

The Non-Academic Studies

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NUTLEY PUBLIC SCHOOLS

NUTLEY, N. J.



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MECHANICAL DRAWING

Grades 7-12

The study of mechanical drawing should be looked upon in the same light as the study of languages.

Language is defined as the expression of thought. Every educated person in the present day wishes to be able to express himself readily and easily, to convey his thoughts so accurately that they cannot be misunderstood, and to be able to understand the exact meaning expressed by another person. It is for this reason that the extended study of English is made. We must read literature and practice composition in order to become thoroughly familiar with the language.

If one should attempt to describe in words the appearance and details of a locomotive, automobile or viaduct, he would find it not only difficult but in most cases impossible. Here another language must be used, which is the universal graphic language of drawing. In order to describe a new automobile, a written description would have to be very long, and even then, might be misunderstood. A picture would serve the purpose better, although a picture would not show the exact method of construction and would give only the external appearance without telling what was inside. It would be impossible to construct an automobile either from a word description or a picture. Some other description must be found since the pictorial methods of drawing are not suitable for constructive work.

However, another form of description has been developed by which the exact shape of every detail may be defined accurately and quickly. This form of description deals with different views of an object arranged according to a definite system, with lines and figures, added to tell the sizes. This is called Mechanical Drawing, and it forms so important a part of all industrial and mechanical work that it is called the "language of industry."

The study of mechanical drawing not only gives one the ability to express thoughts hitherto impossible but develops the constructive imagination and the habit of exact thinking.

Few things are more important to the workman and business man than a working knowledge of the universal language of industry. In the past many difficulties have been placed in the path of the student who desired to master this language. Pedagogical methods were not used for

instruction in drafting practice; custom controlled the instruction methods.

Earnest attempts are now being made to apply pedagogic principles to instruction in the most important subject related to the trades and industries.

The aims of Mechanical Drawing are:

1. To develop the power of visualization.
2. To strengthen the constructive imagination.
3. To train in exactness of thought.
4. To teach how to read and write the language of the industries.
5. To give modern commercial practice in making working drawings.
6. To insist upon the making of neat, legible letters and figures as an aid to neat drawings.
7. To teach use of instruments in making neat, simple drawings in ink on paper, tracing paper, or tracing cloth, the making of first class tracings, and the taking of blue prints from these tracings.

Procedure

Margin lines are placed on the paper, title plate spaced in its proper place, drawing sheet divided into as many equal parts as problems to be drawn.

After problems have been assigned and proper amount of class instruction given, the student begins work of developing the project.

Whenever it is possible lay-out sheets are referred to as these might suggest the method of procedure, and also furnish an object lesson in the form of carefully executed work which is always before the student. The proper use of the lay-out and reference sheets will do much, it is believed, towards creating self-reliance, personal effort and exertion on the part of the student.

Having completed the drawing in pencil, it is submitted for constructive criticism and correction. The mistakes having been corrected, the drawing is finished in ink and again submitted for final criticism before being filed.

Accomplishments

The accomplishments of the year's work in the Seventh Grade have been to teach the fundamental principles, planning and spacing, lettering, conventional representations and measurements.

In the Eighth Grade the work has consisted of the following: lettering, knowledge in the use of drawing instruments, working drawings, dimensioning, drawing to various scales, isometric drawings, ink tracing and blue prints.

In the Ninth, Tenth, Eleventh and Twelfth Grades during the past year, work has been assigned to the individual student which met with his past experience in mechanical drawing and the work completed in mathematics. The various assignments have been: working drawings, geometrical problems, orthographic projections, intersection and development of surfaces, conic sections, isometric and oblique projection, sections of various objects, detail and assembly drawings, technic of the finished drawing, advertisements, stencils, machine drawing and architectural design. Ink tracings and blue prints are made by the students from their original work of the above mentioned problems.

VORIS A. LINKER, Teacher.

ART AND INDUSTRIAL ART

Grades 1-6

Fifty years ago the State of Massachusetts passed a law requiring that Art Instruction be given to all children in the State. You will ask why these hard-headed, close, economical Yankees, representing the State, came to such a decision.

Massachusetts was a poor State. It had no fertile fields, no mines, no natural resources. It was entirely dependent upon the industries of the State for the support of its people. A demand must be created for her manufactured material.

At that time, France was becoming rich from her industries. The demand in the United States for French merchandise far exceeded the demand for goods manufactured in Massachusetts. So these astute Yankees sent a delegation to France to study the reason for her success in industry. They found that French manufacturers gave serious consideration to the line, color and decoration of their products. The resultant beauty appealed to the buyer and created the great demand for things made in France. Hence the prosperity.

These Yankees then sought the reason that the French possessed the creative ability to produce things of such exceptional beauty. They found that from an early date, France had given art instructions to all her citizens. All had an appreciation of the beautiful, and all had pride and ability in producing artistic things.

Massachusetts then imported the best French designers but realized they were of but temporary assistance. They saw that they must develop their own designers and must in addition educate those who would be the future purchasers of her industrial products.

So came the law requiring art education for all students.

Art Instruction Today

Many States now have a similar law and all students in high schools are required to take a two or three year course in Art. Many colleges require as a part of their entrance credits two years of Art Instruction in the High School. Unfortunately the limited conditions in the Public Schools of Nutley permit Art Instruction as a required subject only in Grades 1-6 of the Elementary Schools.

Art in Every Day Life

It is now a widely recognized fact that the Arts will add to the Industrial life of America till she will lead in industries as France has.

Our every day life is constantly dependent upon and influenced by the Industrial Arts. Every day we are choosing between the artistic and inartistic thing for our homes and personal use. The beauty and the resultant satisfaction and service of our clothing, wall-paper, furniture, rugs, dishes, glassware, hardware, fancy goods, books, toys, games, scientific and musical instruments, means of conveyance, landscape gardening, stage properties, etc., all depend upon the Arts and upon our ability to choose the correct thing for the correct place.

THE DEVELOPMENT OF EDUCATIONAL AIMS

The three "R's," Reading, 'Riting and 'Rithmetic were once the chief requirements of an education.

Today reading is taught only as a means for obtaining required information, not as an end to be achieved. The typewriter is used in every business house and machines, scales and printed tables have now been developed which perform all complicated problems of mathematics.

The new things in education are the things which leading educators and business men have thought through, things which are now deemed essential to the best development of the individual and the nation. It may be that the things considered fads twenty years ago are the fundamentals in education and that in another twenty years they will be so recognized.

THE OBJECT OF EDUCATION

The object of Education is to enable the individual to live a rich, full, happy life and render the best service with that life to the generation of which he is a part. To live well, he must serve well.

To be educated and live and serve well one must have:

- (a) Initiative in thinking;
- (b) Initiative in doing;
- (c) Curiosity in searching for materials to be of assistance in the accomplishment of what he is doing;
- (d) Originality.

People are educated by the things they think and do. How shall we get our children to think? Put before them a definite problem in which an interest has been previously awakened and let them work the thing through.

Art Instruction, correlated as it is with history, geography, language, literature, hygiene, etc., provides, in the school room, the means for just such problems, or, to use the modern term, projects.

To the general public twenty years ago Art Instruction simply meant the drawing or representation of forms and we often heard the stock phrase, "I am not artistic, I cannot even draw a straight line."

Today we do not place the emphasis upon careful delineation which is beyond the power of a young child. We seek to teach that beautiful things cannot only be drawn on paper in color and line but also, which is far more important for most of us, that they can be lived in the homes of the world, industries, dresses, streets, pictures and shop windows.

Because war has so increased the cost of living the question of lowering the cost of education by omitting the so-called "cultural" subjects has been discussed by a few tax-payers who are not familiar with the aims and course of study of the public school system.

Will you pay the cost of war by sacrificing the children of this generation and the next?

To be educated, our children must leave school with an understanding that the home is the foundation of civilization, that there is a relation between the income and the outgo, that efficiency in home-organization and a knowledge of home economics are the prime requisites of an educated man or woman.

Industrial Art instruction should not of necessity become elective after the sixth grade but should have a place in some of its phases on the program of every Junior and Senior high school pupil.

It has been said that "Education consists in what you have left after you have forgotten all you have learned." What remains? The ability to solve new tasks successfully and to happily adjust one's self without friction to changing conditions, either social, economical or industrial.

SOME OF THE THINGS THE NUTLEY PUBLIC SCHOOLS ARE DOING IN ART

Grades I-VI

Ninety minutes a week are devoted to the subject of Art. Art and Industrial Art instruction consists of various types of work but each type is so closely related to the other that one project may involve several phases of work.

The subject matter studied may be under the following divisions:

- (a) Industrial Arts
- (b) Construction work
- (c) Constructive illustration
- (d) Representation
- (e) Design
- (f) Costume Design
- (g) Interior Decoration
- (h) Landscape Gardening
- (i) Color

Industrial Arts

The study of industrial arts is concerned with the change in natural raw material as it is converted into objects of greater value and use. The course includes experiences of use and value in our daily living, as food, clothing,

shelter and furnishings, utensils, tools, records, machines and modes of transportation. We should know how to properly select and care for our clothes, something about their origin, spinning, weaving, dyeing, designing and making. By learning the tests for cotton, silk, wool and linen, one becomes a confident buyer. In selecting furniture, we consider the kinds of wood and its desirableness and whether its type will be of lasting value on account of the beauty of its line and proportion.

The pupils, assisted by prices in advertisements, by parents and their own experiences figure the cost of clothing of a child for a year or the cost of furnishing a simple room. Through the study of industries we hope to develop in the pupils the habit of carefully considering the economic value and the beauty of line in everything made or purchased. The subject matter is closely related to history, geography, literature and each subject helps the other. Pupils write to mills and factories for materials to assist in their projects and search their books and the library for information to bring to the class room. In solving these problems group work is introduced wherein the child realizes the value of people working together.

Construction work is carried on in connection with the industrial arts and holiday or seasonal needs. This includes the use of measurements and develops ability to use the ruler and compass.

Constructive Illustration is developed in sand table projects. In the lower grades it is connected with the literature, reading and number and the plan of Nutley; in the upper grades with history, geography and industrial arts. The mediums of paper cutting, crayon drawing and modeling are also used. Posters are made in connection with school activities, using knowledge of color combinations and the principles of composition.

Representation—The drawing, cutting and modeling of large, simple objects is taught to help visualize the facts of form, to cultivate observation and provide another medium for the expression of ideas in addition to the spoken language. In the fourth, fifth and sixth grades the perspective principles of the foreshortened cylindrical and rectangular objects are taught with some slight emphasis on technique. Simple lettering and cut block letters are used on posters.

Design begins with rhythmic repeats with the stroke of chalk or crayons, the laying of shapes in an orderly manner; then follows the division of spaces and the repetition of

shapes to form borders, wall-paper, rugs, etc., for the doll's house constructed in first grade. Cut paper motives and stencils for the decoration of constructive work follow the study and choice of good units of design. Units of design are made and printed to form surface coverings. Designs for cotton, silk, etc., are made in connection with the study of textiles. The principles of balance, rythm, harmony and symmetry are taught simply.

Costume Design is taught first in connection with the child's own clothing, emphasizing the care, cleanliness and neatness of wearing apparel, choice of materials and design for cotton, silk, etc., are made in connection with the study used. As his literature makes him familiar with the children of other lands he studies their costumes. The figures designed are used in illustrative posters. The finding of needed reference material is in itself a process of great educative value.

Interior Decoration gives the opportunity for the discussion of what constitutes good or bad wall-paper, furniture, rugs, curtains, etc.; the arrangement of rooms and color harmonies which may be used in sunny and dull rooms to produce the best effect. With the help of furniture catalogues, they figure the cost of furnishing a simple room. They are urged to visit beautiful displays of well furnished rooms and to bring to the class a description of the rooms.

Landscape Gardening opens the way for impressing the thought of more beautiful homes for Nutley; the care of the front yard, street and vegetable garden, the planting of shrubs and trees. It calls attention to the beautiful civic center and park of Nutley and the ability of the landscape artist who planned it.

Color Work includes the teaching of the primary and binary colors, three color values—light, medium and dark, tints and shades of normal colors, intensity of color and recognition of intermediate hues of color. Complementary, mono-chromatic and analogous color schemes are taught and this knowledge is applied in costume design, construction work and posters.

Picture Study—We are looking forward to the time when we may have a systematic course of picture study in the Nutley Public Schools. Pupils should be as familiar with the great permanent works of art and with the names of their creators as they are with the names of our great public men and the authors of their favorite books.

EMMA J. GAZAN, Teacher.

INDUSTRIAL AND FINE ARTS IN GRADES 7 TO 12

The art course in the Junior and Senior schools of Nutley is planned not only to obtain success with a very small percentage of pupils, namely, those with talent for art work, but to reach each pupil so that he will know the principals of art and be able to appreciate and produce beautiful color, beautiful design and beautiful form. A pupil expresses himself with pencil, paper, crayon or paints. He needs to have a reasonable amount of skill to carry out his ideas. He must learn to select and arrange colors and forms. He must learn to paint. He must learn first to see correctly and then put on paper correctly the things he sees. Our course aims to provide definite aids so that he may accomplish these ends and, with a little practice, express himself correctly and beautifully. We use art in some form each day. It is a joy if we know that we are using it correctly. No child should be deprived of such measure of beauty and happiness as the study of art might bring into his life so that he may know how to furnish his house, how to choose his clothing and how to arrange his business advertisements and posters.

The poster is one of our most practical and popular problems. The art department is called upon to produce posters for school activities such as sales of school products in the industrial art departments, school plays, and operettas. The poster occurs in our regular course also. Some of these posters are illustrated by a picture, while others carry their message through words alone. When beginners make posters, the paper cutting and pasting method is generally used because spacing and placing of words and picture is done by moving paper shapes around on the background until a satisfactory arrangement is obtained. The poster is the result of the best of a number of trials. By this method the result can be seen without actually doing the work and changes can be made without harm to the workmanship of the finished product. When experienced pupils make posters it is necessary for them to go through these same steps mentally. The posters are the results of the best number of plans formed in the mind or roughly sketched on paper. This is a more difficult problem. Color is the next important factor in the development of the poster. Color is the voice of the poster—the poster speaks with as much force as the color permits it—the pupil must know the carrying qualities of colors—that yellow and orange can be seen at a greater distance than blue and violet—also that people unconsciously react to colors—that yellow

and the colors containing yellow radiate cheer and brightness. A carrying quality is also obtained by using contrasting values—light colors and dark colors. With this knowledge the pupil is equipped to make a poster but most important of all he is equipped to judge and choose the good and bad posters used in the commercial world.

The designing of a costume is another problem which correlates with other phases of the pupils school and home life. Some classes make designs of dresses for a girl of their own age and ones that they are desirous of making in the sewing department. Some pupils make designs of historic costumes which they have studied about in their history classes, and others design fancy costumes that they might be in need of for a party, play or entertainment. The design of the dress includes style and color. It must be one for the individual. It must be one harmonious in color, material and line. Complexion and temperament determine color, stature determines the line or cut, and use determines the material to be represented. With this knowledge the pupil is equipped to design a costume but most important of all he is equipped to judge and choose the good and bad in dress designs.

The work in interior decoration is planned to teach the child to select intelligently and arrange furniture and accessories in a room so that the result will reflect comfort and good taste. Each side wall is a background against which furniture may be arranged to form a picture. When designing a wall the pupil chooses his own color, furniture and accessories. The finished product is an ideal arrangement. Ideal arrangements are not always possible in homes. For instance, a wall is a certain color. Furniture is on hand and has to be used, but a pleasing result may be obtained by using good arrangement. The rule to follow is: Good selection plus good arrangement equals a good product. Poor selection and good arrangement equals a bad product. The object of this work is to equip the pupil so that he is able to arrange a room to be restful, attractive and in good taste.

The work produced in the course called applied design is varied. It means the decorating or making more attractive an object of utility. The work has been carried on in various materials; school banners, cushions and tea pot holders from colored felts, cushions and runners from bur-lap woven with contrasting tones of raffia, cross stitching and embroidery designs in colored yarns for sewing-bags

and needle books, cross stitch designs on squared gingham for holders for handling hot utensils, painted boxes, trays, mats and bottles, tooled leather purses, from paper and cardboard construction-needle books, correspondence cases and memorandum books and tie dyed and batiked work in silk for ties and scarfs.

A course in art appreciation is given in the High School. The class recites each day and uses a text book, outside references and pictures for subject matter. The important division of this subject is art history. Art history is the record that mankind has left as examples of his civilization. Some of these records or works have developed along civil lines, some along social lines, while others along religious lines, according to the activities of the people. In order to fully appreciate this present civilization and in order to fully appreciate the buildings erected today, namely; the churches, the memorials, the business buildings, the government buildings, the educational buildings, the social buildings, including theatres, hotels, clubs, residences—both luxurious and humble, also their interiors and grounds, the pupil must have a background of art history upon which to judge and appreciate just as the architects and designers of today build upon the work, experience and knowledge developed in the past. In the divisions of art history a study is made of the art works of mankind in order of their importance, namely, architecture, sculpture and painting. Each subject is studied according to its development through the ages such as Egyptian, Greek, Roman Gothic, Renaissance, 18th century, 19th century and modern periods. Another division of the subject is to develop cultural taste in color, form and design to develop an appreciation for the simple and dignified rather than the extravagant and theatrical works. Still another division of the subject is the knowledge of original design. Each architect, sculptor and artist has an individual way of working and sometimes in the case of an artist it is the way he puts the paint on the canvas and sometimes it is the colors combined. If the artist is able to give the world a beautiful piece of work which measures up to all standards of excellent design and then has that individual quality of original design which only a genius can produce, a piece of art has been created. These are the things to be understood to appreciate fully the work left to us by preceding civilizations and generations and to appreciate what our modern artists are to leave for posterity. As noted before, the subject matter used for this course, is pictures, a text book, outside refer-

ence work and, in addition, each pupil is making up a collection of examples of buildings, statues and pictures. Material for this collection is obtained from newspapers and current magazines mostly. Some time toward the end of our work a trip to New York is planned to visit the collection at the Metropolitan Museum of Art and a modern art gallery which we so fortunately have close at hand. After completing such a course the pupil will be able to judge intelligently the objects he comes in daily contact with. The pupil who is vitally interested in art and who will enter a higher institution of learning to take an art course will have the necessary foundation upon which to build his future work.

In addition to the work definitely planned, the art department takes part in many outside problems, some of which are stated below:

A school calendar was produced by the Freshman class last December. The calendar consists of thirteen sheets, a title sheet and an illustrated sheet for each month. One month was taken by each member of the class and illustrated with a black and white sketch. These ink drawings were made as required for reproduction and turned over to the printer who reproduced them. The art classes of the school then assembled and placed the calendars in envelopes ready for sale. Posters were made advertising the sale. Pupils sold the calendars. At the completion of this problem the pupils had met practically all the situations which would be met in designing, producing and putting on the market any product of this type.

A Cook Book was produced by the Foods Department. The cover design, the assembling and the advertising were done by the Art Department.

With the help of the manual training department, scenery for the Park School auditorium stage was designed and produced. It was used by the Glee Clubs in their operetta "Little Almond Eyes." The scenery is so constructed that it will meet any demands of the school for an outdoor scene. The large item of renting an outdoor scene may be crossed from the list of expenses of the various school organizations from now on. There is another and greater advantage beside the financial one for the school and that is the valuable training received by the pupils who were able to take part in producing it.

Many of the pupils in the Junior High School belong to the various Scout Troops of the town. These pupils in

many cases have made use of their art training in school and have produced work outside of the regular classes for their artist and craftsman merit badges.

MAUDE E. WILLIAMS, Teacher.

COOKING

In cooking the girls are given a knowledge of food in relation to health so that they may know what quantity and what kinds of food are necessary for a growing child. The preparation of foods in relation to the meal is given so that the girl has a fuller knowledge of how to select and combine her foods. Through cooking they gain a kind of appreciation for higher standards of home life and methods of conducting home activities. It increases a feeling of responsibility as a member of her family group.

In the 6th grade the girls are given an elementary knowledge of the composition of foods and the uses of the various food-stuffs in the body and something of the combination of foods in meals. They are able to make tasty dishes and serve very simple meals in a pleasing and attractive manner. They are taught the simple housekeeping processes and form habits of cleanliness and order, both as to person and equipment. In this grade we arouse the children's interest in cooking and develop proper attitudes and sympathies toward the work and lay a foundation for the more intensive work of the Junior school classes.

The making at home of the recipe made at school is encouraged and the results discussed in class.

Special recipe books were made by the pupils, the art classes designing and making the covers.

The work in the Junior School classes (7th and 8th grades) provides training in the simple meal preparation and service, promotes home helpfulness and forms the right health habits and thrift in food buying.

Problems

Proper use and care of tools and equipment in school and home kitchens.

Housekeeping duties, sanitation, disposal of garbage, etc.

Standards of orderliness.

Value of personal cleanliness, neatness and order.

Value of accurate measurements.

Rules for the cooking of starch, sugar, eggs, milk—cost, etc.

Leavening agents, batters and doughs, overtests, baking, etc.

Study of recipes, ways of changing, substituting; type recipes.

Study of food groups.

Use of ice and salt in freezing.

School lunch—suitable combination, cleanliness, wrapping and attractiveness.

Reasons for spoiling of food.

Study of bacteria—how to sterilize and preserve foods.

Study of yeast—what it is—how it raises dough.

Study of flour—how to mix and bake bread, rolls.

Study of meat—cuts, cost, care, principles of cooking.

Study of fish—cooking, nutritive value and cost.

Table setting and serving.

Menu combination—cost, etc.

Projects

General cleaning of the school laboratory; glass, paint, equipment, stoves, refrigerator, etc. Cooking and serving of simple meals which include cooking of starchy foods, milk, egg, milk and egg combinations, egg as a leaven, example—sponge cake, soda and an acid as a leaven, example—ginger bread. Preparing and packing of school lunches. Making of bread, rolls, salad dressings (French, mayonnaise and cooked). Soup from meat stock, stewing, broiling, left-over meats, meat substitutes, fish, pastry and ice cream. Canning and preserving of fruits and vegetables. Batters and doughs and leavens. Composing menus to fit the season.

Senior High (9th Grade)

This course continued the study and application of the cooking principles in elementary and Junior School. Special emphasis is placed on planning and serving of meals, the menus of which are worked out with careful consideration of the relation of food to health, the caloric value and season.

Problems

How to cook foods; how to make menus to cost; caloric value, also food requirements of family; infant, child, adult and aged.

Projects

In addition to a review and enlargement of the problems and projects taken up in the 6th, 7th and 8th grades, additional projects are developed. Meat, fish and gelatine cookery; deep fat frying; preparing luncheon at cost for the faculty; invalid cookery and packing of lunches. Food selection, combination and preparation are all important factors in good cooking. It is to be hoped that girls realize that the study of food and cookery means ability not only to boil, broil and bake, but to select, combine, use and serve foods properly. All of this demand much earnest thought and effort.

M. MORGAN, Teacher.

SEWING

Sewing is a subject that centers around the problems of the home and other institutions whose problems are of a similar nature. Sewing therefore tends to teach that which will make the child comparatively intelligent, observant and independent of judgment of those things which concern self, family, school, community and nation.

Aims:

1. To teach efficient and economic buying of materials.
2. To place emphasis on the need of the definite knowledge concerning clothing.
3. To show the relation of clothing to personal and public health.
4. To inspire in the pupils such a desire for the mastery of this subject that their interest shall be carried far into the home.
5. To seek then, from the teaching of sewing, to stimulate the development of the child for the following efficiencies:

For health efficiency, sewing teaches:

1. The relation of clothing to good health.
2. The needs of the body and how these needs may be met through the proper choice of clothing.
3. The ill effects of the improper choice of clothing.

For civic efficiency, sewing teaches:

1. That the home is the unit on which the State is formed.

2. That education in home making, improves standards of living.

3. That these better living standards cannot help but come from the teaching of sewing in schools.

For leisure efficiency, sewing teaches:

1. To develop in the child the desire and the ability to seek wholesome and pleasureable diversion in the home.

2. To utilize a portion of her leisure time in constructive activity.

For moral efficiency, sewing teaches:

1. To lead the child to respond to honest work, done in the spirit of fair play, which makes anything but her best impossible.

2. In this same way, sewing teaches patience over tedious things and a genuine pride in workmanship.

Time Allotment

Sewing begins in the sixth grade and the length of these periods are 90 minutes a week.

The seventh and eighth grades, or the Junior School, are given periods of 90 minutes a week, except for those girls taking a Household Arts course and these pupils are given periods of 135 minutes a week.

In the Senior High School the length of periods varies from 90 to 150 minutes a week, depending on the interest of the pupil, as girls in Senior High School are allowed to spend extra periods on sewing.

Note: Girls in the sixth grade and in the Junior School are also given the privilege, when possible, to spend extra periods on sewing.

Sixth Grade

Primary Aids

1. To teach how to use fingers with brain and to think with fingers.

2. Habits of order and neatness in all work.

3. Habits of patience.

Methods of Procedure

Fundamental stitches learned by the making of samples, placed in sewing books, which can be referred to for future use. Parts of sewing machine explained by the following drill:

1. Sewing on the machine unthreaded.
2. Threaded and sewing on paper.
3. Threaded and sewing on sample piece of material and then finally on garment. Making of a cooking apron and cap and bloomers, then putting to practice the stitches so far learned.

Other problems accomplished in this grade are home garments mended, patching and some stockings darned.

Junior School (7th and 8th Grades)

Problems

Inter-relation of clothing study with other subjects.

How to take the exact measures to find the correct amount of material to purchase for underwear garments, skirts, blouses and dresses.

How to determine right and wrong side of materials.

How to cut and pin patterns economically.

How to launder, press and fold finished articles.

Cost and quality of garments made compared to similar garments ready-made.

Projects

Kimona night dress.

Princess slip.

Apron (not cooking).

Kimona sleeve dress.

Blouse.

Pleated skirt or plain skirt.

Middy.

No less than two garments can be made in each of these grades in order to do satisfactory work.

Method

The technique of making any of these problems assigned gives each girl a review of hand and machine sewing. Review of the simple stitches and more advanced seams.

Cutting and joining of bias.

How to hang a skirt and the finishing of the hem.

How to put in sleeves with French seams.

Senior High School

Problems

- Explanation of "up and down" of material.
- Review of "right and wrong" of material.
- Matching of plaids, checks, stripes, etc.
- Study of design in relation to figure.
- Suitability of material in relation to cost and use.
- Fitting principles continued.
- Repair of clothing.
- Ethics of buying, shopping hints.
- Ethics of dress.

Projects

Any four advanced problems that pupil has not so far made.

Fancy work and gifts allowed at Christmas or Easter.

Method of Procedure

The projects and problems studied in these grades will lead to the knowledge and skills which are developed through practical activities in sewing.

Correlative with the concrete practice of sewing there will be a strong emphasis on the economic aspects of clothing in relation to production, distribution and manufacture.

Note: Co-operation in all school projects and activities is especially urgent by all classes in sewing.

Anticipated Results

Sewing in the schools can never teach a girl all she will need to know about this subject, as the administrator or even helper in her own home. It should teach and can establish a respect for home-making, keener interest in the home problems, right health habits, habits of neatness, a good degree of skill in some of the ordinary household operations, a spirit of helpfulness and ideals and standards of a satisfactory family life.

MINA R. SHELDON, Teacher.

MUSIC

It is contended that all literature is a development of the legends, myths, fairy tales, and folk rhymes which were handed down from mother to child, by word of mouth, for centuries before printed books were in common use. Many of these stories, differing only in details, are familiar to so many different nationalities that this theory of the origin of literature in racial development has received general acceptance. Acquaintance with these tales is admittedly the child's natural heritage. They not only appeal to all children, but they possess those elements of permanent value which make of them the stepping-stone to an appreciation of universal literature.

This is equally true of the development of the musical experience of the race. Folk songs and rhymes, folk dances and singing games, played a large part in the life of all peoples long before staff notation has been developed. Songs were learned by ear and passed on from generation to generation.

Since it is generally agreed that the growth of modern musical literature has been strongly influenced by folk music, he who would understand and appreciate the higher forms of musical art should become familiar with the beginnings of music as expressed in the folk-song literature of different nations. The early years of child life are the years when much of this music makes its strongest appeal.

Therefore, it is our aim to create a love for music, as music is the outflow of a beautiful soul and does not belong to a profession, but is the birthright of everyone; to work into each day's fabric a little of the art and recreation which are absolutely essential for the growth of soul and body.

This work is introduced in our kindergarten where every child endowed with normal hearing and a normal speaking voice is taught to sing. The children who have been found, through individual tests, to be singing out of tune, are divided into classes and are given individual help according to his specific needs.

Again, in other cases, the rhythmic instinct has not yet been awakened. Some children have not learned to march in time to music or to keep step with their mates. Children rhythmically deficient must have this instinct aroused through marching, skipping, clapping, singing, games and toy symphonies, which we have in most of our kindergartens.

In our first grades we enlarge and extend kindergarten experience. Some children perhaps have not attended kindergarten and are unaccustomed to school life, are shy, and since they have sung but little they cannot easily discover the singing voice. The act of singing is a comparatively strange one to some children. Therefore we aim to give every child the use of his singing voice. This we do by providing the child with musical experience through art songs and observation songs. We develop his ability to sing by:

- (a) Training of his ear,
- (b) Use of his voice,
- (c) Special training of monotones.

We develop his rhythmic sense through:

- (a) Rhythmic motions,
- (b) Singing games,
- (c) Dramatizations.

Specific work in ear training:

- (a) Singing songs with "loo" or other neutral syllables,
- (b) Recognition of phrases and figures,
- (c) Application of so-fa syllables.

At the end of the first year we strive to reduce the number of monotones to 5 per cent or less of the total number of pupils. To enable the child to sing pleasingly, a repertoire of 30 to 40 rote songs appropriate to the grade, including one stanza of "America," is one of our aims in the first grade.

In the second grades, we work for expansion of children's musical experience and vocabulary and to create a still greater love for music, to cultivate the power of careful, sensitive aural attention through listening. Teaching of rote songs:

- (a) For inspiration.
- (b) For development of musical feeling and artistic expression.
- (c) For rhythmic development.

Specific work in ear training:

- (a) Singing songs with neutral syllables.
- (b) Recognition of phrase repetition.
- (c) Application of so-fa syllables.
- (d) Recognition of motives and figures.

Specific work in eye training:

- (a) Presentation of the staff.
- (b) Recognition of phrases and figures from board.
- (c) Drills in independent recognition of figures.

Introduction of books last half of year.

Reading new songs from staff notation.

(a) Scanning of poem to get the rhythmic flow of the phrases.

(b) Comparison of phrases and figures rhythmically similar in familiar songs.

(c) Recognition of familiar figures.

(d) Teaching unfamiliar figures by rote.

(e) Singing first phrase with syllables, with 100, and with words.

The children now feel that new wonders and new joys in the musical world are constantly unfolding to them. They look forward to their music lesson with delight. The art side of music in brief, is now sacrificed for the technical side.

Upon entering the third grade, the child's musical interest has grown, and with the development of the powers of imagination, impersonation, and dramatization, with the gradual elimination of monotones (as children are constantly entering our schools from other schools where they have not received the training such as is given in our lower grades) and with the increasing facility on the part of the children in expressing feeling through the medium of the singing voice, we may expect and demand finer quality of singing and a higher degree of artistic interpretation.

Every song is a medium for the expression of an artistic ideal. More and more the children are encouraged to suggest the appropriate interpretation of the songs they are studying. This we do through:

I. Rote Songs (Books in hands of children).

- (a) Development of artistic singing—use of voice.
- (b) Enlargement of the musical vocabulary.

II. Rhythmic Development.

- (a) Through rote songs.
- (b) Through singing games.

III. Study of rhythmic notation.

- (a) Through scanning the poem.
- (b) Through comparison and association of the phrase of new songs with those of familiar songs.
- (c) Through study of comparative note values.

IV. Specific work in ear training.

(a) Organization and development of the figure vocabulary acquired in the previous grade.

(1) Tonic—chord figures.

(2) Diatonic figures.

(3) Interval figures.

(4) Additional chord figures.

V. Specific work in eye training.

(a) Visualization drills for figures made familiar through ear training.

(b) Finding staff position of tonic chord from the key signature.

VI. Development of the synthetic process.

(a) Reversing former analytical process.

(b) Reading familiar songs.

(c) Reading new songs classified with regard to figure content.

(d) Reading unclassified songs.

And at the end of the third year the normal child is able to read the simple songs at sight which are appropriate for this grade and also has a very fine collection of songs in his repertoire.

The children have acquired an extensive vocabulary of motive and figures in the first three grades and it is our aim to further the addition to this vocabulary when entering the intermediate grades.

The general aim of education is to train the child to become a capable, useful, and contented member of society. The development of a fine character and of the desire to be of service to humanity are results that lie uppermost in the minds of the leaders of educational thought. By many of the advanced educators of the present day, music next to the "three R's," is considered the most important subject in the public school curriculum, because of its powerful influence upon the very innermost recesses of our subjective life, because of its wonderfully stimulating effect upon our physical, mental and spiritual natures, and because of its well-nigh universality of appeal, contributes directly to both of these fundamental purposes of education.

The primary aim of music instruction in the public schools is for the development of a lasting love for the best in music, and an intelligent appreciation of it. To achieve

these desirable results our course in music may be organized under four separate though closely related lines of study, namely:

Music appreciation.

Sight reading and interpretation.

Violin classes.

Orchestral work.

The art side of music, as in the lower grades, is not sacrificed from the technical side, although children of the intermediate grade age enjoy the technical work which we require. It is a challenge to their ability, and a chance to show their skill and power of concentration.

At the end of the sixth year the pupils are familiar with all key signatures and meter signatures, and know that every key signature stands for two keys, one a major or doh, one a minor or la. They are also familiar with all time motions, all kinds of notes and are capable of singing by sight the songs which are used at this time, namely: unison, two and three part songs.

The aim of the work now is to gather and formulate as much as has been experienced to prepare them for the Junior School.

The violin class work, which has been introduced this year, does not only provide pleasure to the individual but to the whole school system in general for it enables him to assist in the grade orchestra and later in the Junior School and also Senior High School orchestras, thus giving pleasure to hundreds and may inspire the individual to not only use music as an avocation but a vocation.

The work of the Junior School will be better understood, if, before describing it, we compare what it aims to accomplish with the two previous aims, the one extending through the work of the first six grades, the other of the next two.

We cannot continue the technical work and sight singing in the same spirit as during the previous years. The adolescent period into which the pupils of the Junior School are entering produces self-consciousness and sensitiveness. With this change there is more profound intellectual and spiritual change. The voices of the girls are affected as well as those of the boys, and this is why we lessen rather than increase the use of the voice. The desire for self-ex-

pression is as great as ever, but the medium through which it acts must hold attention without too severe a demand on vitality that is already overtaxed by the pressure of modern life. Hence the general experience in music will be more likely to take the passive form of listening than the active one of solo or chorus singing. At this time there is also an awakening interest in musical instruments and pupils are encouraged and also given help to study the various instruments. At the present time we have twenty members in our Junior School orchestra who provide music for assemblies, and also assist in the programs for Parent-Teachers' meetings.

In our Music Appreciation work, which is in connection with our regular Junior School music work, we study the various parts of the orchestra and all its instruments, becoming familiar with the world's best composers and compositions, with the ultimate aim in view of establishing a love for the best music and creating a lasting love for good music.

In our Music Club we aim to carry on a more extensive study of the world's best composers and compositions, also giving the pupils the opportunity of listening to the various compositions by having programs at each weekly meeting. The pupils themselves perform at these meetings, assisted by their instructor.

They also become familiar with some of the operas, such as the "Bohemian Girl," which they are studying at present and which they expect to give in costume in the very near future.

The Girls and Boys Glee Clubs are also enjoyable activities of the Junior School which provide the pupils a means of self-expression and social contact outside the regular music period.

In our regular music period, which consists of forty minutes a week, we aim to develop in every pupil a love for music and to help make him a happy and peace-loving citizen and to supply him (whose school work ends with the eighth grade) with a selection of favorite songs in his repertoire to take with him on life's journey.

In our High School the orchestra plays a very important part by playing for many of the High School activities, such as plays, assemblies, and various club activities.

The Girls and Boys Glee Clubs, as in the Junior School, provide students with the opportunities of receiving extra voice culture and also as a means of self-expression by taking active part in operettas, where they have the opportunity to do solo work, duet, trio, quartet and group singing work.

A singing nation is always a peace-loving nation, and it is the aim of every music instructor to help in making America a singing nation.

Let us all help to make our Nation a singing nation by laying the foundation of "A love for music in the home."

MARIE A. BRENNER, Supervisor of Music.

PHYSICAL TRAINING

The work done in the Physical Education Department of the Nutley Public Schools during the year 1924-25 is carefully outlined in the following resume.

The aims of physical education as followed in our school system are four-fold: (1) to improve the general health; (2) to improve the posture; (3) to cultivate a spirit of fairness as well as a love of sport, and (4) to improve the carriage and develop grace of bodily movement. The means used to obtain these ends are (1) the teaching of hygiene; (2) formal gymnastics; (3) games and (4) rhythmic plays. The aims of formal gymnastics are (1) educational effect secured in quick response to commands; (2) the corrective effect sought by stimulation of habits of good posture and insistence on correct execution of each gymnastic movement and (3) the hygienic effect produced by rapid repeated contractions of large groups of muscles which is followed by deepened breathing and quickened circulation. Play or games is nature's method of developing the nervous and muscular mechanisms that give control of the body. The mere joy of muscular exercise is forgotten in the effort to secure the object of the game. Imitation, emulation and rivalry, the most persuasive human motives, are enlisted. Games have moral values quite equal in importance to their physical values. Co-operation, courtesy, self-control, leadership, and a spirit of fairness are brought out and developed.

Rhythmic exercises tend to develop grace, smoothness, and harmony to the carriage and movements of the body. For girls they are probably the best form of physical education.

The physical education program is carried out by the supervisor, two assistants and class teachers. The supervisor visits each school once a week, supervising and teaching in grades one to six inclusive and supervising the work in the Junior School and Senior High School. The assistants consist of a lady instructor who personally conducts the work of girls in grades 7 to 12 inclusive, and a male instructor who conducts the work of the boys in the same grades.

In grades one to six, the class teacher carries on the work the days when the supervisor is not in that particular school. Classes are held daily for a period of thirty minutes or a total of 150 minutes a week. All classes are held out of doors except when weather conditions prevent.

The program for the first grades consists of games, rhythmic plays, story plays and marching. The games, rhythmic plays and story plays are intended for recreation. By means of these three divisions, the child is helped to organize his play advantageously, his interest is aroused and he is supremely happy. These activities are selected that he may sharpen his wits, overcome his awkwardness, and develop his endurance and bodily control. Games are selected best suited to his physiological age in order that he respect rules and regulations, orderly conduct, self-control and honesty. Story plays give opportunity for vigorous exercises of all parts of the body, at the same time they cultivate the power of imitation and imagination. Rhythm plays train the power of co-ordination, give exercise and provide recreation.

In grades two, practically the same program as in grade one is followed, except that the work is a little more advanced. The outline consists of games, rhythmic plays, story plays, marching and a little work in free-hand gymnastics.

In Grade 3 the work consists of free hand gymnastics, games, marching and folk dancing which was used in our annual demonstration. The marching emphasizes the correct carriage of the body, easy swinging of the arms, light step, and snappy rhythm. The free hand gymnastics are simple arm, leg, trunk and head exercises which bring into play the larger muscles of the body. The games are more advanced than those found in the work of grades 1 and 2.

Grades 4, 5 and 6 follow the same outline of work consisting of free hand gymnastics, games and marching. The

free hand gymnastics are a more advanced type dealing with two and three part exercises, that is taking two parts of the body in exercise at the same time, thereby not only developing the child physically, but also developing the mind to quick, accurate thinking. In these three grades, class leadership is brought out and developed. It is the aim of the department to so train the individual that he may be able at any time to stand before his class and conduct the class correctly in a period of work. The games are of the more vigorous type consisting of competitive activity. Team play is encouraged which tends to design the interest in the child and gives the individual a definite goal to work for, besides affording recreation and developing leadership, a spirit of fairness, good sportsmanship and self-control.

The aims of physical education in the Junior and Senior boys school are (1) better posture; (2) finer co-ordination, and (3) vigorous exercise of the larger muscle groups. The methods of obtaining these aims in the Senior School is more complex than in the Junior School. Each class is given a definite demonstration and training in good posture. Corrective exercises form a large part of this work. The finer co-ordination and vigorous exercise of large muscle groups may be treated under one head. These are taught under (1) the regular daily exercises; (2) drills such as free hand gymnastics of the more advanced types, dumb-bell drills, Indian club drills and wand drills; (3) games such as are taught in daily class periods and inter-class tournaments. Special emphasis is laid to gymnastic marching.

In the Junior girls school, the underlying aims are (1) good posture; (2) quick response, and (3) co-ordination. In the games, team work and a spirit of fair play are taught. Girls are all properly dressed for class with a uniform consisting of a middie, bloomers, and rubber soled shoes. The program of work consists of gymnastic marching which includes fundamental facings, marching by twos and fours and column marching left and right. The gymnastic exercises include corrective arm and shoulder exercises, single arm and leg exercises. Trunk bending, deep knee bending and jumping exercises are given to bring into play the larger muscle groups. Folk dancing forms a part of each daily program of work. Games such as races and relays and catching and passing a basket-ball and baseball are developed.

The aims in the Senior girls school are (1) good posture; (2) co-operation; (3) alertness, and (4) a finer sense

of co-ordination and mental control of the body. Team play, honesty, a knowledge of the main American sports for all, not merely the athletics, are taught as in the Junior program. The Senior Class are taught more advanced gymnastic marching which consists of facing while marching, quarter wheeling in fours, changing from marching in file to twos and fours and back to file. The gymnastics consist of corrective arm and shoulder exercises, deep knee bending and trunk bending exercises. Mimetic drills were also taught in the Senior classes. Folk dancing is taught in each of the Senior School classes and some of the folk dance work from the Senior School was given in the annual demonstration. The games in the Senior School consist in the teaching of soccer, basket-ball, baseball and track and field events.

On April 3rd, the annual physical education demonstration was held in the Park School auditorium and included work from the first grade through the Senior School. Every type of work mentioned in this outline was demonstrated. Rhythmic and story plays by grades one and two; folk dancing by grade 3; free hand setting-up drill by grades 4, 5 and 6; a wand drill by a sixth grade, marching by a sixth grade, a dumb-bell drill by the Junior boys, a folk dance by the Junior girls, a Swedish free hand drill by the Senior boys and a mimetic drill by the Senior girls.

This year's demonstration together with the year's program of work with results obtained is the best work in physical education the Nutley Public Schools have yet had, and the reason for much of this success has been the fine co-operation of principals and teachers.

GEORGE J. STANFORD.

Supervisor Physical Education.

Note: The above program of work in physical training is presented year by year with such variations as may be necessary to maintain interest.

MANUAL TRAINING—WOOD AND METAL WORK

Wood-working begins in the sixth year. During this year the boys are required to be in the shop for ninety minutes per week.

The projects attempted in this grade are:

1. Footstool, plain and covered.
2. Kitchen bench, 20 to 24 inches long.
3. Tabouret, square or hexagon.

4. Individual projects such as a simple wireless set may be made by apt pupils.

The aims of the work of this grade are, to teach the use of tools and the value of wood. We do not expect sixth grade boys to do a finished bit of work. Their work is rather crude but what is crude to the adult is often a fine bit of work to the young boy. With leadership and encouragement, his work improves week by week. He masters the common processes, and learns to have an abiding respect for the work and the worker. Further, he learns to apply the arithmetic of measurement to his task. Measurement is a real thing to him when he must measure accurately.

In the seventh year, much more is expected. The pupil continues his projects with a greater degree of accuracy. He is taught the sources of the materials he uses, their value and their common use. He is also taught how to take care of his edged tools. The projects attempted are:

1. Magazine rack.
 - (a) dowel joint.
 - (b) blind mortise and tenon joint.
2. Tabouret or fern stand.
3. Costumer.
4. Book-rack.
5. Smoker's stand.
6. Beginning of lathe work.
 - (a) rolling pin
 - (b) potato masher
7. Projects to be used in the school such as sand-tables, typewriter-tables, etc.

The eighth grade pupil is able to do a fairly accurate piece of work. He cannot become a fine workman in the limited time devoted to this work but can perform with credit the ordinary odd jobs of the home. The projects attempted are:

1. Wireless table with straight lines or turned legs.
2. Tea wagon of varied design.
3. Library table.
4. Piano bench.
5. Turning

- (a) bases
- (b) candle sticks
- (c) baseball bat
- (d) library lamp

6. Projects to be used in the various school rooms. The apt pupil is encouraged to undertake any piece of work that he may consider useful in his home. More attention is given to the processes involved than to the article produced.

In making many of the above projects an opportunity is given to develop the various types of metal work, and the applications of simple electricity. For example: the library table is not complete until pen tray, ink bottle holder, etc., are made. These articles are made as they are needed. In making the library lamp, it is necessary to know something of simple wiring. This is taught at the proper time.

The boys of grades 9-12 may elect to make any project that appeals to them as useful and ornamental. Many articles have been made such as a fernery with metal case, a writing desk with metal set, a telephone table with attachments, etc.

The shops are run on an economical basis. Each boy pays for the material in the projects he takes to his home. The State contributes five thousand dollars (\$5,000) per year toward the salaries of the instructors and the upkeep of our shops. We believe that this work is most useful to all boys especially to those who desire to know something of the common processes of construction. It means not only the saving of much of one's income but greater happiness through the trained hand for the real work of the world.

PAUL J. SWAIM,
HARRY BENNETT,
Teachers.

STATISTICAL SUMMARY—1924-25

Distribution of pupils as to school's totals:

	1st half year	2nd half year
Senior High School.....	417	497
Junior School.....	432	467
Park Eelmentary, grades 1-6...	750	807
Yantacaw School.....	297	316
Washington School.....	519	553
Lincoln School.....	626	674
Spring Garden School.....	293	328
	<hr/>	<hr/>
	3334	3642
*Duplicated		95
		<hr/>
Total enrollment for year.....		3547

*The pupils who are promoted to the Junior School and to High School at the mid-year are counted in the totals for these schools. A pupil is enrolled but once during the year, hence the deduction from the grand totals.

Distribution as to grades:

	Boys	Girls	Total
Kindergarten	201	196	397
Grade I	252	232	484
Grade II	201	179	380
Grade III	207	180	387
Grade IV	198	192	390
Grade V	162	163	325
Grade VI	140	143	283
Grade VII	121	127	248
Grade VIII	104	97	201
Grade IX	78	80	158
Grade X	59	40	99
Grade XI	45	51	96
Grade XII	33	34	67
Sub-normal Classes.....	24	8	32
	<hr/>	<hr/>	<hr/>
	1825	1722	3547

Distribution as to ages:

	Boys	Girls	Total
4 years old.....	43	52	95
5 " ".....	161	142	303
6 " ".....	170	175	345
7 " ".....	172	182	354
8 " ".....	183	144	327
9 " ".....	174	167	341
10 " ".....	163	145	308
11 " ".....	146	149	295
12 " ".....	153	153	306
13 " ".....	137	120	257
14 " ".....	127	111	238
15 " ".....	87	80	167
16 " ".....	52	51	103
17 " ".....	33	35	68
18 " ".....	15	13	28
19 " ".....	6	2	8
20 " ".....	3	1	4
	<u>1825</u>	<u>1722</u>	<u>3547</u>

ATTENDANCE

	1920-21	1921-22	1922-23	1923-24	1924-25
Total enrolled....	2,718	2,853	3,038	3,240	3,547
Percentage of attendance .....	.928	.924	.917	.937	.926
Times tardy.....	4,448	3,564	5,529	5,470	6,073
Total days present. 425,002½	449,505½	468,300½	515,827½	562,123	
Total days absent. 32,616½	36,350	42,290½	34,789	48,836	
Present every day	154	170	164	242	227
Money loss to town on account of absences	\$2,816.95	\$3,235.80	\$4,006.60	\$3,478.00	\$4,883.00

PERCENTAGE OF INCREASE OVER PREVIOUS YEARS

	June, '21	June, '22	June, '23	June, '24	June, '25
High School—Grades 9-12.	8.7	32.6	17.6	18.0	16.9
Junior School and Elem.					
Grades 1-8.....	9.0	2.1	5.0	7.4	8.3

High School Graduates 1920-1925

June, 1920.....	19
June, 1921.....	31
June, 1922.....	45
June, 1923.....	44
June, 1924.....	46
June, 1925.....	59

Junior School Graduates

	State Certificates	Local Certificates
January, 1925	62	55
June, 1925	95	95
	<hr/>	<hr/>
Total for 1924-25.....	157	150
Total percent of successes—January		84.9
June		87.1

Subject Successes

	January, 1925	June, 1925
Arithmetic .....	.864	.938
Writing	1.00	.991
Spelling .....	.881	.974
English .....	.896	.930
U. S. History.....	.957	.982
Geography .....	.929	.965
Hygiene .....	.91	1.00

Report of School Nurses

The general summary of the work done by the Medical Inspection Department for the year ending June, 1925, is as follows:

Number of treatments and advisements in schools..	1,290
Number of visits to homes.....	820
Number of children referred to hospitals and dispensary with parents' permission.....	96

Exceptional cases that obtained treatment through efforts of the nurses:

Operations for adenoids and tonsils.....	86
Treatment for ear and gland trouble.....	29
Defective eyes and glasses fitted.....	38
Preventive treatment for tuberculosis.....	4
Children treated at dental clinic.....	536
Children treated by family dentist.....	254
Children supplied with tooth brushes and paste.....	560

Contagious Diseases

Diphtheria cases.....	7	Quarantined.....	76
Scarlet Fever cases.....	37	“	115
Measles cases	110	“	126
Mumps cases.....	285	“	113
Chicken Pox cases.....	36	“	6
Whooping Cough cases.....	74	“	4
Scabies cases.....	4	“	0
	553		440

The Dental Clinic Report

Total pupils treated.....	536
Extractions	244
Treatments	149
Fillings	274
Cleanings	76

LAURA S. PERSCH, Head Nurse.

Report of the Attendance Department for the Year Ending June 26, 1925

Visits to homes.....	957
Legal notices served.....	14
Court cases	1
Working papers granted.....	66

VALENTINE WILKS, Attendance Officer.



REPORT OF THE DISTRICT CLERK

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, 1924, as shown by the books of the Board.

July 1, 1924 Balance.....\$ 25,236.32

RECEIPTS 1924-25

State and County Funds.....	\$ 60,262.25
District Tax.....	273,611.11
Railroad Tax.....	14,102.69
State Aid for Manual Training.....	5,342.41

Total.....\$378,554.78

MISCELLANEOUS RECEIPTS

Interest on deposits.....	\$ 1,380.10
Tuition Fees.....	585.00
Return Premiums—Fire Insurance.....	180.60
Casualty Insurance.....	128.72
Telephone Tolls.....	42.10
Defacement of property fines.....	158.80
Refunds	55.05
Rental of buildings.....	398.15
Sale of old garage.....	10.00
Sale of Materials, Manual and Industrial Training Class.....	449.69

Total.....\$ 3,388.21

Grand Total of receipts during year and Balance on
hand at beginning of year..... \$381,942.99

EXPENDITURES

CURRENT EXPENSE ACCOUNT

Salaries, Superintendent, Principals and Teachers	\$212,525.99	
Salaries, Janitors, Engineers and Firemen..	18,451.94	
Wages other Employees (Maintenance of School Plant and Grounds)	2,140.96	
Fuel	9,336.46	
Transportation of pupils.....	1,914.04	
Tuition Fees	216.80	
Expenses, Superintendent, Principals and Supervisors Offices	3,299.55	
Text Books	4,620.71	
Supplies and other Expenses of Instruction..	6,837.63	
Apparatus (Maps, Charts, Globes, Typewriters, Chem. Lab. Equipment, etc.)	1,350.23	
Light, Water, Power.....	2,411.26	
Janitor Supplies	1,156.50	
Medical Inspection, Salaries and Supplies....	4,096.58	
Board of Education and Business Office.....	4,766.72	
Insurance premiums	339.49	
Lectures, Recreations, Athletics.....	1,481.50	
Library Books, Magazines, etc.....	239.57	
Telephone Service	490.76	
Incidental Expense (Cartage, etc.).....	515.17	
Compulsory attendance, salaries and expenses	862.00	
		\$277,053.86

MANUAL AND INDUSTRIAL TRAINING ACCOUNT

Salaries, Principals and Teachers.....	\$ 8,304.01	
Material and Supplies.....	1,923.51	
Repairs and Replacements of Equipment....	199.18	
		10,426.70

BOND ACCOUNT

Bonds Redeemed	\$ 17,000.00	
Interest on Bonds.....	26,886.00	
Payments to Sinking Fund.....	5,967.11	
		49,853.11

REPAIRS AND REFURNISHING ACCOUNT

Ordinary Repairs (Current Upkeep of Bldgs. and Grounds)	\$ 12,498.27	
Janitors and Engineers Equipment.....	249.50	
Educational Equipment.....	1,998.55	
Office and other equipment.....	69.85	
		14,816.17
TOTAL EXPENDITURES 1924-25.....	\$352,149.84	
Balance on hand June 30, 1925.....	\$ 29,793.15	

ANALYSIS OF DISBURSEMENTS AND COST OF EDUCATION PER PUPIL

		Cost of Education	
		On Total Enrollment	On Average Daily Attend'ce
Administration	\$ 4,766.72	\$ 1.50	\$ 1.63
Instruction	239,060.81	75.15	81.65
Operation of School Plant....	33,987.88	10.68	11.64
Maintenance of School Plant.	14,816.17	4.65	5.06
Expenses, Auxiliary Agencies	9,108.86	2.85	3.11
Miscellaneous Expenses	556.29	.17	.19
	<hr/> \$302,296.73	<hr/> \$95.00	<hr/> \$103.28

REPORT ON SCHOOL BUILDINGS

PRESENT VALUE OF PROPERTY

	Land	Buildings	Equipment	Total Value
Park School	\$125,000.00	\$ 650,000.00	\$20,000.00	\$ 795,000.00
Yantacaw School	20,000.00	100,000.00	2,000.00	122,000.00
Washington School	20,000.00	130,000.00	2,000.00	152,000.00
Lincoln School..	15,000.00	200,000.00	4,000.00	219,000.00
Spring Garden School	10,000.00	130,000.00	2,000.00	142,000.00
Church St. School	3,000.00	20,000.00	3,000.00	26,000.00
Site for High School...	60,000.00			60,000.00
	<hr/> \$253,000.00	<hr/> \$1,230,000.00	<hr/> \$33,000.00	<hr/> \$1,516,000.00

OUTSTANDING BOND INDEBTEDNESS

June 30, 1924.....	\$591,450.00
Amount of Money in Sinking Fund.....	43,494.87
Net Indebtedness.....	<hr/> \$547,955.13

Respectfully submitted,

COLIN LINN, District Clerk.

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