs are learned which furnish material for assembly singing.

Instrumental music: Toy bands, orchestras, one drum-corps and a class in violin instruction have been started in the elementary schools. Much of this work is done in after school hours. This type of work increases the ability of the child to play his own instrument, teaches co-operation with others and develops a sense of rythm.

Provision for Exceptional Children both below and above Grade

In each of the elementary schools are found two groups of children who do not fit into the normal group of the public school classes. One of these is the group of the exceptionally bright pupils. Owing to the fact that this group is decidedly in the minority and that the public schools tend to favor the middle or normal class of pupils, no special classes have been provided for these pupils. However, it is the aim of the schools to give to each child what that child requires insofar as the school is able. In the large schools where there may be two or more classes of the same grade, the children may be graded according to mentality and scholarship. The same course of study will be given to all classes of the same grade but to the brightest will be given a broader outlook and enriched material as soon as the class is ready for it. Thus each class receives what it needs. If there are two divisions in a room, often times a child in the lower division may be able to recite with both classes, thus acquiring the work of two divisions.

Suggestions as to a broader course are often made to parents of the bright child so that though the child may remain in the normal group, he may receive what is valuable to him.

The other group is that of backward children. Children who are retarded one-half or one year are not rated

as backward. The causes of retardation may be due to illness or tardiness in entering school. In the lower grades, particularly, teachers, may give special aid to this group during the period after the usual dismissal. Children failing after receiving this help usually repeat the work of the grade.

Some pupils, though mentally retarded, do very good handwork. The law of New Jersey requires that if there are eight such retarded pupils in any school, a special class must be provided to train them in handwork and as much academic work as they can grasp. Nutley has two of these special classes with fifteen in each class, in which pupils are taught handwork as well as academic subjects. The handwork offered in these special classes is of a pre-vocational nature.

Pupil Failures

Why do pupils fail of promotion?

We have been making a study for some time of the reasons for pupil failure. The following report will give a general idea of the problem.

I. Reasons for failure: from a study of eighty-eight (88) failures in one school for the first half year ending January 30, 1925.

- A. Age of pupils for grades
 - 1. Over-age 47
 - 2. Normal age 30
 - 3. Under-age 11

NOTE—See age grade limits under Age-Grade table.

- B. Nationality
 - 1. Foreign parents 74
 - 2. American born 14
- C. Comparison with Stanford Achievement Test, Jan. 1924
 - 1. From nine months to two years, retarded..... 53
 - 2. From two years to four years, retarded..... 10
 - 3. First grades not tested..... 25
- D. Causes as reported by teachers:
 - 1. Absence, due to illness..... 21
 - 2. Immature 3
 - 3. Lack of effort 5
 - 4. Inability, due to either low mentality, or lack of comprehension of the English language 59

II. Reasons in general as reported by the respective elementary school principals:

- A. Poor attendance for various reasons.
- B. Lack of use of English in the home.
- C. Lack of educative stimuli, such as books, maps, family conversations and discussions.
- D. Lack of application, due in part to undiscovered physical conditions.
- E. Poor instruction at some stage of progress.
- F. Lack of mentality.

NOTE—The problem of failures is a very difficult one to solve. It is our aim to reduce failures to at least 7 or 8%. We have nearly reached that ambition at the present time.

School Attendance

The question: Why did we have only 93.7% attendance during the school year 1923-24?

NOTE—This is a very high percentage of attendance in comparison with the State record. We feel, however, that in a town with good sidewalks and open streets, our attendance should reach nearly 97 or 98%.

I. Report of attendance officer for one month, in which he made 90 visits.

A. Illness of pupils	45	cases
B. Illness in the family	12	"
C. Absent from home	9	"
D. Poor shoes	8	"
E. Boy or girl looking after younger children in the absence of mother	8	"
F. Late getting up	4	"
G. Truant	4	"

II. To the above may be added, reasons as given by principals and teachers of the respective schools:

- A. Absent on account of visits to out of town dentists and doctors.
- B. Older pupils often absent to serve as interpreters for parents in business matters.
- C. Parents of pupils in lower grades frequently do not understand the value of regular attendance.
- D. In the Lincoln School section the poor condition of the streets and sidewalks has lowered the attendance record, especially in stormy weather.

III. What is the effect on Nutley of absence from school on part of pupils?

- A. As a rule, the child loses more than he can regain. Retardation sometimes begins in irregular attendance. Pupil habits of attending to business regularly and punctually are fixed very early in life. We do not expect that our successful business men in the future will come from the class of careless boys and girls of today.

- B. Loss of State money. Every day's attendance brings into the school treasury of Nutley about 10c from the State apportionment. This means that if a child is absent ten days, our school district loses \$1.00. If there is a total of 1,000 days' absence during the year, we will lose \$100. Every dollar we lose must be made up in additional taxes. Does it pay?

IV. Why are pupils sometimes tardy? The following reasons are reported by teachers, principals and parents:

- A. Clocks wrong. This condition could easily be corrected by attention to the correct time.
- B. Pupils are sent on errands in the morning. These errands could easily be planned in out of school time.
- C. Illness of mother.
- D. Bad walking and weather conditions.
- E. Pupils wait for friends and playmates and lose time on way to school.
- F. Children have difficulty in waking up in the morning due to retiring late.
- G. General indifference on the part of some parents and children.
- H. Inability on the part of some parents and pupils to appreciate the fact that punctuality is a habit of good living.

Extra Curricular Activities

It is sometimes said that the soul of the school is in its extra-curricular activities. Such activities are those that make school life a bright spot to our children. In order to have children do what they ought to do in the way of academic studies, it is very necessary to encourage them to do some of the things that they like to do. For this reason, our extra school activities are given some attention on the part of those who conduct our schools. The following activities are encouraged in all of our schools:

- A. Observation of patriotic and other holidays.
- B. Patrol organizations to help in the care of smaller children.
- C. Assembly exercises at which various classes give parts of school work.
- D. Boys' week observed. During this week the older children are permitted to take over some of the duties usually performed by teachers and principals. Of course this is done under the supervision of those who are in authority.
- E. Supplementary work in required reading and book reports.
- F. Formation of Health, Thrift and Citizenship Clubs.

- G. Milk for children who especially need it and hot cocoa for kindergarten children in extremely cold weather.
- H. Distribution of tooth paste given by Colgate and other Companies, and the sale of tooth brushes to encourage the care of teeth.
- I. Nutrition work done by teachers and nurses to bring underweight children to better health habits.
- J. The encouragement of thrift. When the pupil has saved a dollar he may open a Provident account in one of the town banks.
- K. Out of school violin classes and orchestras. This work is encouraged by the supervisors of music and finds a ready response on the part of pupils.
- L. Speakers, entertainers, and educational pictures.

The Schools and Our Community Life

We are realizing more and more the desirability of bringing the school and home into closer sympathetic relationship. The right development of a child is more certain and the need of discipline lessened if parent and teacher co-operate intelligently. Nutley is fortunate in having such organizations as Mothers' Clubs and Parent-Teacher Associations, where problems of school interest are discussed and where parents and teachers meet on common ground to get better acquainted. The aims of these organizations are to interest the parents in the schools in a tangible way. They have supplemented the work of our teachers in some instances by furnishing extra equipment, such as books and pictures. This is real helpful service to our schools.

An endeavor is made to establish, in the pupils, habits of community service and thoughtfulness of others. Donations of money, food and clothing are sent each year to the Social Service Bureau at Thanksgiving and Christmas time. The schools co-operate in the Social Service ideals whenever it is possible. Some of the schools send donations of toys, money and flowers to various institutions for children; such as, Blind Babies Home and the Crippled Children's Home. It is our belief that such training should be a part of the education of every child.

To give the pupils the largest possible opportunity to develop self-reliance and to place them in a happy relation-

ship with those in the training for good citizenship, the following activities are encouraged and promoted:

Fife and Drum Corps,
Boy and Girl Scouts,
School Patrols,
Motion Pictures,
Evening Study-Hall and Games,
Evening Reading Club.

Each school works out its problem in its own way. The Lawn Fete at Spring Garden School and the Mardi-Gras at Yantacaw and a School Festival or Community Get-Together at Lincoln have become yearly affairs. The aim of these activities is to make a closer contact between the community and the schools and to heighten a co-operative spirit.

Two of our schools, Park and Lincoln, have an evening session each year, at which time the parents may see what a regular school day is like, the aim being to give parents who work during the day a chance to see the real work of the schools. These sessions have been very successful. Another plan that is followed is to take groups of children before the respective parent-teacher association to demonstrate methods of teaching.

Buildings and Equipment

The pupils of our elementary schools are housed in five buildings conveniently located. If each school is used as a centre and a half mile radius drawn, it is found that the circles overlap each other in such a way as to indicate that the buildings are properly located if we consider the convenience of the children attending. At the present time all of our elementary schools are run on full time sessions.

Our buildings are surrounded by ample playgrounds. We consider that these grounds are our greatest school asset. They afford an opportunity for out-of-door recreation during the larger part of the year. We have some playground equipment such as swings, chin-bars, and chain ladders, but we do not feel that any out-door equipment can take the place of the games and contests that make up such a large part of our work in physical training.

A Look Into the Future

Many of America's educators are studying seriously the growth of the so-called platoon or duplicate school. Many of our cities both large and small have committed themselves entirely to this new form of organization. A platoon or duplicate school is one organized in such a way as to use all of the buildings all of the time. It is necessary to have an auditorium and a gymnasium in each building organized on the platoon plan. Certain rooms are devoted to such special subjects as music, drawing, geography and hygiene. The auditorium and gymnasium are in use constantly by as many classes as it may be convenient or wise to put into them. There is no unused space and no lost motion. Any school building equipped for such an organization can accommodate about 33 1-3% more children than can be accommodated in the same building under the older type of organization. Furthermore, the platoon school offers more time for the tool subjects; English, writing, penmanship, spelling and arithmetic than the old plan. Shall we not look forward to this most economical and efficient type of organization in our elementary schools?

PAUL R. RADCLIFFE, *Superintendent*

ANN A. TROY, *Principal Park Elementary School*

BLANCHE GROSSNICKLE, *Principal Yantacaw School*

SUSAN F. LOCKHART, *Principal Washington School*

ALICE J. BICKERS, *Principal Lincoln School*

EVA PHILIP MILLER, *Principal Spring Garden School*

