

THE  
ANNUAL REPORT  
OF THE  
PUBLIC SCHOOLS  
NUTLEY, NEW JERSEY

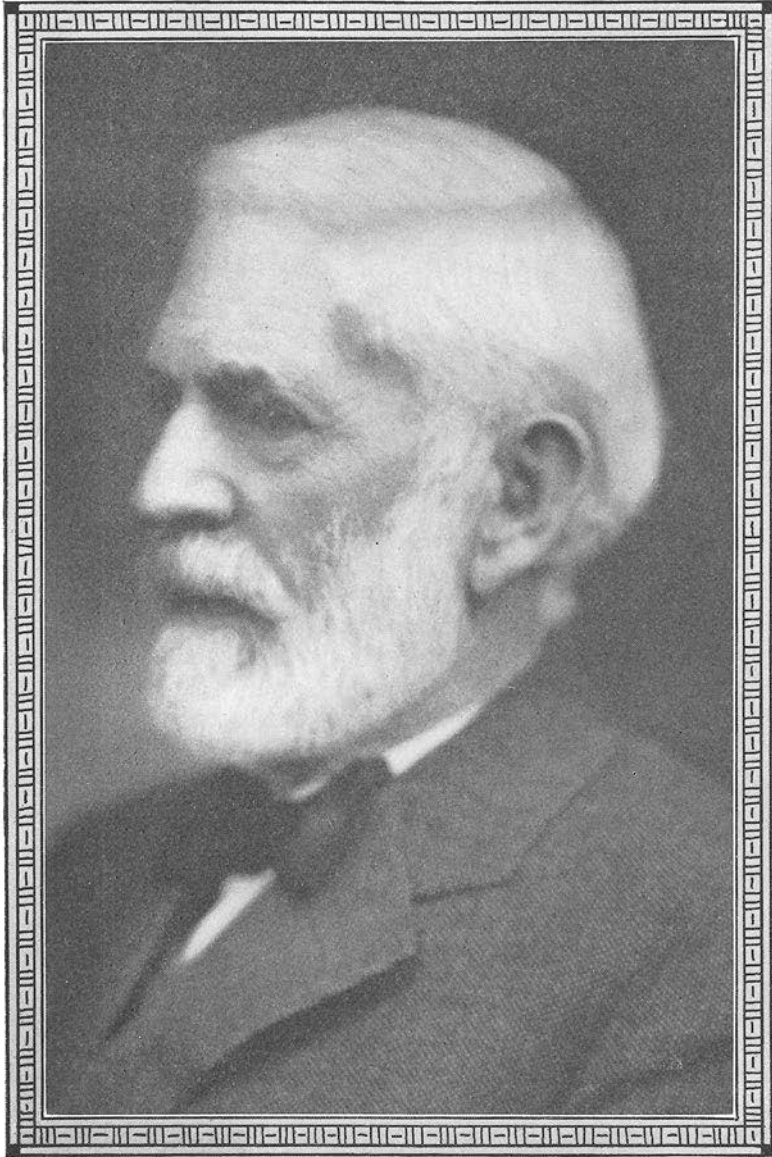
FOR THE  
YEAR ENDING JUNE 20, 1930



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**ANNUAL REPORT**  
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RICHARD WILLIAM BOOTH

## An Appreciation



MR. BOOTH was first elected to the Nutley Board of Education in 1896. Since 1912 he has served continuously as chairman. During the thirty-four years of membership on the Board he has had the satisfaction of seeing our schools grow from a village system of 14 teachers and fewer than 500 pupils, housed in five small buildings, to a town system of 174 teachers and more than 4,800 pupils, housed in six splendid buildings containing every facility for modern education.

It is the testimony of experts in educational administration that the favorable location of our school buildings in relation to our population is very unusual, and that someone of the keenest foresight must have had much to do with it all. This has been one of Mr. Booth's great contributions to the town of Nutley. During the many years that he has served our people his great interest in life has been to serve faithfully our people's children. We are reaping the benefits today of his clear vision.

Those of us who have worked with him and know him best admire him for his virile manhood, his calm courage, and his keen penetration, and love him for his unselfishness and great thoughtfulness of the welfare of others.

*God give us men. The time demands  
Strong minds, great hearts, true faith, and willing hands;  
Men whom the lust of office does not kill;  
Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who have honor; men who will not lie;  
Men who can stand before a demagogue  
And damn his treacherous flatteries without winking;  
Tall men, sun-crowned, who live above the fog  
In Public duty and in private thinking.*

—HOLLAND.



# A History of Nutley's Schools

By MARGARET E. READE

*N. H. S., Class of June 1927*



AT THE time of the first school in Nutley, the township was a part of Belleville and was divided by the Yantacaw, or Third River, into two districts, namely, the "Upper" and the "Lower." That part east of the Yantacaw River became the "Lower" and that part west, the "Upper."

The first schoolhouse in the Lower District was the "Old Stone Schoolhouse," located at Passaic Avenue and Avondale Road, now known as Park Avenue. It was built about 1794 on land given "for school purposes" by Mr. John K. Spear. This building consisted of two rooms which were heated by a wood fire in a large pot stove, the fuel for which was supplied by the boys and, "as boys will be boys," frozen feet were not uncommon. The water supply was merely a bucket of well water, and everyone drank from the same dipper. The expenses of the school were covered by the renting of one of the rooms for living quarters and the quarter-yearly tuition payment of \$1.56 per capita. Later, a district tax on the basis of each family's attendance was levied. The greatest difficulty was in keeping the teachers. Most of them came from the city and were soon disheartened as the building was "too small" and the boys "too unruly." This latter situation prevailed despite the fact that the rod and switch were in constant use.

On the other side of the river, in the Upper District, a one-story frame building containing one room with a few windows and an entrance was erected on what was called "Water Cress Patch" at Bloomfield Avenue and Centre Street. This was called the "Old Red Schoolhouse." In 1844, after years of service, it was moved to the southwest corner of William Street and Franklin Avenue. Some years later it was moved to New Street where it now stands facing the Park School, remodeled into the two-family dwelling of the Piro's. No definite date as to the beginning of this school is available, but there is a record that Mr. Albert Chappell taught in this

school as early as 1825, and the school had then been in existence a number of years. Up to this time the teachers boarded with the parents of the pupils, staying a certain length of time with each one.

About 1850, a frame building was erected on the site of the "Old Stone Schoolhouse," and was later remodeled. This was called the "Passaic Avenue School."

The next school was built on land donated by Mr. Henry Stager in 1856. This was a two-story frame building on Church Street facing the east, and hence was known as the "Church Street School," with a separate entrance for the boys and girls. Upon entering you passed through a little hallway that led to a platform where you stood when punished. A stairway led to the second floor, which was used by the Reformed Church until they built their own church in 1860. The Church Street School burned in 1874—the year that Nutley separated from Belleville and became the "Township of Franklin"—and in 1875 a two-story brick building was erected and used until the Park School was built in 1894. It lay idle for a few years and then was used for a manual training school.

The Upper and Lower Districts consolidated in 1889 and formed a high school department which was held in the first floor of the Passaic Avenue School. The second floor was occupied by primary classes.

Mr. Richard W. Booth, who for nearly a generation has been a member of the Board of Education and its president for eighteen years, while still young in the town's service, visioned a school site and campus and in 1890 suggested to Mr. John Rusby and Mr. William H. Boardman that they arrange to purchase of Mr. Arnold Constable, of the firm of Arnold Constable & Company, twelve acres of land for \$15,000. A part of the purchase now forms the beautiful campus facing the Park School, as well as the site of that building. It extended from Franklin Avenue and Chestnut Street to New Street, back to Elm Street and along that street to Chestnut Street. Several mills and a residence stood on this property and one of the mills, a two-story brick building, was remodeled for school purposes and in 1891, the High School and Intermediate Departments were moved there from the Passaic Avenue School,

using the second floor which was partitioned, separating the two departments.

In 1904 this building was partially destroyed by fire, and after rebuilding, was used exclusively for municipal purposes—housing the town's offices and the post office, fire department, and, in its infancy, the Bank of Nutley.

In 1893 the voters of the school district rejected a proposition to remodel the High School and directed the trustees to build a new school at a cost not to exceed \$30,000. The trustees invited competition among the architects and of the plans of twenty-seven architects, those of Mr. E. R. Tilton of Nutley, were chosen. The plan as adopted was the simplest solution that could possibly be made of the problem of an eight room schoolhouse with an assemblyroom. Every consideration possible was given this, and plans for the size of classrooms, the general arrangement of halls and closets, lighting, etc., were made to conform to the views of eminent authorities on the subject.

Mr. Downing Vaux, a distinguished landscape gardener of New York, was engaged in 1894 to suggest possible improvements for the School Park. His plans included a driveway, walks, tennis courts, football and baseball grounds, a grand stand and a band stand. Arrangements were also made for the planting of trees.

During 1898 and 1899 primary classes were held in the private residence of Mr. William Duncan on Elm Street, where the library now stands. This was part of the property bought in 1890.

In 1901, the condition of the schools was very unsatisfactory. They were overcrowded and lacked an efficient teaching force. Half-day sessions became necessary, and rooms inconveniently located, unsanitary and unsuited for the purpose, increased difficulties.

The Yantacaw School of eight classrooms, two teacher's rooms and a fully equipped library, but no auditorium, came next in 1902, at a cost of about \$28,000. At this time the "Township of Franklin" became the "Town of Nutley."

As the town grew, more room was necessary, so in 1907, the Board of Education decided on an addition to the Park School, instead of building a new one, because,

*First*, the School Park was owned by them and it would cost at least \$3,500 for a site near the Avondale Road.

*Second*, the School Park was the geographical center of the town, and

*Third*, a separate building meant another principal, entailing additional expense, and the schools were better managed together.

The addition was an exact duplicate of the original with a connecting link, thus more than doubling the capacity, with the third floor finished for temporary quarters for the High School. Its cost was \$52,000.

The Washington School—nine rooms and an auditorium, the one which gave to its section the most satisfaction—followed in 1911. Complete, with the grounds and building, the cost was \$60,000.

It was not long before the need of another school was felt, and in 1915, the Lincoln School, with eight classrooms, two playrooms, showers, nurses' laboratory and a teacher's room, was built at a cost of \$50,000.

The rapid growth of West Nutley called for the Spring Garden School of eight rooms, which was built in 1917 and cost \$30,000.

In 1920, it was necessary to build an addition to the Lincoln School, which cost \$90,000.

The next advance was the addition made to the Park School in 1923 at a cost of \$265,000. The addition had twenty-nine classrooms, an auditorium and gymnasium. This was to accommodate the grades and any necessary purpose of the growing system.

The Park School addition relieved the part time in the Washington, Lincoln and Park districts for a short time, but no provision had been made for the relief of the High and Junior Schools. These two schools were housed in the old Park building, the former in the mornings and the latter in the afternoons. This condition was so unsatisfactory that a new High School building became imperative. On account of many disagreements the appropriation of \$650,000 was not voted until October 20, 1925. It was carried by a vote of 488 to 733.

The building was built on the Kaufmann property on the west side of Franklin Avenue opposite the Park School campus. The architects were the firm of Guilbert & Betelle of Newark. The general contractors were Thomas M. Day & Sons, Trenton, N. J. The building was occupied on October 15, 1927. A description of the building follows.

The frontage on Franklin Avenue is 264 feet. The building has a basement and three floors. The basement contains locker and shower rooms for both boys and girls, the heating plant, store rooms, a cafeteria and a service kitchen.

The first floor contains all of the administration offices, the high school principal's office, a double gymnasium, 60 by 80 feet, an auditorium seating 814 people, two teachers' rooms, one general classroom, two manual training shops, two cooking and sewing rooms, a mechanical drawing room, a nurse's room and boys' and girls' courts. The second floor contains eleven classrooms, a library, store rooms, a small gymnasium balcony, and boys' and girls' courts. The third floor contains four laboratories, five classrooms, a music room, an art room, store room, and boys' and girls' courts.

The maximum capacity of this building is about 750 pupils. It is a fireproof building built of brick with lime-stone trim.

Thus it will be seen that the successive boards of education have been close students of Nutley's school building program and have proceeded according to the best judgment of the citizens of the town and of the finest experts that could be secured as advisors. Today we have four modern elementary school buildings with all facilities for doing the type of work that is expected in this day, also a modern high school. The old Park School houses the greater part of the Junior School group. It is not adequate to meet the needs of this entire school unit. The Park School addition houses the Park Elementary School. At the present writing every facility in this building is being used to its fullest capacity. The building of the High School relieved both the High and Junior Schools, putting these two schools on full sessions for the first time in several years.

The problem of the upper grades and of the Park Elementary School was solved for the time being, but because of

the rapid growth of the town the remaining elementary school buildings were unable to take care of the pupils who applied to them for admission. A study was made of our needs for the next five years. This study resulted in the remodeling and enlargement of the Spring Garden and Washington buildings, which were completed in September, 1927, and of the Lincoln and Yantacaw buildings, which were completed in September, 1929. A description of the above-mentioned buildings follows.

#### WASHINGTON SCHOOL

*Basement*—Heating system, gymnasium, locker and shower rooms.

*First Floor*—Auditorium accommodating 350 people, courts and locker rooms for boys and girls, teachers' room, cooking and sewing room, nurse's room, store rooms, double kindergarten, library.

*Second floor*—Nine classrooms, manual training room, store rooms, teachers' room, the principal's office, girls' court.

*Third Floor*—Nine classrooms, art room, elementary science room, growing room, store rooms, boys' court.

#### SPRING GARDEN SCHOOL

*Basement*—Heating plant, manual training room, boys' and girls' courts and shower and locker rooms, store rooms, play court, cooking and sewing rooms.

*First floor*—Seven classrooms, kindergarten, library, the principal's office, auditorium seating 350 people, gymnasium, store rooms, girls' court, nurse's room.

*Second floor*—Eight classrooms, art room, teachers' room, boys' court, science room, growing room, store rooms.

#### LINCOLN SCHOOL

*Sub-Basement*—Heating plant.

*Basement*—Three classrooms, teachers' dining room, store rooms, gymnasium, auditorium seating 350 people, girls' and boys' courts and shower and locker rooms, nurse's room, two play courts, cooking and sewing room, manual training room.

*First floor*—Nine classrooms, double kindergarten, science room, growing room, library, the principal's office, boys' and girls' courts, store rooms.

*Second floor*—Thirteen classrooms, art room, girls' and boys' courts, store rooms, teachers' room.

#### YANTACAW SCHOOL

*Basement*—Heating plant, gymnasium, store rooms.

*First floor*—Auditorium seating 350 people, manual training room, one classroom, boys' and girls' courts and shower and locker rooms, play court, store rooms.

*Second floor*—Five classrooms, science room, growing room, the principal's office, library, kindergarten, boys' court, store rooms, nurse's room.

*Third floor*—Eight classrooms, cooking and sewing room, art room, teachers' room, girls' court, store rooms.





**A**

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**PICTORIAL**

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**HISTORY**

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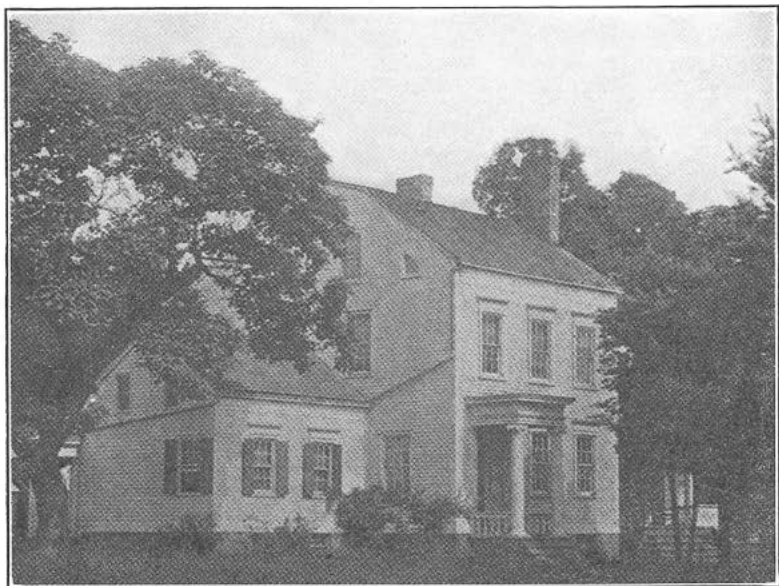
**IN THE EARLY DAYS**

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**AND THE PRESENT DAY**

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## IN THE EARLY DAYS



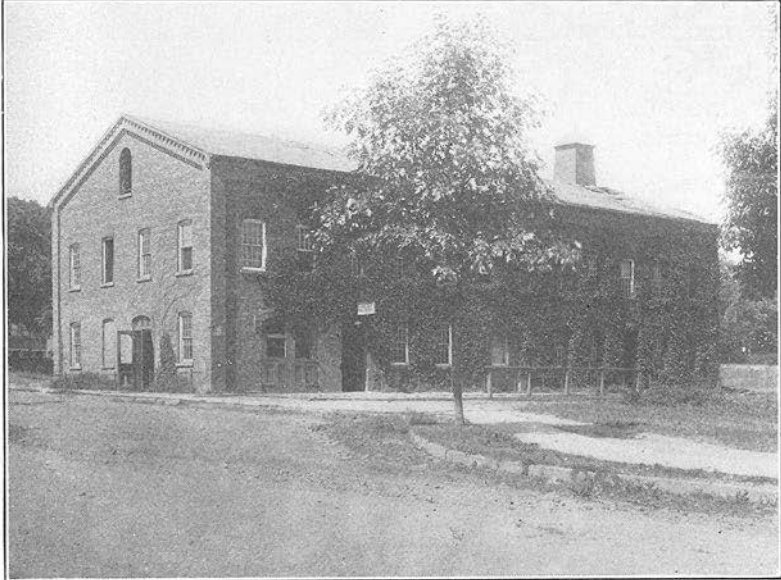
THE HOMESTEAD SCHOOL

*This school building was the former Duncan home. It housed primary classes in 1898-1902.*



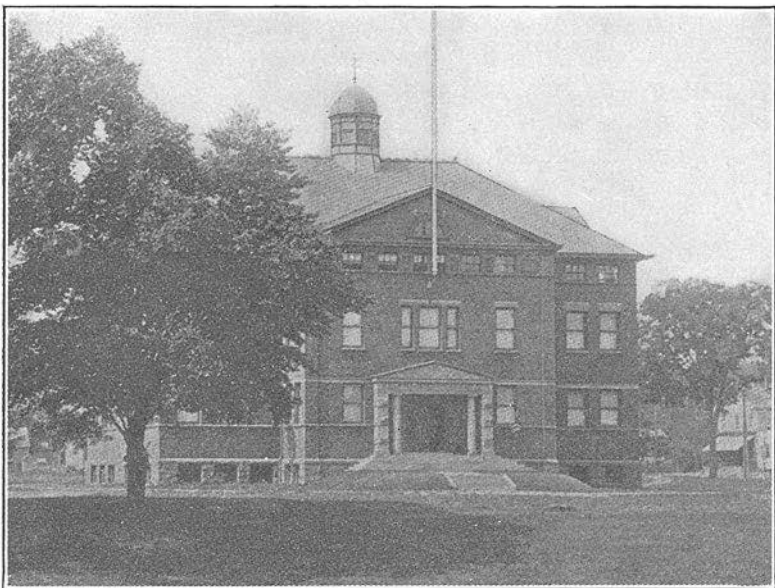
CHURCH STREET SCHOOL

*Built in 1875 to replace a frame building which was built in 1856 and burned in 1874.*



PARK HALL SCHOOL

*This building was a mill for many years. It was remodelled in 1891 and used as a High School until 1904, at which time it was partly destroyed by fire.*



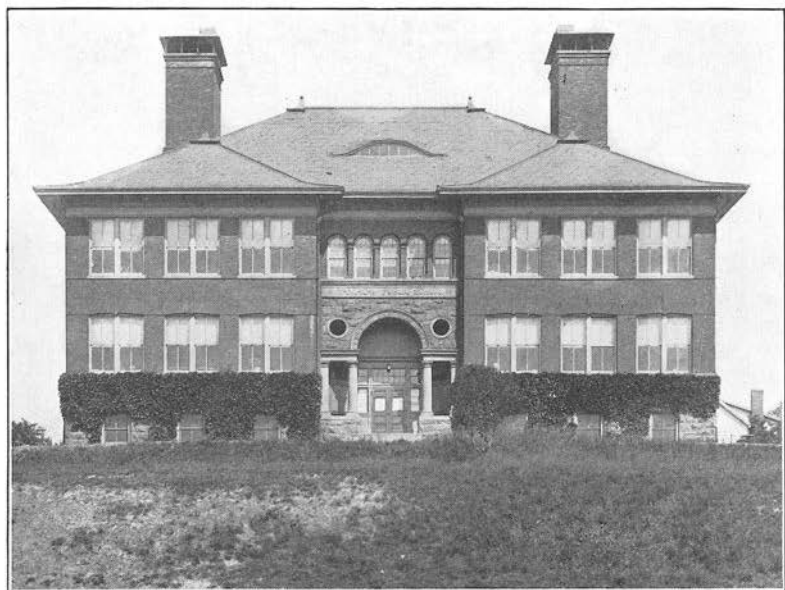
THE PARK SCHOOL

*Built in 1894. It was the first unit of the present Park School.*



PASSAIC AVENUE SCHOOL.

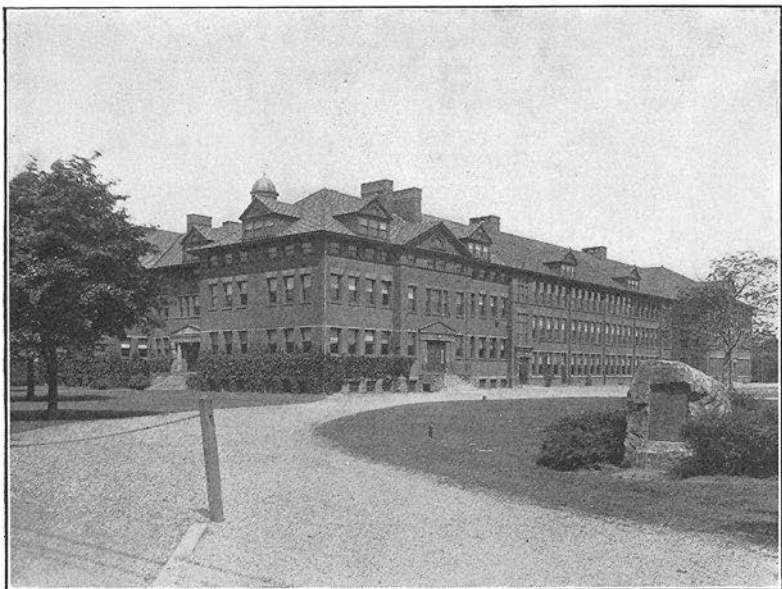
*Built about 1850 to replace the Old Stone Schoolhouse which was built in 1794.*



THE YANTACAW SCHOOL

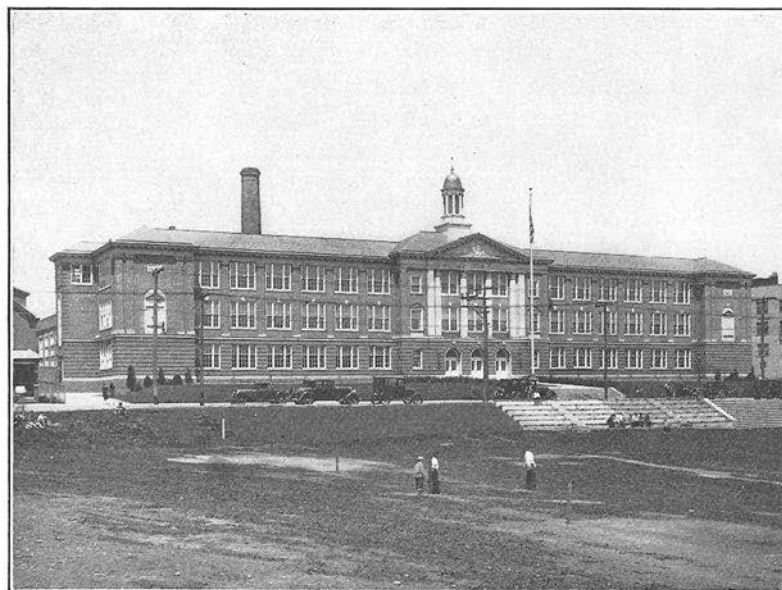
*The first unit of eight rooms was built in 1902.*

## THE PRESENT DAY



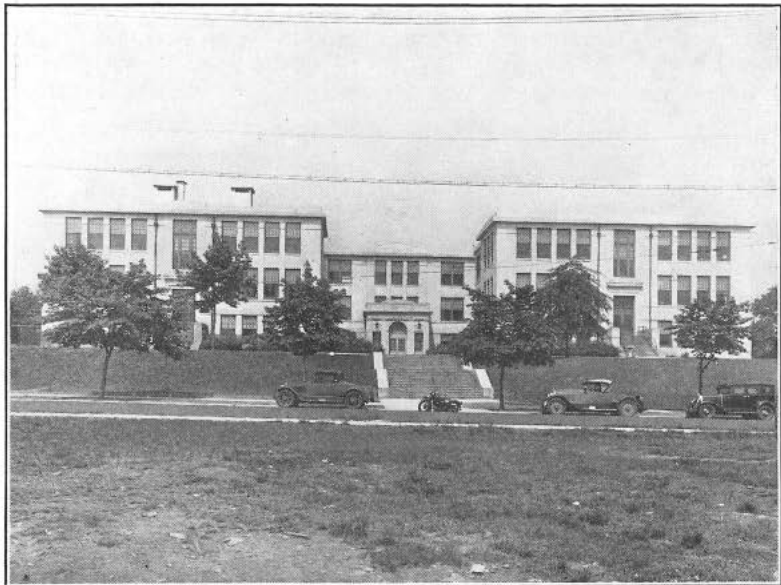
THE PARK SCHOOL

*Built in 1894. Enlarged in 1907 and 1923.*

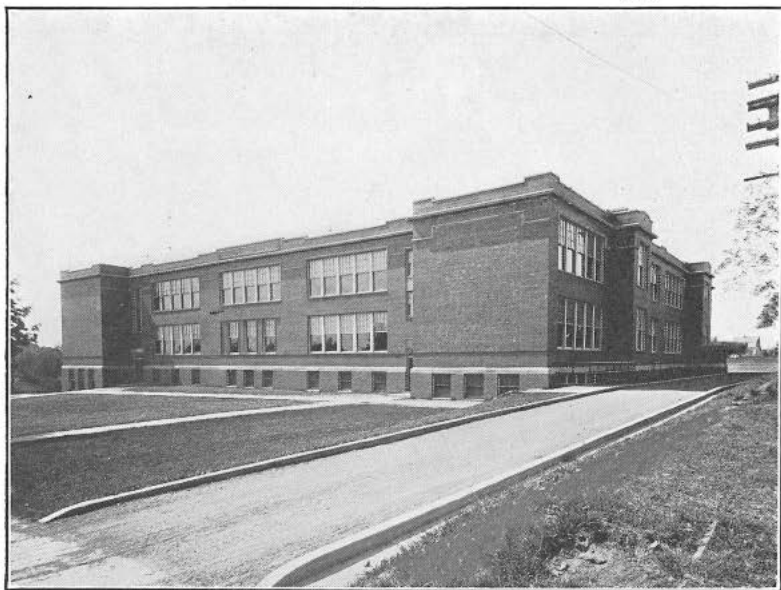


THE HIGH SCHOOL

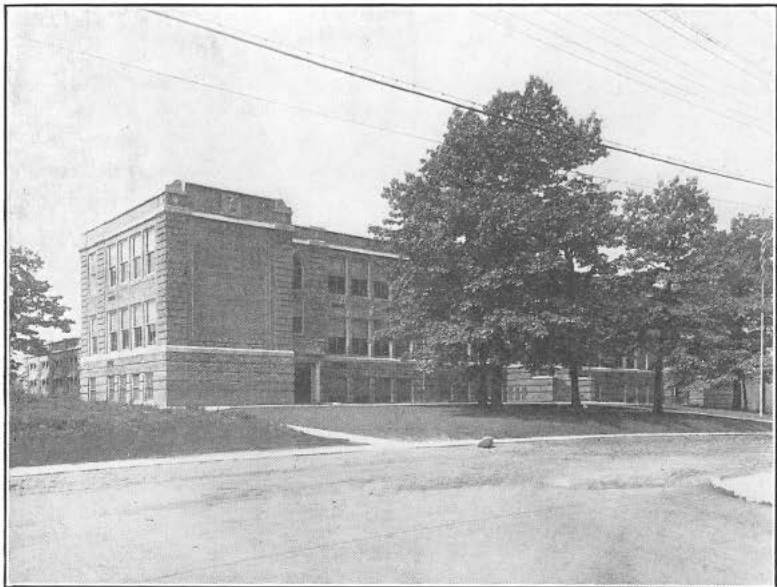
*Built in 1927.*



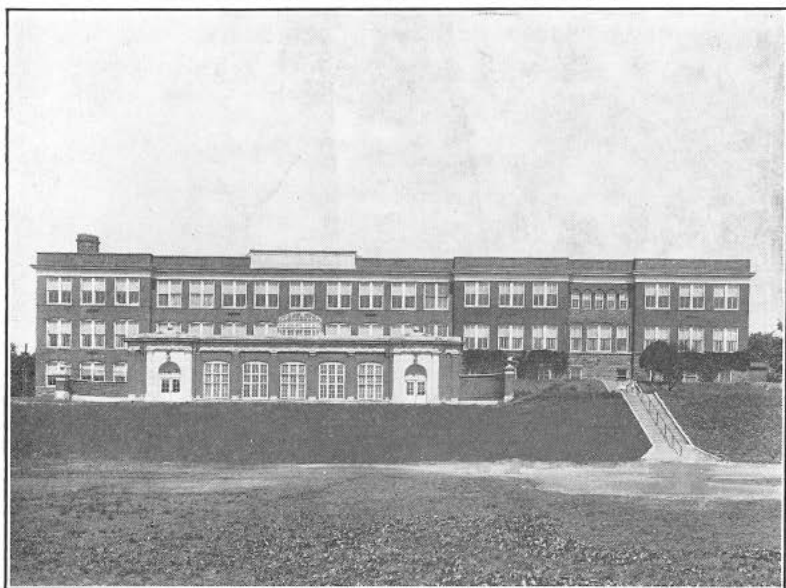
THE WASHINGTON SCHOOL  
*Built in 1911. Enlarged and remodelled in 1927.*



THE SPRING GARDEN SCHOOL  
*Built in 1917. Enlarged and remodelled in 1927.*

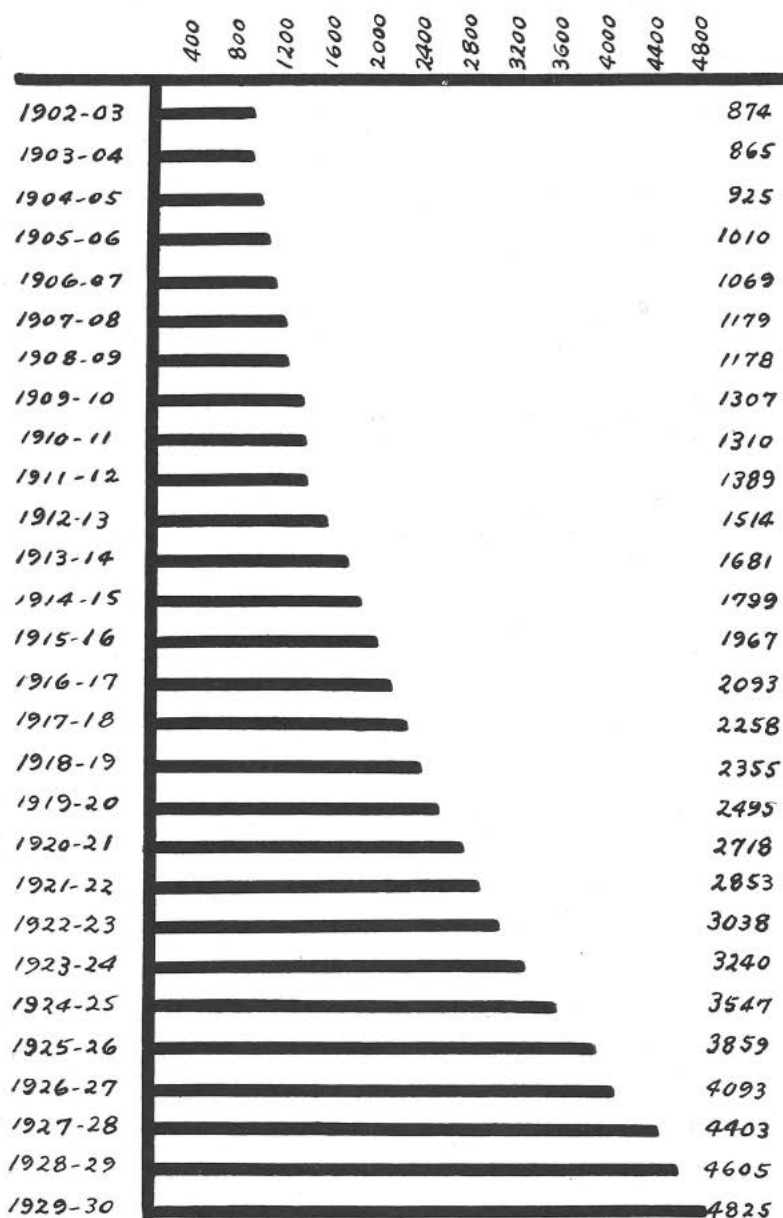


THE LINCOLN SCHOOL  
*Built in 1915. Enlarged in 1920 and 1929.*



THE YANTACAW SCHOOL  
*Built in 1902. Enlarged and remodelled in 1929.*





*Growth of Nutley's Schools 1902 to 1930*

## SCHOOL GROWTH

The preceding chart shows the growth of Nutley's schools beginning with the year 1902-03.

The first graduating class from the High School was in 1892. These pupils graduated from the High School Department, which was then held in our present Town Hall.

During the first ten years, 1892 to 1901, there were 60 graduates, averaging 6 per year. During the second ten years, 1902 to 1911, there were 78 graduates, averaging 8 per year. From 1912 to 1921, ten years, there were 215 graduates, averaging 22 per year. From 1922 to 1930, nine years, there were 585 graduates, averaging 65 per year.

The High School enrollment was as follows at ten year intervals:

1899-1900	-	-	-	-	-	29
1909-1910	-	-	-	-	-	117
1919-1920	-	-	-	-	-	231
1929-1930	-	-	-	-	-	694

# MEMBERS OF THE BOARD OF EDUCATION

*Since the Organization of the Town of Nutley, 1902*

RICHARD W. BOOTH	-	-	-	Elected	1896	-	Present term expires	1932
JOHN F. CLARK	-	-	-	"	1897	-	Served to	1903
WILBUR ACKERMAN	-	-	-	"	1900	-	"	1903
JOHN VERNON BOUVIER	-	-	-	"	1901	-	"	1904
JOACHIM DAVIS	-	-	-	"	1901	-	"	1904
WILLIAM F. DITTIG	-	-	-	"	1901	-	"	1907
GEORGE B. PHILHOWER	-	-	-	"	1901	-	"	1910
HENRY W. GOODRICH	-	-	-	"	1902	-	"	1910
FRANK T. SHEPARD	-	-	-	"	1902	-	"	1914
HENRY G. BAILEY	-	-	-	"	1903	-	"	1905
CHARLES W. LICHTENSTERN	-	-	-	"	1903	-	"	1906
ARTHUR STAGER	-	-	-	"	1904	-	"	1912
THOMAS J. O'NEIL	-	-	-	"	1904	-	"	1913
WILLIAM H. ARNOLD	-	-	-	"	1905	-	"	1906
FREDERIC CLEMENTS	-	-	-	"	1906	-	"	1909
GEORGE A. HILL	-	-	-	"	1906	-	"	1912
PERLEY A. PRIOR	-	-	-	"	1907	-	"	1912
JOHN M. SATTLER	-	-	-	"	1910	-	"	1920
HORATIO W. ST. JOHN	-	-	-	"	1909	-	"	1912
				"	1915	-	"	1918
ALMON G. CALKINS	-	-	-	"	1912	-	"	1916
ALFRED B. STURGES	-	-	-	"	1910	-	"	1913
HENRY T. DAKIN	-	-	-	"	1912	-	"	1915
WILLIAM J. KINSLEY	-	-	-	"	1912	-	"	1915
WM. HINCKLEY MITCHELL	-	-	-	"	1912	-	"	1915
GERTRUDE M. LITTLE	-	-	-	"	1913	-	"	1916
				"	1927	-	Present term expires	1933
WILLIAM LONGFELDER	-	-	-	"	1913	-	Served to	1915
MARION L. LEWIS	-	-	-	"	1914	-	"	1926
EDWARD M. CONE	-	-	-	"	1915	-	"	1921
NILS O. LINDSTROM	-	-	-	"	1915	-	"	1919
WILLIAM C. SLAVIK	-	-	-	"	1915	-	"	1918
CHARLES FENDRICH	-	-	-	"	1916	-	"	1919
ABIJAH C. FOX	-	-	-	"	1916	-	"	1919
SARA S. PROAL	-	-	-	"	1918	-	"	1924
HORACE TANTUM	-	-	-	"	1918	-	Present term expires	1933
ALBERT E. HOWE	-	-	-	"	1919	-	Served to	1922
CORA N. PRIOR	-	-	-	"	1919	-	"	1922
EDGAR M. SERGEANT	-	-	-	"	1919	-	"	1922
GEORGE M. GOTTFRIED	-	-	-	"	1920	-	"	1923
CHARLES N. CALDWELL	-	-	-	"	1921	-	"	1927
EMIL C. MILLER	-	-	-	"	1922	-	"	1925
THOMAS NICHOLS	-	-	-	"	1922	-	"	1925
FRANK L. RUSBY	-	-	-	"	1922	-	"	1925
BENJAMIN HURD	-	-	-	"	1923	-	"	1929
FRANK H. WHITENACK	-	-	-	"	1924	-	"	1927
MARY P. AMES	-	-	-	"	1925	-	"	1928
ANDREW MACCORKINDALE	-	-	-	"	1925	-	"	1928
RALEIGH S. RIFE	-	-	-	"	1925	-	"	1928
LOUISE H. GOTTFRIED	-	-	-	"	1926	-	Present term expires	1932
WALTER F. REINHEIMER	-	-	-	"	1927	-	Present term expires	1933
HARRY H. HALSTED	-	-	-	"	1928	-	Present term expires	1931
OLIVE C. SANFORD	-	-	-	"	1928	-	Present term expires	1931
FREDERICK H. YOUNG	-	-	-	"	1928	-	Present term expires	1931
CHESTER A. SHANNON	-	-	-	"	1929	-	Present term expires	1932

# The Present Day

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## What Nutley Is Doing for Its Children in Academics

### THE ORGANIZATION OF NUTLEY'S SCHOOLS

1. The kindergarten, to which children may be admitted at the age of four years.
2. The elementary grades, which are grades one to six, inclusive.
3. The junior school, which is made up of grades seven and eight.
4. The high school, which is made up of grades nine to twelve, inclusive.

### THE KINDERGARTEN

The kindergarten is the year in which children are brought together as a class for the first time. The main aim is socialization. It is necessary for them to work in groups harmoniously all through their school lives and probably all through their lives as adults. In the kindergarten the children enter into the natural activities of children, play, dancing, singing. In addition, more serious activities are followed such as elementary manual training, the development of the sense of rhythm, the development of a number sense, and possibly, the beginning of a knowledge of words. Each activity has its purpose of developing self-expression. The great aim is to promote a mental and physical freedom. Such freedom is a great asset to the child when he approaches the more formal work of the first year.

### THE ELEMENTARY GRADES

The elementary grades are the grades in which children are given command of the tools of learning; reading, writing and number. These are of first consideration. In addition are taught American and European history, geography, civics, elementary science and health education.

During the range of the time of Nutley's history, 1902 to 1930, many new notions have been developed concerning elementary education. We hear many terms today that had not

yet been coined back in those early days, such as motivation, the project method, the objective test, the intelligence quotient, the Binet school, the school for the physically handicapped, the Dalton plan, the Winnetka plan, the platoon, the child-centered school, etc. These new terms do not mean necessarily that we are presenting a new content to our children, but rather that a new philosophy of education has been thought out based on a much surer knowledge of the laws of learning, the psychology of individual differences, and the nature and measurement of intelligence.

The elementary school still presents the traditional studies mentioned above and in addition, the cultural and practical studies, music, art, home-making, and vocational studies for boys.

### THE JUNIOR SCHOOL

The junior school comprises grades seven and eight. We believe that the better administrative plan is to include grade nine also. In our case, however, the present junior school building is able to accommodate only the members of grades seven and eight. The ninth year is included in the high school group.

The academic content of our junior school is a continuation of the work of the elementary school during the seventh year, but with a much broader application of subject matter. The eighth year shows a departure toward what may be called secondary school work. The work in English has to do with the sources of our language as found in the Latin. In mathematics elements of geometry and algebra are introduced. The spirit of inquiry is encouraged in every teacher-pupil contact. The pupils of these grades are passing through the adolescent period. With them it is the period of expansion, of inquiry, of great activity. Content and method must be chosen to meet the needs and capacities of these children. There is no longer a possibility of uniformity of studies or of method of presentation. These children cannot be made over the same pattern. They are beginning to take on the physical form and the mental habits that will stay with them during life. So we talk of differentiation of subject matter and of method. Every chance for developing self-expression must be offered. Since

types differ in interests, needs and capacities, so must content and method of approach vary to meet these same individual traits.

To meet the situation efficiently we must offer more chances of growth than it is possible to offer in the academic classroom. To meet these needs the shops for boys and girls have come into common use, also industrial and fine arts, music, science and dramatics. Our junior school gives further chance of expression through a number of so-called club organizations. These club units are organized with a definite purpose in mind. There are dramatic, gift, science, craftsman, travel, athletic, art, speaker, glee, book lovers, stamp and music clubs. Each pupil may choose his own club. In associating with his fellows who are interested in the same thing that he is interested in, he finds not only a great pleasure but a new outlet for his abilities.

It is the period when student participation in government is given much attention. Pupils of this age like to take on responsibility and they profit very much by doing so. Just here lies the school's greatest chance to develop good citizens by developing an interest in doing the things that boys and girls must do later on as citizens.

### THE HIGH SCHOOL

The high school is the unit in which work of the so-called secondary type is pursued. This school has several aims. The first great aim is to meet the needs of all children who come to it. The character of the high school clientele has changed greatly in the past twenty years. Formerly only those who had college in mind attended. The high school was primarily a college preparatory school. For that reason the work was formal and stereotyped. During the past few years we have changed our conception of the functions to be performed by the secondary school. This is due largely to the following causes. First, the change in the high school clientele as mentioned above. Second, developments in the field of educational psychology, especially with respect to the laws of learning, the psychology of individual differences, and the nature and measurement of intelligence. Third, the introduction of the

objective test which gives a reliable means of discovering defects that were formerly only suspected.

With the experiences gained by actual classroom contact and the development of experimental psychology we are forced to recognize the validity of the doctrine of individual capacities and needs. Hence, the tendency is to reduce the emphasis on *formal* values and to emphasize the *functional* values in content and method, to socialize instruction, to reorganize subject matter and method in terms of the laws of learning instead of in terms of the scientific arrangement as viewed by the specialists, to reorganize subject matter and method so as to subordinate deferred values and to make each unit of study of value to the pupil in terms of the amount and quality of his study.

Since we must receive an increased number of pupils without special interest or ambitions, we must recognize the factor of motivation in a new way. It does not mean that the level of instruction for students of the finer intellectual types needs to be lowered, but it means that all the varied types shall have a chance to develop individual ability. It is necessary to place additional emphasis on diagnosis and guidance in and through the organization of instruction. It is our business to hold and educate all types up to their individual capacities.

The question "Does the high school prepare for college?" is often asked. The answer is that it does, as is evidenced by the following numbers who have entered college during the past ten years. Given sufficient ability, industry and inclination there is no reason why any graduate of our high school should not enter the college of his choice. We do our best to awaken habits of industry in our pupils and help them develop such abilities as they possess natively. No school can hope to do more.

Number who have entered college during the past ten years 148.

Colleges which these pupils have entered:

Amherst	Carnegie Inst.	Dartmouth
Annapolis	Cedar Crest	Elmira
Barnard	Centre	Hamilton
Brown	Colgate	Hobart
Bryn Mawr	Columbia	Holy Cross
Bucknell	Cornell	Lafayette



Lehigh  
Lincoln  
Manhattan  
Massachusetts Inst.  
Montclair  
Mount Holyoke  
New Jersey College  
New York Univ.  
Oberlin  
Purdue

Rensselaer  
Rutgers  
St. Elizabeth  
St. Lawrence  
Seton Hall  
Simons  
Smith  
Springfield  
Stevens Inst.  
Swarthmore  
Syracuse

Union  
U. of Pennsylvania  
Upsala  
Ursinus  
Vassar  
Villanova  
Wesleyan  
Williams  
Wilson  
Yale

Number who have entered normal school 69.

Number who have entered other professional and training schools 48.

The course of study follows:

# COURSES OF STUDY, NUTLEY HIGH SCHOOL, 1930

## College Preparatory

## Non-College Preparatory

### NINTH YEAR

Classical		Scientific		Commercial		General	
Pds.	Crs.	Pds.	Crs.	Pds.	Crs.	Pds.	Crs.
English .....	5 5	English .....	5 5	English .....	5 5	English .....	5 5
Latin .....	5 5	Algebra .....	5 5	Com'l Arith....	5 5	Gen. Math. ....	5 5
Algebra .....	5 5	Ancient Hist....	5 5	Gen. Science ..	5 5	Gen. Science....	5 5
Biology or		Biology .....	5 5	Ancient Hist....	5 5	Vocations .....	2 2
Anc. Hist....	5 5	Vocations .....	2 2	Vocations .....	2 2	Boys:	
Vocations .....	2 2	Phys. Train....	4 1	Phys. Train....	4 1	Shop .....	4 2
Phys. Train....	4 1					Art .....	4 2
						Mech. Dwg. ....	2 1
						Girls:	
						Cooking .....	2 1
						Sewing .....	4 2
						Art .....	4 2
						Phys. Train....	4 1

### TENTH YEAR

Pds.	Crs.	Pds.	Crs.	Pds.	Crs.	Pds.	Crs.
English .....	5 5	English .....	5 5	English .....	5 5	English .....	5 5
Latin .....	5 5	Plane Geom....	5 5	Bookkeeping ..	7½ 5	Gen. Math. ....	5 5
Plane Geom....	5 5	Mod. Eur. Hist.	5 5	Com'l Geog. ....	(½ year) 5 2½	Civics .....	(½ year) 5 2½
French or		French or		Typewriting ..	(½ year) 10 2½	Com'l Geog. ....	(½ year) 5 2½
German .....	5 5	German .....	5 5	Elect One:		Shop, Dwg., ....	
Phys. Train....	4 1	Phys. Train....	4 1	French* .....	5 5	Etc. ....	10 5
				German* .....	5 5	Phys. Train....	4 1
				Mod. Eur. ....			
				History .....	5 5		
				Phys. Train....	4 1		

### ELEVENTH YEAR

Pds.	Crs.	Pds.	Crs.	Pds.	Crs.	Pds.	Crs.
English .....	5 5	English .....	5 5	English .....	5 5	English .....	5 5
Latin .....	5 5	Intermediate		Stenography ..	5 5	Elect One:	
Intermediate		Algebra .....	5 5	Typewriting ..	7½ 4	Physics .....	7 5
Algebra .....	5 5	French or		Elect One:		Art Apprec. ....	5 5
French or		German .....	5 5	French .....	5 5	Bookkeeping ..	5 5
German .....	5 5	Physics .....	7 5	German .....	5 5	Shop, Dwg., ....	
Phys. Train....	3 1	Phys. Train....	3 1	Art Apprec. ....	5 5	Etc. ....	10 5
				Phys. Train....	3 1	Phys. Train....	3 1

### TWELFTH YEAR

Pds.	Crs.	Pds.	Crs.	Pds.	Crs.	Pds.	Crs.
English .....	5 5	English .....	5 5	English .....	5 5	English .....	5 5
Latin .....	5 5	French or		Stenography ..	5 5	U. S. Hist. &	
U. S. Hist. &		German .....	5 5	Typewriting ..	(½ year) 5 1	Prob. Amer. ....	
Prob. Amer. ....		Solid Geom. ....	(½ year) 5 2½	Office Trng. ..	5 2½	Democracy ..	5 5
Democracy ..	5 5	Trigonometry		Secretarial		Elect One:	
Elect One:		(½ year) ....	5 2½	Projects .....	(½ year) 5 1½	Chemistry ..	7 5
French .....	5 5	Chemistry .....	7 5	U. S. Hist. &		Music Appr. ....	5 5
Chemistry ..	7 5	U. S. Hist. &		Prob. Amer. ....		Shop, Dwg., ....	
German .....	5 5	Prob. Amer. ....		Democracy ..	5 5	Etc. ....	10 5
Phys. Train....	2 1	Democracy ..	5 5	Phys. Train....	2 1	Phys. Train....	2 1
		Phys. Train....	2 1				

(See note below)\*

A total of 80 credits is required for graduation

\*If the student is unable to carry five subjects Chemistry, Advanced Mathematics or the Foreign Language may be omitted.

\*French or German must be started in the tenth year if it is elected by pupils in the Commercial Curriculum.


In addition to the academic set-up of our high school, students are encouraged to enter into at least one extra-curricular activity. There are a number of such activities, each one of which gives a training for life of great value to the pupil who participates. These activities are as follows: dramatics, debating, The Attic, (our school magazine); athletics, the band, the orchestra, the glee clubs, declamations. In addition to these are the following clubs: biology, mathematics, progressive pen, radio, science. Other activities that students may engage in are the executive council, the oratorical contests, the patrol, and the student council. Students are also encouraged to take part in assemblies, to help in taking care of the attendance record, to participate in the school budget, to take care of the bulletin boards, to act as cheer leaders, to help develop the school as an organization for the promotion of citizenship, to assist in making up reports of student eligibility, to act as library assistants, to take care of the multigraph printing machine, to act as ushers on public occasions, and many other activities in which students find pleasure in participating and which mean a fine training for them.

## What Nutley Is Doing for Its Children in Industrial and Fine Arts

*A—In The Elementary Grades*

EMMA J. GAZAN, *Supervisor*

### EDUCATIONAL AIMS

T is a generally accepted fact that the needs of every American child are protection, maintenance, education, life, liberty, pursuit of happiness and, above all, an opportunity for the full development of his capacities. Educational leaders of today are seeking to so analyze the immediate needs of the child and to so organize a suitable curriculum that the knowledges taught may have immediate relation to the child's present life and experiences. The educational aim of today is to prepare the child to live happily his daily life, while forming the beginnings of correct habits, skills and understandings, which will be the foundation of a successful future.

Education is continuous and all educational problems may be so related that they form a unit. Subjects should not be pigeon-holed and taken out one by one for discussion. They are not so used in real life. When an adult purchases a suite of furniture he considers (1) style—history, beauty of coloring and design; (2) art—durability, source and kind of wood, upholstery and construction; (3) science—commercial geography, industry, etc. Then, too, he carefully considers the price in relation to the value of the goods offered, mathematics. In this purchase, as in other activities in which he engages, he unconsciously uses knowledges gained from many sources. Today the modern public schools are seeking to impart knowledges in a related way. The child's needs and experiences are considered in the selection and teaching of subject matter and the related information, and he immediately makes use of the combined knowledges in the project or units or work progressing in the classroom. Schools are becoming child-centered rather than subject-centered.

#### THE PLACE OF CREATIVE AND INDUSTRIAL ARTS IN THE EDUCATIONAL SCHEME

We today accept for subject matter only that which has rich thought content. Writing, spelling, and reading are merely tools with which to work. They have no thought content and offer no opportunity for exercising creative ability. Pupil initiative and new interests are awakened by a many sided education and the arts open to the child a vista otherwise unrevealed. Here is a rich body of important ideas and valuable knowledge which can rest squarely upon its own substantial thought basis. Industrial arts as taught in the elementary schools is the main connecting link between the broad general education of the grades and the narrower special training of later years. The modern industrial world presents complicated intellectual problems whose difficulties can be mastered only by a series of strong mental efforts. Simple problems, suitable to children, are equally rich in the essentials of good thinking. In fact, art and industrial arts might be the title under which all knowledges to be taught the child are organized.

Turning to the history of the early peoples, one finds that our only knowledge of them depends upon such tools, weapons and utensils which the simple minds and none too cunning hands fashioned for their use, and which, through climatic and geographical conditions, have been preserved to us through the centuries. We know of the stone, iron and bronze age and the progress of civilization through the handiwork of the people. The history of Ancient Egypt is yearly being clarified through discoveries made while excavating tombs in which are found early records revealed through marvelous examples of art and industry. The culture and advanced civilizations of Greece and Rome were glorified not by their gladiators and athletes, but by their artists, craftsmen and builders. The dark ages, which fostered few craftsmen and builders, are almost unknown to us, but the middle ages impart their story through emblazoned armor and weapons, a bit of fabric or lace, their castles and later cathedrals. In the Renaissance it is still the work of the artists and craftsmen which reveals the trend of the times. Kings may come, kings may go, but art and industry go on forever. It was the desire for the product of the art and industry of India which led to the discovery of the Americas. What will record the present greatness of America in the centuries to come? Not the names of the famous baseball and football players, not the cinema stars or radio announcers; the foundations of the new bridge over the Hudson, the Cathedral of St. John the Divine, will remain through centuries as monuments to the greatness of our designers and our industrial art of today.

One question which invariably arises in a sixth grade art class is why certain periods of history produced so many great artists, craftsmen or scientists. Discussions soon bring forth the fact that the culture and demand of the people make possible the development of the artists or scientists, and the fulfillment of the needs of the people make possible the further development of civilization.

Hand in hand with the arts of today are science, literature, health, industrial and civic problems which influence the development of the child. In the Nutley Public Schools industrial art lessons are so planned that they take for much of their subject matter the history, geography, science, nature les-

sons, health or civic problems which are at the time foremost in the mind of the class. The particular problem depends upon the facts which the classroom teacher wishes the child to visualize as an aid in impressing, relating, retaining the facts taught. Through these lessons, presented when the child has interest in the subject matter, the facts of form perspective color, principles of design, lettering, space relations, measurements, construction and art appreciation are taught. The instruction is not abstract or theoretical but pupils learn by doing and profit by mistakes. There is no striving for finished adult work but only for the best effort and initiative which each child can offer. No single standard is set as a goal, each pupil being allowed to carry his problem as far as he is able according to his manual dexterity or mental ability.

Handwork with little opportunity for thought has no effect on the progress of the pupil. In the elementary school we seek to have the practical arts work a means of general education. Handwork and other practical activities are used as a means of clarifying ideas, stimulating interests and initiative, and investigations and inquiries of surrounding and current life. The work utilizes the investigative, creative and reading interests as well as the manipulative; it motivates reading and designing; it provides for a large degree of pupil initiative under guidance. In fact, the field of industrial and creative art offers so great an opportunity to provide favorable situations for developing pupils in independent reflective thinking, which trains them in efficient study habits, that its present time allotment of ninety minutes a week should be lengthened.

#### TYPICAL LESSON SUBJECTS

Art appreciation. Pupils are becoming familiar with great permanent works of art and with the names of their creators. One famous picture or statue or building related to the child's interest at the time is studied each month and a colored reproduction is mounted in a booklet made by the pupils. These are saved from year to year and before entering junior school all are bound into a taped book with stiff covers and back. Many visits are made to art galleries.

Textiles, their source, manufacture, design, coloring, use

and their industrial importance to our own and other countries and peoples are studied.

Home-making in the first grade centers around the construction of dolls and dolls' houses. The source of many of the materials to clothe people and to build a house, and the need of architects, builders, carpenters, masons, and allied trades, to complete the house are discussed. Pupils devise ingenious methods to make a small house and design and make furniture, curtains, rugs, etc. They learn something of the care of the house, the way to help mother, and the correct way to place dishes and silver on the table. Styles and designs of furniture are discussed in higher grades, each pupil making a collection of illustrations showing attractive interiors and good types of furniture. Good taste in rugs, draperies, wall coverings and beautiful color harmonies are the subject of lessons, as are also arrangements of furniture, the hanging of pictures and flower arrangements.

Indian life in the plains, in the pueblo, in the north, and in New Jersey, is reproduced on paper, blackboard and sand-table to show all types of Indian homes and Indian activities. Pupils make and design Indian pottery, blankets, dolls, beads, etc., and contrast the needs of primitive life with their own.

Japan and Holland share the interests of the pupils and they vivify their mental pictures with projects representing the homes, costumes, habits, customs and industries of the people, as well as the geographical location. This year one class wrote a play on Japan and painted the scenery showing the sacred mountain, and another group made costumes for a play which they wrote on Holland.

The Pilgrim Fathers and the settling of America is the subject of one unit of work which combines literature, geography, history and art. One class this year painted four scenes as a background for a play which they wrote and produced.

When Greece and Rome are the subject of the history classes of the sixth year, the Art Department interests the pupil in the influence of the classic styles of architecture upon our own buildings, and young eyes and intelligent minds are turned upon the design of the buildings of Nutley and New-ark.



The book, and the development of records from the cairns and obelisks, clay, wax, bone, brass and lead tablets to the use of papyrus and parchment scrolls is followed and discussed as are types of binding, handmade books, the making of paper, the printing press and the modern book.

Medieval days hold the attention of large classes in the Art Department. Every sixth year class has a group of boys who search reference books for material on castles and they construct the castle walls, the castle, drawbridge, and moat from any material at hand. The styles for knights and ladies, the armor for horses and men, the style of weapons, and shields, all demand much research to properly stage medieval scenes. Visits to the museums are made and the children live again in the period in which they are studying. Large backgrounds are painted for the castle, and miniature knights and ladies watch jousting matches. The cathedrals, their beauty and wealth of decoration, sculpture, carvings and paintings, their stained glass windows, and the methods of applying mural decorations, all attract the interest of the pupils. Stained glass windows of today are talked about and pupils brought to the realization that America today surpasses any other country in this art.

Clothing, its suitability for the wearer, the time and place, its color, durability and cost are discussed, and related problems in design are carried out.

Civic pride is brought to the consciousness of the pupils in the third grade when they all draw a small map of their own locality beginning with the school as a center, learning directions and points of the compass. Then a map is laid out on the floor, each pupil constructing a small house which he places on his own lot. Street signs and traffic signals are lettered, safety rules taught and pupils learn how to properly direct people to given addresses. Later a small yard is designed showing well arranged and poorly arranged yards, well kept and untidy yards. Sanitation and health laws are emphasized and posters made. As the story of transportation and lighting develops, it is vivified by the Art Department. Cement, its course and use, and the pouring of some small object are of interest to the pupils when studying the rocks and their composition.

Pottery, its construction by the coil method, by pouring or

casting, the firing and applying of the glaze, is also studied when soils are discussed. New Jersey as a center of the pottery industry makes this subject of great interest to the pupils. At present all of our firing is done in a hot air furnace, the pottery enclosed in a covered iron kettle.

The designing and making of toys and gifts present an opportunity for much creative work. The largest piece of work accomplished this year, the woodland scene for the stage of the Lincoln School, afforded the dozen or more pupils who worked on it, under the direction of an instructor, an insight into the designing, painting and construction of theatrical settings. It presented a real life problem to the pupils of the sixth grade and their success in the undertaking was marvelous, for the painting of such a large canvas and the six side pieces was real labor, in addition to being a problem in design and color.

#### *B—In the Junior School and High School*

MAUDE E. WILLIAMS, *Head of Department*

The subject of art in the junior and high schools provides for further orientation in art which has already been established in the preceding years of school life. Through orientation or experiences in the art class, pupils often find for themselves a life work and a life interest or hobby.

The art course has a two-fold objective. The first and most important objective is to provide for an intelligent appreciation of art and a cultural background for all pupils. The second objective is to find and train pupils particularly interested and pupils especially capable in artistic expressions.

The pupils have two general contacts with art work. One contact is made through the regular class instruction period. The other contact is more individual through extra-curricular activities such as clubs, play production, operetta production, art editor of the school paper, contributor to the school paper, bulletin board service and competition for prizes and scholarships.

The classroom instruction stresses the objectives of appreciation and expression. Since the appreciation of art is through the eye and the expression of art is through the coordination of the eye and the hand, art training must be both

visual and manual. Appreciation is stressed but enough expression work is given so that the pupil is able to recognize an ability in this field, but not enough expression work is given to discourage the pupil who has appreciation ability with little ability to express.

The divisions of the subject include the principles of design and the principles of representation or perspective.

Design is approached through a study of famous examples in architecture, sculpture, painting and minor arts. Design is applied specifically to interior decoration, costume design and commercial advertising. This phase of the work covers lettering in many styles, color theory and practice, some sketching and the representation of side walls with window and door details. The rendering includes pen technique, the use of opaque and transparent water colors and crayons.

Representation through perspective is approached through the development of the principles and theory of perspective as the problems require their use. This phase of work covers the representation of curved objects in a variety of positions above and below the eye level, of angular objects in a variety of positions, also of the figure, of the head, and of landscapes showing the effect of distances. The rendering includes pencil technique, charcoal, opaque and transparent color, chalks, pastels and crayons.

There are two courses in history of art that take their place among the major subjects of the high school.

The first history of art class regularly scheduled is in the junior year in the high school. The work includes a study of architecture, sculpture and painting through the Egyptian, Greek, Roman, Middle Age, Renaissance, Modern and Contemporary periods.

The second appreciation class regularly scheduled is in the senior year in the high school. The work includes a study of architecture, sculpture, painting and minor arts of America through the Indian, Spanish, Early Colonial, Late Colonial, Early Republican, Middle, Modern and Contemporary periods.

The subjects are covered through the use of a textbook, developing outlines, showing lantern slides and reflected pictures, bulletin board work, class recitations and the constructing of portfolios to hold the collections of examples gathered

from magazines and newspapers. Study from outlines, reference work, and picture collecting are required as home work.

There is also the study of the occupational opportunities in the field of appreciation careers. They are found in such vocations as gift, antique, lamp and period furniture shopkeepers; photographer, art critic, advertiser, museum worker, interior decorator, color expert and art magazine editor.

A study of the occupational opportunities in the field of expression careers is made. They are found in such vocations as portrait painter, landscape painter, sculptor, etcher, craft worker, miniature painter, stage set designer, illustrator, architectural designer, lettering artist, interior decorator, poster artist, architectural modeler, stained glass designer, architectural renderer, potter, glassware designer, textile designer, toy maker, doll designer, costume designer, art teacher, craft teacher, and cartoonist.

Art training is used by many students to enrich their material in other branches by the working out of special topics or projects in English, history, science, music, shop and sewing. The special topic is illustrated with pictures or drawings. The project is generally a series of drawings for the bulletin board or designs created and carried out in sewing or shop.

This method brings more material to the academic classes and the art classes are learning to appreciate and express art through useful activities.

It has already been expressed that the pupil contacts in extra-curricular activities are more individual than class contacts are apt to be. This comes about through the type problems upon which the pupils work. In extra-curricular activities they are working upon personal problems, or upon problems that they themselves are personally responsible for. It might be a costume for a part in a school production, a drawing for publication in the school paper or a problem for entry in a scholarship or prize competition. Such activities as have just been mentioned open new fields to work in. The school plays and operettas present situations that demand such varieties of work from making flowers, designing exterior and interior stage sets, designing costumes to painting portraits in oils. The materials and technique necessary to produce the work are such that might never be used in the regular class room, thus

through extra-curricular activities the pupil receives practical and broadening experiences.

## What Nutley Is Doing for Its Children in Vocational Studies

### *A—Home-Making*

MINA R. SHELDON, *Head of Department*



COOKING and sewing have become an essential phase of the education of today because these studies are social ones and the demands of everyday living make them of prime importance in the lives of our girls. The world is turning today more to the woman of the home who must plan and manage through economy and thrift to save food, clothing, fuel and supplies of all kinds, and use her ingenuity in a thousand ways to alleviate the sufferings of the world and to upbuild and uplift.

Cooking and sewing are subjects which center around the problems of the home and other institutions whose problems are of a similar nature. These studies, therefore, tend to teach those things which make the girl observant and independent of judgment of those issues which concern self, family, school, community and nation.

In the schools of Nutley these so-called home-making courses aim to teach the following things:

1. The efficient buying of materials.
2. An emphasis on the need of a definite knowledge concerning food and clothing.
3. The relation of food and clothing to personal and public health.
4. Such inspiration as will create a desire in the girl student for these subjects that will carry far into the home.
5. A knowledge of the real needs of the body and how these may be met through proper choice of foods and clothing.
6. That the training in foods and clothing improves the standard of living in the home.
7. That the girl student must do her work in the spirit of fair play, which makes only her best possible.
8. That through a knowledge of home-making arts a desire may develop for wholesome and pleasurable diversions in the home.

The first unit of cooking and sewing appears in the sixth grade, where in sewing the pupils are taught simple hand processes sufficiently well to produce garments of construction, such as the cooking apron and caps, simple personal things, and dresses. In foods they are given an elementary knowledge of the composition of foods and the uses of various food stuffs to the body, with a study of breakfast foods.

The second and third units, which appear in the seventh and eighth grades, are effectively worked out by not limiting the pupils to a few activities in the home, such as merely cooking and sewing, but to include as much subject matter and as many processes as possible; for example, clothing in relation to cost and selection, from the standpoint of hygiene and personal appearance, its care, repair, and the study of textiles, also food in relation to its production, selection, cost, care, preparation and service.

The seventh grades in clothing construct underthings and dresses of a more advanced type. In cooking, a careful study of preparation and serving of luncheon and supper foods is made. The eighth grade girls advance farther in sewing. They make their graduation dresses and foundation garments to be worn under the dresses. This involves a very important economic problem, comparison of prices of ready-made against home-made garments. In cooking the pupils of this grade make a thorough survey of dinner foods.

The girls of the high school aim to open up the home economics field still wider by developing proper attitudes and sympathies toward their work and laying a foundation far more intensive, enlarging upon the work already given and extending a broader outlook for the home and greater sympathy for those whose labors go into the production of the goods by which homes are maintained. The clothing unit gives such detailed work as teaching the girl how to dress attractively and suitably on all occasions, keeping in mind the conservative and economic use of clothing materials. This involves the making of all kinds of personal things, such as underthings, dresses, skirts, blouses and coats, encouraging the use of made-over things whenever possible.

The food unit in these grades has the meal as its base, making an advanced study of marketing, serving, choice of

dishes, simplicity in table linens and color schemes. The foods prepared are more intensive and include many new dishes for breakfast, luncheon and dinner.

These subjects in the school can never teach a girl all she will need to know about them. They aim to teach and establish more respect for home-making, keener interest in home problems, a knowledge of health problems, and a good degree of skill in some of the ordinary household operations and a spirit of helpfulness toward a more satisfactory home life.

### *B—Manual Training*

HARRY BENNETT, *Head of Department*

In the Manual Training Department of our schools the boy is given the opportunity of learning how to use tools intelligently and safely, develop manual skill, and make as many contacts as possible between school and industry. The manual training shop is the closest contact between the classroom and industry, and as many fields are included in the shop as are possible and practical.

In Nutley our work includes wood, sheet metal and iron, electricity, molding, cement, and copper and brass work. The boy works with all of these different materials and no effort is made to have him specialize in any one that he might follow to make his livelihood after he leaves school. He may select his work along any of these lines, if, after he has had sufficient experiences with all fields, he finds he has special aptitudes for one in particular. This must be entirely of the boy's own volition.

Shop work in Nutley begins in the sixth grade and continues until graduation from high school. In the sixth, seventh, and eighth grades every boy is required to spend 80 to 120 minutes a week in the shop. In high school shop work is elective in all four grades. He may elect as many periods as he can fit into his schedule.

In the sixth grade the boy works almost entirely with wood. It is here that he gets his first training in the proper use of tools. The foremost thought of the instructor during this period of the boy's training is to have him realize the value of tools and the knowledge of using them correctly. The boy



works almost entirely from models of completed projects selected by the instructor, because of tool processes involved, ease of completing, and the interest the boy may have in making and owning the project.

In the manual training school of a few years ago much time was spent by the beginner in making small models of all the joints commonly used in wood work. The pupil rapidly lost interest in the work under this system, and slowly the present system of making useful projects which include the several joints was evolved. The pupil learns more quickly and completely by doing things that he will enjoy doing than by being compelled to do things which become irksome after a short while.

In the seventh grades the first contact is made with iron, copper, cement, molding, and electric work. The pupil is limited in his selection of projects only by his own ability to complete each project in a workmanlike manner. He learns to sketch projects for himself and to read blue-prints, two highly desirable things for any man to know. It is part of the boy's training in good habits of work to have him complete every job started.

In the eighth grade only a small portion of the work is with wood. More emphasis is placed on iron work, molding, etc. Every effort possible is made to have the pupil work the same as in industry. He works entirely with man-sized tools and equipment.

The molding benches are some of the special features of our shops. These are exact replicas of benches used in industrial foundries. Here the boy has the opportunity of learning a good deal about molding. He learns to make the impression of the project in the sand, withdraw his pattern, pour the lead, and finish the project. Although we do not have the means of creating the high temperature necessary to melt iron, we find a good substitute in lead for making many projects, such as book-ends, ornaments for lamps, small pieces of statuary, etc. Most of the electric work experience the boy gets is in the wiring of floor and table lamps he has made, and in the repairing of home and school electric appliances.

In high school the boy elects the course he wishes to study with the thought in mind of what he intends to do on com-



pletion of his public school work. The general course includes four periods of shop work and four periods of mechanical drawing. This course is intended to go more deeply into shop work. It follows more closely along trade lines instead of manual training as a cultural and exploratory subject. We are at present occupied in making forms for cement bird baths and garden seats in which we expect soon to pour concrete. This is a new field for us, and much information is expected to be gotten by the boys in constructing concrete forms, mixing concrete, and finishing the projects. The general course in high school is only in its second year and as the boys develop ability it is expected to begin making some of our more simple school furniture on a production basis, thus making a saving to the schools while adding to the boys' knowledge.

For those in high school who do not elect the general course the shops are available. They may elect shop work for as many periods as they wish and can fit into their schedule. In the high school we try to develop more responsibility in each boy for his own work. We try to have him develop the project from the idea to the finished job with as little assistance from the instructor as possible. He develops his own project from a picture, blue-print, or an idea he may have.

In this day of machines it is a necessary part of a boy's education to learn about machines and how to use them intelligently and safely. Our high school is well equipped with wood-working machinery and the boy is carefully taught how to use them, after he has mastered most hand processes. The machines are used only by those boys who wish to use them and are known to be safe workmen.

Mechanical drawing offers the pupil a good course in mechanical and architectural drawing. After sufficient trial at both, he may elect either course. He is limited only by his own ability.

Briefly the objectives of manual training in Nutley are:

1. To teach good habits of work.
2. To enable the boy to use his hands and tools intelligently.
3. To provide the boy an opportunity to create things.
4. To develop ordinary skill.

5. To help the boy to determine upon a particular type of work in which he may be interested as a means of earning a livelihood.
6. To develop the ability to reason things out.
7. To develop an appreciation of industry.
8. To help the boy become a wiser consumer.
9. To help him to understand the occupational life in which he will soon be engaged.

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## What Nutley Is Doing for Its Children in Music

RUTH E. STREETER, *Supervisor*



REALIZING how increasingly essential a part of modern life music is, Nutley offers her children a broad and practical training in this field. The musical opportunities may be grouped under four main heads: vocal development, appreciation of music, instrumental instruction and professional training.

Vocal development and appreciation of music begin in the kindergarten and are required of all children up to the high school, then they become elective courses for the remaining four years. Since more than half of the first grade children are unable to sing in tune or express themselves well rhythmically, nearly two years are given to the correction of these difficulties. Rhythm bands, games and folk dances with song accompaniments give daily rhythmic drill, and many simple vocal drills with an endless amount of individual help and encouragement bring the voices up to pitch. Quantities of lovely old folk tunes are learned, some with the original words and some with words better fitted to the experiences of six-year-olds.

As in the investigation of knowledge everywhere children soon feel the need of written symbols and then the study of music notation and theory and harmony are added bit by bit to the vocal and motor experiences. As soon as the boys and girls have developed a clear, sweet, resonant voice for both speaking and singing, a voice easily and naturally produced and pleasant to hear, and are able to read simple melodies from the staff, they begin two-part singing, the progression to three-part in sixth grade and four-part in the junior school is

comparatively easy because so gradual. All theory and harmony is taught from a professional basis and very simply in order that no child may waste time on non-essentials and no child later have to unlearn any of his "school music" before he takes up some particular method.

From the sixth year on special care is taken with the boys' voices. Glee clubs increase in importance, although they begin with the third year. Class work in Junior school is largely part singing and music appreciation, no formal theory being planned for the eighth year. The work is reviewed as needed in sight singing of new songs and discussion of music heard in the listening lessons. Assembly programs and the annual operetta give splendid experience for soloists and glee clubs to give pleasure to both the other students and to the rest of the community. Children of special talent receive individual training in order to develop soloists and protect the voices from wrong or over-use. Many children with faulty diction find vocal exercises and song study the quickest and easiest way of correcting these errors. Much time is given to this kind of help because proper singing habits function unconsciously in proper speaking and breathing and react on the whole personality, giving poise and self-confidence.

In the high school frequent periods of assembly singing are held not only for the enjoyment of care-free singing but as an aid to school spirit. Student leaders conduct the morning hymns, school songs, etc., for daily assemblies, thus giving training to those especially interested in this part of the music field. The boys' glee club and the girls' glee club with an enrollment of over a hundred members this year are given special training similar to that offered to college organizations. They appear often, not only at school affairs, but help in various town activities. From these clubs are chosen the cast for the annual operetta and the members of the varsity quartets organized in 1929. Many small groups from the glee clubs and orchestra prepare and present programs with little supervision, thus developing initiative and judgment. The Nutley male quartet and the Nutley girls' quartet are composed of the most able singers regardless of classification and receive regular vocal lessons as well as ensemble training. They sing not only at

school and town affairs but occasionally give programs in nearby towns.

The Mens' Glee Club and the Womens' Choral of Nutley have been most helpful in encouraging the school organizations and for two years the Women's Choral has given delightful programs for the high school students.

The vocal classes serve two types of students, those with unusual talent who wish to develop their voices for concert work, and those who have some difficulty with either tone production or diction. Three courses are offered in the high school carrying points for graduation. In 10A, a one-semester course is given in combined theory and elementary harmony, which was planned especially for the instrumental students, but which is one of almost equal value to vocalists and as a preparation for the other two one-year courses offered in the junior and senior years. The correlated music course carrying five points toward graduation is a practical general course and includes conducting, building and presenting of programs, radio and other music criticism, simple harmony and form analysis, voice placing and care for both speaking and singing, correct diction, stage technique and coaching of both vocal and instrumental ensembles. This course furnishes most of the members for the music leaders' squad. In the senior year the music course is purely cultural. Quantities of the best music of all types are heard, analyzed and discussed, and compared with the other arts of the time. Biographies of the outstanding composers of all countries and research work on social, political and natural conditions influencing music and musicians give splendid opportunity for review of history, literature, science and art.

Instrumental instruction begins in the kindergarten with the rhythm bands which are continued through the third grade. In the fourth grade orchestra and band instruments are carefully explained and those children who show talent are encouraged to begin the study of some suitable instrument. Music for the elementary orchestras is kept very easy so that children may start ensemble playing in the shortest possible time. The stress here is on exact pitch and rhythm and flexible response to the leader, whether teacher or student. In the junior school the orchestra becomes very important. A con-

siderable number of instruments have been purchased with general school funds earned by the students with operettas, dramatics, etc. These are largely the more unusual instruments such as the tuba, trombone, cello, baritone, melophone, flute and viola. The instruments are used interchangeably by high and junior schools, so that it is possible for a student who could not afford an expensive instrument but who has marked talent to start in the seventh grade and by playing steadily in orchestra or band have the use of the instrument for six years. Most of the students, however, manage to purchase their own instruments soon after learning to play, and so another child has the school instrument to use. Faithful work in the high school orchestra or band carries two points a year toward graduation and offers a splendid chance to students for professional training and experience in ensemble playing of chamber music.

The orchestra in part or as a unit appears at nearly every school function and at many town affairs also. All training is done on a strictly professional basis and only the best types of music are played. Nutley is fortunate in having splendid cooperation between her public school and private music teachers, which doubles the value of each kind of work. The band, which was organized in 1928, functions at all football games, part of the assemblies, and often helps with other high school activities. It also assists at community affairs of various kinds. It is run on the same general plan as the orchestra. Former students and friends of the schools are most generous in giving of their time and talent and the splendid programs offered are a great incentive to both students and teachers.

Creative work of all kind is heartily encouraged and student leadership is stressed everywhere. The special teachers of music are all of supervisor grade, thus insuring a broad and intelligent view of music in its relation to other subjects. The joy of performance and appreciation of music heard are the first considerations in all of this work and so theory and technique are taught as an integral and necessary therefore interesting, part of this practical, happy musical experience.

In the lower grades music appreciation, songs and rhythm games are used for the relaxation periods. In all twelve years every possible opportunity is taken for correlation with other

interests. In literature poems set to beautiful music are sung or heard while music of similar emotional content or structure is brought to the class for comparison. In history music of the various periods is studied both as cause and effect. The dependence of music upon scientific and mechanical progress is stressed and geography and all social sciences offer a rich field for correlation. Music also functions with Latin, French and German classes in the presentation of special programs. Much creative work is done in combined art, dramatics, sewing, dancing and music, especially in the production of little plays and operettas.

Children frequently bring solos which they are to perform at some social affair to the music teachers for coaching, while countless small groups of young people use the knowledge of music gained in school in developing musical ensembles, either vocal or instrumental, of their own. The schools are very proud of being able to function as somewhat of an entertainment bureau for their town, and gratefully acknowledge the many opportunities given the children for training in public appearances, and the cordial reception given these efforts.

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## What Nutley Is Doing for Its Children in Health Education

### *A—Physical Education*

GEORGE J. STANFORD, *Supervisor*



THE aims of physical education are classified as hygienic, corrective, educational and recreative. The hygienic embraces such forms of exercise as require vigorous heart and lung action; corrective includes all forms of exercises that correct defects of posture; educational, all forms of exercises, games and dances that train the power of coordination; and recreative, all branches of athletics, class games, and dances.

Physical education is taught in our five elementary schools, the junior school and the high school, to every pupil in grades one to twelve; inclusive. All classes in the junior and high

schools are handled by special teachers, while in the elementary schools classes are handled by special teachers and regular class teachers. The program for our Health Education is very carefully worked out under the direction of the Supervisor of Physical Education. In all of the elementary schools the prescribed course of study for the Nutley Public Schools is carefully followed. This course of study is outlined month by month and includes all of the essential material for the all around development of the child. Great care is exercised in the teaching of physical training in every grade so that the child may successfully meet the advanced work as he passes from grade to grade.

In grades one and two practically the same type of work is taught. Dramatized rhythm plays, story plays, folk dances and games constitute the program of work. Each month the instructor gives a health talk to further aid in the development of physical education. By means of imagination and imitation in grades one and two it is possible to bring into play the large body muscles and at the same time afford the child a great amount of pleasure.

In grade three the fundamentals of physical exercises are taught and a thorough foundation is laid for the advanced training. Special attention is given to the teaching of various starting positions and to the familiarizing the child with commands so that the more advanced work will come easier. Besides the different starting positions, formal freehand exercises, folk dances, tactics and games are taught, there being a certain number of each type to be covered each year.

Formal freehand exercises, wand and dumb-bell drills, tactics (military marching), folk dances, and games are taught in grades four, five, six and seven. This work becomes more difficult as the child passes from one grade to the other. In each of these grades forty exercises, twenty games, five folk dances, and ten lessons in tactics make up the year's work to be covered.

In junior school special attention is given to preventive, corrective and special posture work. Apparatus work, free-hand drills, light hand apparatus drills and tumbling are taught. Classes are instructed in the various athletic sports and class teams developed in seasonal games with class cham-



pionship contests as a reward. Gymnastic marching forms a very important part of the daily program for it is from this type of work that the child is taught the correct carriage of the body. Special emphasis is given to natural rhythms, folk dances and clogging in all of the girls' classes.

In the high school weekly programs are arranged which include classes in heavy apparatus and light apparatus, military and gymnastic marching, freehand calisthenics, and light hand apparatus drills. Boys' classes are instructed in football, basketball and baseball, followed by the developing of class teams in each sport. The girls take up field hockey, basketball and volley ball with the idea of forming class teams. During the spring term the girls' classes are held out-of-doors, and track and field sports are encouraged. The girls' classes are also instructed in gymnastic dancing steps, folk dances and old country dances.

This resume shows the opportunities the child receives by attending the Nutley Public Schools from the health standpoint. He is taught how to care for his body by developing better posture, grace of bodily movements, self-control, initiative and alertness. In participating in games, he not only develops his body, but is given excellent examples of good sportsmanship. During the past school year there have been two physical training demonstrations, one at Washington School and the other at Yantacaw School, for the expressed purpose of showing the public what Nutley Public Schools are attempting for the pupils in physical education.

#### *B—Medical Inspection, The Dental Clinic and Nursing Service*

The Nutley Schools employ two full time registered nurses, two physicians who examine each pupil yearly and who are subject to call in case of accident or suspected contagious disease, and a dentist who gives four mornings per week for the treatment of children who would find it difficult to secure treatment otherwise.

The yearly examination of the physicians is a careful one. All defects are noted and reported to the parents concerned by the nurses, who follow up the various cases as closely as pos-



sible. In most cases the parents see to it that the defects are corrected. Sometimes it is necessary for us to arrange for help. Our big aim is to see to it that all children under our care are brought up to standard physically. No child should remain handicapped for need of a physician's aid. Many of our children owe their chance to compete successfully with their fellows to the watchfulness of a wise teacher and an efficient nurse.

The work of our nurses is even more important than that of the physicians. They are on duty all of each school day attending to such matters as need a nurse's attention—cuts, bruises, and other slight physical ailments. They are constantly on the lookout for cases of incipient diseases. Suspected cases are reported immediately to the proper authorities. Pupils suffering from contagious diseases are barred from school and the homes are placed under quarantine by the health authorities of our town. It is only by exercising much care that we are able to keep down the many contagious and infectious diseases that come so commonly to children.

In addition to the work of the school it is often necessary for our nurses to go to the homes for the purpose of follow-up work, especially if it is feared that the parents may not give the child proper attention. Such help is nearly always welcomed. The nurse must have a social service outlook. Her concern is for every child's physical welfare.

Our elementary schools provide milk and crackers, which are served to the younger pupils desiring them at mid-morning or afternoon as a boost to flagging energies. This food is especially valuable during the mornings since so many children fail to eat sufficient breakfast at home. The milk is paid for in large part by the parents, who are very appreciative of this service.

It is our duty also to look after the mental health of our children. Many seemingly unsurmountable difficulties to school progress are removed if we know something of the child's so-called intelligence quotient. If difficulties cannot be removed, they can at least be lessened by an adjustment of subject matter and method to the respective needs and capacities. In cases of quite low grade mentality there may be no solution except the most elementary school work and other

work of an industrial type. Our aim is to make such adjustments in all cases as will give every child the chance to develop his every capacity.

It was found some years ago that pupil development and school progress were being retarded in some cases by bad teeth. The Red Cross asked the Board of Education for permission to set up a clinic in one of our schools as an experiment. This experiment was so successful that the Board of Education decided to take over the clinic and to pay for its maintenance. The clinic is not confined to any particular class of children. It is the intention, however, that those children shall be served first whose resources might not permit them to receive proper dental service. Each child pays twenty-five cents for treatment. The amount collected in this way is sufficient to take care of all supplies. The expense of the Board of Education is the employment of the dentist who does the work.

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## What Nutley Is Doing for Its Children in Dramatics

### *A—In The Elementary Grades—*



GERM of the dramatic instinct seems to lie deep in every child. His first responsible acts are those of imitation. He begins to play at an early age. His play is a reproduction of his experiences or of those of other children. If we are to educate children, we must take advantage of their natural tendencies. If it is natural for children to imitate others in play, then we must give opportunities for a satisfaction of the dramatic instinct very early in their school lives. The work must be purposeful in order that it be educational. This fact does not rob it of its attractiveness. A first or second grade class will dramatize some of its varied reading book stories and by so doing gain an appreciation of the story that could come in no other way.

Pupils of even the lower grades often write their own plays and present them to their classmates or to the whole school. Such training in English is very valuable. The motive back of the desire for dramatic creation is a real stimulus to achievement. Giving the play requires a certain correctness

and effectiveness of spoken English. It must be well done to be well received.

Following are a number of illustrations of plays written and produced by elementary school pupils:

1. "Ishikawa." This play was based on the play, "The Unhappy Ogre." It was written and presented by the third grade of the Yantacaw School under the direction of their teacher, Miss Ruth Knell.
2. "The Dolls' Thanksgiving" was an original play written by the pupils of the 3A grade of the Spring Garden School under the direction of their teacher, Miss Georgia Bauer.
3. "Betsy Ross and the First Flag" was written and presented by the 4A grade of the Washington School under the direction of their teacher, Miss Blanche Weisel.
4. "Be Healthy" was an entirely original play written and presented by the pupils of the 4A grade of the Park School under the direction of their teacher, Miss Isabel Levendusky.
5. "The Gray Family's Dream" was written and presented by the 2A grade of Lincoln School under the direction of their teacher, Miss Margaret Latimer.

Many other plays have been written and produced. The above are the most noteworthy. Space forbids the publication of more than one play. "The Gray Family's Dream" is chosen for the reason that it shows best the method by which the materials of the play were assembled, also it shows the correlation of dramatics with other school subjects.

### *Foreword*

MISS MARGARET LATIMER

The greatest joy in the lives of the Lincoln School children this year has been the privilege of attending the programs in our delightful new auditorium. They listen, wide-eyed and spell-bound, in suspense, living each part with the actors. Their appreciation is genuine. The children count the days until the next performance and can hardly wait until it is time for their own class to entertain.

When it is time to plan the program their joy, happiness, and enthusiasm are unbounded for now they have a real active problem of providing entertainment that can be enjoyed by every one from Kindergarten to Teachers.

As this is a class problem we form an organization.

Rules for membership: (1) Every member of the class has

a right to his own opinion and ideas. (2) The best idea for our purpose will be used, regardless of who gave it. (3) Every member has something to contribute and we listen courteously to him. (4) If you want help in your idea, ask for it and the class will gladly give it. (5) A criticism must be constructive and helpful, thus advancing the class problem.

When all the ideas have been expressed we vote to decide upon the form of entertainment.

My class generally vote on a play and finish with, "We want to write, ourselves." They then assume the responsibility of the undertaking and no job is too large or no part too hard to hold their interest to the finish.

Lincoln School has an excellent Library of Books and a Library of Pictures. The class goes to the Library and finds plays written by other children and adults to get a good idea of the construction. They read those they can and bring the others for me to read to them. They look up plays in their Class Library.

#### GATHERING MATERIAL

The children made the acquaintance of 90 stories, including Myths, Nature and Folk Lore, thirty-five poems and sixteen fables about birds, toads and owls. These ranged from first to third grade reading ability, thus providing material for every child in the room.

#### THE PLAY

Getting Ideas—We kept these questions before us in regard to speeches. (1) What would you say if you were the farmer? (2) How would you say it? (3) What would you do? (4) How would you do it?

#### OUR CODE IN WRITING PLAYS

(1) Keep in mind the audience. (Children from Kindergarten to Third Grade). Will they understand what you mean? (2) Get the characters on and off the stage smoothly and naturally. (3) Complete each speech. (4) Connect it with other speeches. (5) Have each sentence show progress in the plot. (6) Does your idea fit? (7) Live the characters in the situation in play. (What would you say?) (8) Keep in mind

stage, entrance, curtain, etc. (9) Does the end of each scene finish an idea?

#### ENGLISH

(1) As the 2A children are too small to do the writing of the play they talk over the ideas and when it is ready they dictate what they want written. (Sometimes they try over several ways before the idea works out.) Frequently a child says, "I want the fairy to do this but I don't know how she would say it." There are always many volunteers who will help with the wording. Eventually, they have a play which they are satisfied fits the need and which they can perform. (2) Selection of characters to play proper parts. By this time the play is so much their own that they want just the right people for the parts. They think the parts thru and if left to themselves they generally choose the person best fitted the part. Children are very frank and we aim to be kind as well as careful in telling just why each can play the part. (3) Programs. (4) Written Invitations to Guests. (5) Letters asking for stage properties, costumes, and help in dressing. (6) Letters thanking every one who helped or loaned us anything. (7) Compositions in story form about play. Children choose titles from our experiences. (8) A short review of play after it was given. Title and four sentences. Some children wrote six or seven good sentences.

#### LITERATURE

The children made the acquaintance of about ninety stories, including Myths, Nature and Folk Lore, thirty-five poems and sixteen fables. They read some of the stories and fables and later reproduced some of them or told them to the class.

They chose some of the poems they liked and memorized them. One little girl learned six poems and several children memorized five poems. Every child memorized at least three.

#### SPELLING

The children gave themselves their spelling lessons. They chose new words in the play, letters, stories that they needed. The children learned and used correctly eighty-five new words,

such as Hooty, the Owl, suppose, appetites, creatures, which under ordinary circumstances they would not have bothered about.

#### ARITHMETIC

Problems necessary to life of toads, birds and owls. Measuring costumes, painting, fastening and measuring grain. Children made up about fifty simple, one-step problems about the play.

#### NATURE

*Teacher reads:* "First lessons in Nature." (1) Robins. (2) Bluebirds. (3) English Sparrow. (4) Tree Swallows. (5) "A Winter Menu for Birds."

Story telling food habits and use to farmers and people.

#### HISTORY

*Teacher's Story,* "How Audubon Came to Know About Birds." Stories of Great Americans, Edward Eggleston.

#### CIVICS

*Teacher's Story,* "Young American Readers," Jane Eayre Fryer. (1) "Robin Redbreast." (2) "Who Killed Cock Robin?" (3) "My Friend, Mr. Robin." (4) "If All the Birds Should Die," George T. Angell.

#### GEOGRAPHY

(1) "An Ear of Corn." (2) "Wheat." (3) "Soil." (4) "Marketing."

#### MUSIC

Children learned about fifteen songs about birds, toads, and frogs.

#### PICTURE STUDY

(1) "Feeding her Birds," Millet. (2) Pictures of Birds. (3) Natural History. (4) National Geographic.

#### DRAWING

- (1) Pictures of Birds.
- (2) Covers for Programs, Invitations.
- (3) Costumes.

The children decided they must have bird's clothes to wear. Each "bird" brought 4 sheets of large brown wrapping paper 24" by 36". We cut front, back, wings, hat and choker.

*Toads*—used bags for heads, cutting eyes and mouth.

*Owls*—used bags for heads, cutting eyes and nose.

The children painted their costumes copying the coloring of the birds. We pinned the side seams together and pinned wings at the back of neck, on sleeves, and at wrists so they flapped. The choker connected the sides of the bird's hats. The bird's bill went down and shaded the eyes.

## RESULTS

Many children who had shown no interest in their regular work awakened and contributed to every part of this activity.

A noted Educator has stated "There are five things every child will need. They are Knowledge, Judgment, Persistence, Self-Control and Tolerance for ideas of others." We have tried to develop them in our children.

The children finished their work, thoroughly enjoying every moment of this experience. They felt amply repaid for their efforts when they were able to give pleasure to the other children of Lincoln School.

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## The Gray Family's Dream

*Arranged by pupils of 2A Lincoln School, Nutley, N. J.*

### CHARACTERS

MRS. GRAY

FARMER GRAY

THEIR CHILDREN - - Laura, Robert, and James

TWO FRIENDS OF CHILDREN - - Grace and Jack

FOUR ROBINS

THREE MEADOW LARKS

TWO OWLS

TWO CROWS

TWO TOADS

FAIRY

SCENE I.

*(Sitting room in the Gray Home. Family around the room. Farmer Gray enters from left.)*

MRS. GRAY—"What's the matter? You look so cross and worried this evening?"

FARMER GRAY—"Who wouldn't be cross? All day the crows, meadow larks, and many other birds have been in the field. I am sure my crops will be ruined if this keeps up."

MRS. GRAY—"I'm sorry to hear this. You are not the only one who is troubled with thieving birds. Just look out of that window. Do you see those robins in that tree? I have been shoing them away all day. I'm sure I'll have no cherries for pies or canning unless those thieves can be caught in some way."

LAURA—"Oh, Mother, in our state the robins are protected by the law. Anyone who kills a robin is punished."

ROBERT—"There is no law against shooting crows. Tomorrow let us shoot as many as we can."

FARMER GRAY—"That's right. Tomorrow we will kill some of these thieves. We must also make war on the owls and hawks, too, or Mother will be losing all her chicks."

JAMES—"May I go, too, Father? I can shoot straight with my sling shot. Today I killed three sparrows."

FARMER GRAY—"Yes, you may go with us, James."

ROBERT—"This afternoon when we boys were hoeing in the garden we saw several toads. I suppose they would harm our garden too. We killed some of them."

MRS. GRAY—"Come supper is ready. All have worked hard and are tired. We must go to bed early and be ready to do a good day's work tomorrow."

*(Curtain)*

SCENE II.

*(That night. The Family is dozing in chairs in the sitting room. Fairy enters and dances around to front of stage. She looks around at the sleeping family.)*



FAIRY—"Oh, oh, I must find some way to save my friends the birds. These mortals are so foolish. They are planning to kill the little feathered people. I must teach this family that the birds and toads are their best friends. Let me think. Oh, now I know what to do. I will send my little friends to visit these people in their dreams. Each may tell its own story. I think the Gray Family will be wiser and kinder tomorrow morning."

*(Fairy goes out. She sends in the birds, toads, and owls. Each takes a place near the person he talks too.)*

OWLS—"Who-o-o! Who-o-o! Who-o-o!"

FARMER GRAY—"Who are you? What do you want?"

FIRST OWL—"We are your friends and helpers, but you are planning to kill us. I am Hooty, the Owl. You said that owls and hawks steal chicks. I am sorry to say that we have some cousins who did. You should not punish all of us for the wrong done by a few. There are seventy-three kinds of hawks and owls, and only six kinds ever injure crops or poultry. All the rest are your faithful watchmen. Our food is mostly mice, insects, and bugs that destroy crops.

SECOND OWL—"If you are not careful you will spoil your own crops. Just listen while I tell you what happened to Farmer Jones. He killed the hawks and owls. The mice ate all the honey of the bees. The bees were starved and went away. Then the clover crop was spoiled.

All because he did not see,

How hawks and owls could help the bee."

FIRST CROW—"I am Blacky, the Crow. I have come to tell you that I am not as black as you have painted me. I admit I do like sprouting corn. Why don't you protect your corn by soaking your seed in coal tar? Crows don't like the smell of coal tar. I also like to make a meal on nice ripe corn. Most of the corn eaten by us is waste corn that we pick up during the late fall and winter. Let me tell you Mr. Farmer, you would have less corn in your crib, if

there were no crows. My brother will tell you how we help you."

SECOND CROW—"We eat more grasshoppers and May beetles, from which come the white grubs, than any other birds. You would not have good hay or grain crops if the crows did not have such good appetites. We also eat many spiders, cutworms, and June bugs."

*(The first Robin shoots his sling shot at James.)*

JAMES (flinching)—"Oh, don't shoot me. I did not hurt you this afternoon."

FIRST ROBIN—"You did kill my brothers this afternoon when you thought you were shooting sparrows. Don't you know that it is cruel to shoot at birds with a sling shot? Often you break our wings and legs and then we suffer a long time because we can't get food."

MRS. GRAY—"Who are these frightful creatures?"

SECOND ROBIN—"We are the robins you foolishly drove from your cherry tree. We have decided to let you have your wish. All the robins are going to leave your garden, and then the insects will eat your fruit and vegetables."

MRS. GRAY—"Please don't go away. Tell me more about the work of the robins."

THIRD ROBIN—"Don't you pay people who work for you? We work for you every day, and you pay us by throwing stones at us. Everyday we eat hundreds of worms, bugs and insects that would destroy your cherries."

FOURTH ROBIN—"My mother told me to go north to raise my family because the people up there would be kind to us. We chose your cherry tree for our home so that we could destroy the insects that harm your fruit. My mate has paid our rent by singing for you. Don't you think that you are selfish not to give us some of your cherries when we do so much for you?"

LAURA—"Why have you come to me?"

FIRST LARK—"We know that you are kind to the birds. We

have come to tell you how you can help us. In dry weather we often suffer from thirst because no one gives us any water. I wish you would tell your little friends to place basins filled with water on the lawn during the summer. If you will do this we will sing you our sweetest songs."

SECOND LARK—"Will you tell your father that we are not his enemies? We save this grass by eating thousands of insects and worms every year."

THIRD LARK—"Kind and wise men and women have studied the birds and what we eat. They found out that the birds are men's helpers. If all the birds were killed, the insects, worms, beetles, and grubs would increase so fast that in ten years all the plants and trees would be destroyed. Then the world would no longer be a beautiful place and men could not live in it, because they would have no food."

ROBERT—"Who are you?"

FIRST TOAD—"Don't you remember what you did this afternoon? You killed my brothers because you thought they were ugly and harmful. This is not true. We toads are the Guardian Angels of the garden. We eat insects, grubs, slugs, beetles, worms, flies, and other enemies of the plants."

SECOND TOAD—"Toads are such great eaters. Our appetites are always good. One toad alone eats 100 rose beetles, 50 army worms and other bugs during the day. One toad eats 5 dollars worth of cutworms each year. If you want a good garden you better invite the toads to live in it. Good-bye."

*(Exit all feathered folk.)*

*(In the morning. Sitting room in the Gray home.)*

FARMER GRAY—"I've changed my mind about killing the birds. I had a wonderful dream last night. From this dream I have learned that God made the birds to be the servants of men and we should protect them."

MRS. GRAY—"How strange! I dreamed about birds, too."

JAMES—"I dreamed that a big robin tried to shoot me with a sling shot! He showed me how cruel I have been."

LAURA—"A meadow lark asked me to tell my little friends to provide fresh drinking water for the birds."

ROBERT—"I had a terrible scare in my dreams! I thought some monstrous toads were trying to push me off my bed. What do you suppose these toads told me? They said that they were the Guardian Angels of the garden."

*(A knock is heard.)*

MRS. GRAY—"Come in, (Two neighbor children come in, Grace carrying a pan and the boy a bird house.)

GRACE AND JACK—"Good-morning, everybody."

THE FAMILY—"Good-morning!"

JACK—"Oh, boys! I have made a bird house. Will you help me put it up in a tree?"

JAMES—"Yes, indeed we will!"

ROBERT—"Will you show us how to make a bird house?"

JACK—"Surely! Let's put this house up, and then we'll make one for each of you boys."

GRACE—"Laura, will you come with me? I am going to ask some of my friends to provide drinking places for the birds."

LAURA—"Of course, I will! That is just what I dreamed about last night."

MRS. GRAY—"Our dreams have reminded me of a poem that I learned when I was a little girl.

'He prayeth best, who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all.' "

FARMER GRAY—"Now run along, children, and make the birds happy. I must go to the field and hoe corn."

*(Curtain.)*

## *B—In The Junior School*

JESSIE R. SLINGERLAND, *Director*

The dramatic work in the Junior School plays a very significant part. In every community and social group acting and the allied arts of the theater are an inspiring interest and endeavor. This is none the less true in our Junior School life. There was a time, not so many years ago, when the educators would have frowned upon this mode of expression. Fortunately ideas about education have changed, and side by side with the growth of understanding of what true education is, comes the realization of the value of developing the latent ability to act which exists in every child, of the self-reliance gained by practicing the art, and of the spiritual values of the vicarious experiences.

The opportunities offered to our girls and boys along this line are numerous and diversified. There are four dramatic clubs, each in charge of a faculty advisor. The meetings are held once a week and the activities of the club are carried on entirely by the pupils, but under the guidance and supervision of the advisor. The club is called to order with a short business meeting. This is followed by a one-act play or sketch, frequently in costume. The program has been prepared outside of school hours and often consists of scenes taken from books, such as "Little Women," "Rip Van Winkle," "Birds' Christmas Carol," etc. The pupils' real ingenuity, imagination and resourcefulness, however, are exercised and brought to the front during the remainder of the club period when the time is given over to the pupils to do with as they like. At this time original stories are told, riddles and jokes exchanged, and charades acted.

It is the duty and the very great pleasure of each dramatic club to give at least three or four programs in assembly during the school year. Preparatory to this, ideas are exchanged as to type of program. If a play is selected, which is usually the case as it has a stronger appeal to the children, plays are read and discussed before the final selection is made. Then try-outs are carried on, the members of the cast selected, and other members chosen to look after stage properties, costumes and cur-

tains, so that everyone feels that he is contributing a very necessary part to the final production.

When there is a New York production that is of special interest to children, such as "Peter Pan," theater parties are formed. This is not only highly entertaining but also very instructive. Although our work is very amateurish, we do teach the terms of full-fledged play and of the theater. This makes possible very interesting and instructive discussions.

The graduating classes have also formed the custom of presenting a play at commencement time. There is also the operetta, given each year. Although this production is much more extensive, still in the background the dramatic ability and training plays a very essential part.

Each year a Declamation Contest is carried on, of which we are very proud and justly so. The work leading up to the final program, which is presented to the public, is far-reaching in its influence. It originates in the home-room, where each pupil is required to appear before his class and give the selection of his choice. This is more than a mere classroom recitation, for each boy and girl realizes that he is competing with his classmates in poise, in enunciation, and in the interpretation of his selection. He is, therefore, receiving a valuable piece of training.

There is also an opportunity offered to each pupil to join the Speakers' Club. This group has held some very interesting debates during the assembly period and in this way has demonstrated the ability they have acquired of speaking from notes or extemporaneously.

Our assembly programs are varied by having an occasional lecturer or entertainer. We have been fortunate on several occasions in having elocutionists. At one time it was an "Edgar A. Guest" hour, and at another, recitations from the "James Whitcomb Riley" poems.

The educational training and the valuable outcome of all this activity along dramatic lines can scarcely be over-estimated. Should we not aim to teach our boys and girls what to do with their leisure time, how to play and work in harmony and union with their neighbors, to have respect for the rights and ability of others, and confidence and self-reliance in their own

ability, or briefly, aim to teach good citizenship? This seems to me to be the training derived from the dramatic work.

### *C—In The High School*

MERCEDES S. STANFORD, *Director*

"The Jesters" of Nutley High School is a dramatic society consisting of approximately a hundred members. Its motto is "Not Only For Ourselves." Its colors are blue and gold. Its meetings are held every second, third, and fourth Tuesday of each month.

During the past year the nature of these weekly meetings has varied. Impromptu speeches, training in public speaking, plays written by members of the Jesters and given during some of its meetings, practice in giving different announcements, practice in staging and lighting a scene for a one-act play, reading plays and discussing authors and playwrights, discussing the art of making up and costuming, and training in directing short plays constitutes the outline of work done by the Jesters.

Aside from these weekly meetings the club arranged the following assembly programs:

Armistice Day program consisted of an original essay written and given by one of the members, and a few patriotic selections given by other members.

The following plays were given: "Columbus and His Discovery of America," for Columbus Day; "The Flattering Word," for Thanksgiving Day; "The Ghost Story," for Christmas; "The Day That Lincoln Died," for Lincoln's Birthday; "Our Aunt from California," for Washington's Birthday; "Pyramus and Thisbe" taken from "A Midsummer Night's Dream," given the first week in April; "The Play's The Thing," written by an alumnus, a Jester, given in June.

Pupils on the following committees—stage, make-up, lighting, and business managers took charge of the production of these plays. These same committees made it possible for us to produce "The Royal Family" on the evenings of December 6th and 7th. The club gives one play during the year on two specified nights.

Not only has "The Jesters" given the programs mentioned above, but it was the instigator of the Declamation Contest,

which was given this year on the evening of February 14th. All pupils in high school took part in this contest. By preliminary try-outs all but four boys and four girls were eliminated. A \$10 gold-piece was given to the boy who in the opinion of the judges gave his selection the best, and a \$5 gold-piece was given to the boy who rendered the second best. Prizes of the same value were given to the girls. These prizes were presented to the winners commencement night.

From the items listed above we can realize that the objectives of dramatic work are numerous. It develops originality and initiative, fosters creative instincts, develops poise and co-operation, teaches the value of facial expression and gestures both of which are recognized as important factors in the communication of ideas and feelings and in the expression of personality, and it affords an excellent training in oral expression. If education is meant for life we can not fail to see the value of dramatic art in the creating of men and women suited for life. The purpose of this work is not in the way of indicating the stage as a possible profession, although it might be followed, but because the many sidedness of the work, which includes acting, writing, criticism, staging, lighting, costuming, and directing, affords a variety of experience in which tastes and interests may be awakened that give evidence of underlying capacities capable of application in various directions.

This phrase of Percy MacKaye's expresses his ideas concerning dramatic work and the theatre:

"Men will not spend, it seems, on that one art  
Which is life's inmost soul and passionate heart;  
They count the theatre a place for fun,  
Where man can laugh at nights when work is done.

If it were only that, 'twould be worth while  
To subsidize a thing which makes men smile;  
But it is more; it is that splendid thing,  
A place where man's soul shakes triumphant wing;

A place of art made living, where men may see  
What human life is and has seemed to be  
To the world's greatest brains. . . . ."



## What Nutley Is Doing for Its Children in the Development of Initiative



THE day of the Listening School has passed and no wise person mourns its passing. The slogan of today in all grades of the school is activity. The day of fixed desks in straight rows for young children has passed. No one mourns this change. Today we have tables and chairs that fit the children using them. The philosophy of former days developed the Listening School, the school in which children were seen and not heard too frequently. It was necessary for them to take what the teacher gave without reaction. It was the business of the teacher to do the thinking, not the child. Today's philosophy of education teaches us that the mind of the child grows best from reaction to what he is taught. We encourage him to think about everything that happens in the classroom and to put his thinking into purposeful action. Questions are encouraged for they show the trend of the child's thought. Creative work is possible only when the child is free to work out his own ideas. This does not mean license. It means liberty under control. It is the opposite of repression. It works for expression. Children are endowed natively with certain abilities. These should be encouraged, else they may never be developed. We must give children room in which to grow to the full limit of their abilities. They must be given opportunities to explore many means of expression, words, manual arts, drawing, music, play, etc. The following illustrations of creative work in our schools have been reported by a number of our teachers:

### I. POETRY

#### SPRINGTIME

*By Ray Blum, Grade 6B*

Spring is here! Spring is here!  
It brings us tidings  
Of joyous good cheer.  
Signs of spring are everywhere.  
Just look in the woods,  
The plants are there.

All the ground is free from snow,  
There are buds coming out.  
Oh, where did the puffing cold wind go?

#### THE WIND

*By Richard Talmadge, Grade 6B*

The wind is a magician,  
He comes in many a form,  
He comes in sunny weather,  
Sometimes in a storm.  
He sometimes is kind and gentle,  
And sometimes very rude,  
He comes on washday when mother's clothes are blued.  
Sometimes he howls around the corner,  
Or whistles like a bird,  
And sometimes he sings so gently  
That he can't be heard;  
At other times when a ship's at sea  
He makes himself as terrible, as terrible as can be.

#### DADDY

*By Letitia Beliveau, Grade 4B*

My Daddy is the greatest man on earth,  
He's been like that since his birth,  
He goes to the office every day,  
Not like me with lots of play.

#### JAPAN

*By Letitia Beliveau, Grade 4B*

Mount Fujiyama is in Japan,  
Every man wishes to get there if he can.  
The top is covered with snow.  
They like it there, I know.

#### TROUBLESOME MR. WINTER

*By Leo Siegel, Grade 6B*

Old Mr. Winter, please go away,  
Little children want to go in the yard and play,

All the little flowers wish to bloom,  
Yet they cannot, for the snow takes up all the room.

Old Mr. Winter, don't stay so long,  
For in the winter everything goes wrong.  
You see, I'm just a little boy four years of age,  
And it seems just like being locked up in a cage.

If you would go away, how happy I should be,  
For the leaves would turn green on every single tree,  
The flowers would come out, and the squirrels would run  
about,  
Old Mr. Winter, please, go away.

#### WINTER'S FAREWELL

*By Helen A. Horst, Grade 6B*

March is winter's farewell,  
He is saying goodbye to us,  
It is pleasant and clear to me.  
The sky is gray with a touch of blue,  
The winds are strong,  
They push you along,  
Because it is winter's farewell.

The trees are bare and dark,  
But soon, they'll be as happy as a lark,  
They will soon turn green,  
They will be fat, not lean,  
Because winter is saying farewell.

I, myself just love the month of March,  
The wind's so strong and bold,  
And when you're having lots of fun,  
Just remember, 'tis because it is winter's farewell.

#### MY DOLLY

*By Elaine Morse, 4B*

My dolly is a lady,  
She sits up very straight,  
She never is a crosspatch,  
'Though she stays up rather late.

My dolly's hair is golden,  
My dolly's eyes are blue,  
My dolly has a roguish smile  
When she winks and blinks at you.

I love my dolly dearly,  
I'll never part with her,  
She's just the sweetest dolly,  
You'd love her, I am sure.

#### WHEN NEW YEAR'S CAME

*By Barbara Ann Ames, Grade 4B*

While the town lay hushed and sleeping,  
Through the midnight dark and chill,  
Came the New Year softly creeping,  
While all the world lay still.

Loud the bells rang out their greeting,  
Welcoming the glad New Year,  
Making all the children happy,  
As they listened to its cheer.

#### MY BIRD

*Thalia Bartholomew, Grade 3A*

Steve is the name of my little bird,  
His song is the sweetest you ever have heard,  
His vest is yellow,  
His cap is black,  
And he wears a cape upon his back.

#### THE COMING OF SPRING

*By Mary Bergin, Grade 3A*

Spring is near,  
Oh! so near,  
The flowers small, so dear,  
So dear,  
When spring is here,  
When spring is near.

A ROBIN AND HIS BIRDS  
*Florcen Hutchings, Grade 5A*

A robin was sitting in a cherry tree  
As happy and as gay as he could be.  
He cocked his head, he winked his eye,  
Said he, "I'll have some birdies bye and bye,  
Some cute little birdies all fat and round,  
And soon they'll be hopping on the ground,  
Then they'll flap their wings and fly so high  
That they'll nearly touch the deep blue sky,  
And they'll sing, 'Cheer up,' and fly away  
To the warm, warm south where they will stay  
Till the summer comes, and then fly back  
To the north on their well-known flying track."

Soon Robin had some eggs as blue as the sky,  
And Bluebirds came to look as they flew by.  
Said Bluebird, as he saw the blue eggs three,  
"You'd better move your nest or bluejay will see.  
He will eat up your birdies as fast as he can,  
And your nest will easily be spied by man."  
But Robin took no heed to the bluebird's word  
And when he was out, this is what he heard,  
"The bluejay has come, and your birds have been eaten,  
And your nest is all broken, and battered, and beaten."  
Then Robin was ashamed, and when Bluebird came to talk,  
He quickly said, "Excuse me, for I have to take a walk."

But soon Robin had some more eggs, five instead of three,  
And when Bluebird came again and said, "Listen to me,"  
Robin very nicely took the good advice,  
And his birdies grew up big and strong,  
Isn't that nice?

RAIN DROPS  
*Ann Beach, Grade 3A*

Look at the rain  
Falling on the windowpane.  
I heard it fall pitter-pat,

I felt like saying, "Who is that?"  
One little drop said, "It is I,  
Hear me dropping so free and high."

BROOKS

*By Alice Beckett, Grade 6A*

I love to listen to running brooks,  
Rippling down the stones,  
Turning in and out of nooks,  
Making musical tones.  
I love to watch the trout and frog,  
And paddle in the stream,  
And sit besides a lazy log,  
Oh, but it's like a dream.

THE OLD BOAT

*Leslie Luxton, 6A*

As I passed a pond one day,  
I saw a boat which seemed to say,  
"I used to be as good as you,  
That's when I was still quite new."  
"I used to have a coat of paint  
And used to carry an old, old saint,  
We surely had good times together;  
Before I was so worn by weather."

2. ILLUSTRATIONS OF CREATIVE WORK BY GROUPS.

It would be impractical to print here in full examples of group creative work. Reference only is made to a limited number.

1. The drama. Many plays have been written entirely by our children with the teacher acting as advisor only. On page 54 you will find one of the best recent productions, "The Gray Family's Dream."
2. Construction projects, such as Indian, Japanese and Dutch villages, the farm and other home scenes, on the floor of the classroom or on the sand table.
3. The organization and operation of numerous clubs.

4. Elementary science projects.
5. The miniature movie.
6. Music projects.
7. Art construction projects.
8. Travel projects.
9. The gift shop.
10. The original radio program.
11. The school magazine. The school magazine known as "The Park Pathway" and produced by the pupils of the Park Elementary School is the finest illustration of creative work on the part of a group during the past year. The cover design, prose and poetry were the work of the pupils. This magazine was issued five times during the year.

In the Junior School even a wider range of creative work is undertaken.

1. The Junior School Journal is a magazine originated, edited and supported by the pupils of grades 7 and 8. It is published four times per year.
2. Numerous illustrations of creative talent in dramatics have come to notice.
3. The shops and art rooms for boys and girls show many original designs and types of construction.
4. The junior school clubs are varied and show a wide range of individual and group thinking.
5. Science room creative work.
6. Music room creative work.
7. The junior school executive council is a pupil organization. Its work is to take care of the routine and business affairs of the school.

When the pupil reaches the high school we expect him to be able to do much independent thinking and to use his thinking toward creative work. A very few examples of such work are listed:

1. Soap modeling of historic buildings and scenes, also a reproduction of the Roman town, and the pupils' conception of the Argonautic expedition.
2. Reproduction of the Elizabethan theatre.
3. Original poetry and prose stories.  
Space forbids the publication of more than one poem.

## TWO HOUSES

### I

When winter comes and bustles around a house I know,  
Its owners lay a heavy curse upon the soft white snow;  
They frown as they shovel and they grumble as they trudge,

And they wrap all their joy in a sooty black smudge.  
They scatter grimy ashes on the diamond-studded path,  
And they buckle their galoshes with a sullen, sputtering wrath,  
While we peep through rosy curtains in surprise and dismay,  
Wondering how they can be dismal on a sunny Christmas day.

## II

When winter comes and bustles 'round another house I know,  
Its owners lay a blessing upon the soft white snow;  
They pull on woolly sweaters, stride in sturdy leather boots,  
And they fasten skis upon their feet with a few hair-raising hoots.  
They buy yards of crimson ribbon and the tallest Christmas tree,  
And they put a bit of Christmas in every spot they see,  
While mumbling, grumbling shadows in that gloomy other house  
Exclaim in outraged chorus—"Landsakes, one more carouse."

—Betty Grant Bellows, January, 1930.

4. Science. Building and equipping of a model house with light, heat, etc., also making of machine models.
5. Art. Original paintings, scene painting, etc.
6. Sewing. Original dress designs.
7. English. An anthology of American poetry, also the school paper, "The Attic."
8. German. Reproducing the early German setting.
9. Business. Investigation of problems of business, also the commercial booklet.
10. Music. Developing the high school band.

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## What Nutley Is Doing for Its Children in the Development of Citizenship



WE BELIEVE that even young children should learn to take part in the community life of the class room and school. Training for effective citizenship cannot be begun at too early an age. The first lesson that the kindergarten child learns is one in group effort. He becomes one of a group toward whose members he has certain well defined obligations. Certainly he also has certain rights but, in the making of citizens for a great nation, obligations must always take the greater emphasis. As the child grows he is given duties to perform, such as caring for his room and what it contains, animals possibly, or his books, or the library table, hall duty and playground duty, especially in looking



after smaller children. Pride in clean, safe grounds must be developed. In the upper grades of the elementary school, and in the junior school and the high school, pupil organizations participate increasingly in the routine affairs of the daily school life. It is not the theory that pupils can take over the government of the school, but that they may participate in the matters of management that have to do with training for efficient citizenship. The teacher and the principal must ever be the efficient guides and friendly counselors. Our pupils have the chance of expressing themselves freely in these matters. If their conclusions are not wise in the light of experience, it may be that decisions of the pupils must be overruled, but not until the whole matter has been discussed openly. In the junior school and in the high school the student councils meet regularly with their teacher guides. Participation in citizenship activities is quite an honor and is given as a reward for faithful and efficient services. The chapel exercises are conducted by students in both schools. Such participation is an invaluable training to those who are chosen to act as leaders.

In the high school a comprehensive count scheme has been worked out in the rating of each student as a citizen. These counts are under the following heads:

1. Scholarship efficiency.
2. Service efficiency.
3. Executive efficiency.
4. Athletic efficiency.
5. Cultural efficiency.

The total of the pupil's counts shows rather clearly his standing in his school community.

We believe that public education should be considered as a long term investment for the State. If this be sound, we must train up our pupils in such a manner as to induce them to pay real dividends to the State (and we may include the community) in the form of services to the State. Preparation of the right sort will mean efficient citizenship, which in turn will mean the safety of the State which is generous enough to offer such advantages as the recipients of public education enjoy.

PAUL R. RADCLIFFE, *Supervising Principal*

# Supplementary Report

for the Year 1929-30

## Officers of the Board

President, R. W. BOOTH Vice President, DR. HORACE TANTUM

Clerk, COLIN LINN

Name	Term Expires
RICHARD W. BOOTH 245 Centre Street	1932
LOUISE H. GOTTFRIED 41 Enclosure	1932
HARRY H. HALSTED 102 Hawthorne Avenue	1931
GERTRUDE M. LITTLE 48 Hawthorne Avenue	1933
WALTER F. REINHEIMER 195 Prospect Street	1933
OLIVE C. SANFORD 197 Nutley Avenue	1931
CHESTER A. SHANNON 29 Elm Place	1932
HORACE TANTUM, D. D. S. 74 Rutgers Place	1933
FREDERICK H. YOUNG 201 Coeyman Avenue	1931

# STATISTICS

## I. ENROLLMENT BY SCHOOLS, 1929-30

High School	-	-	-	(Gr. 9-12)	-	-	-	-	-	694
Junior School	-	-	-	(Gr. 7- 8)	-	-	-	-	-	575
Park Elementary	-	-	-	(Kdn. Gr. 6)	-	-	-	-	-	888
Yantacaw	-	-	-	(Kdn. Gr. 6)	-	-	-	-	-	440
Washington	-	-	-	(Kdn. Gr. 7)	-	-	-	-	-	805
Lincoln	-	-	-	(Kdn. Gr. 6)	-	-	-	-	-	684
Spring Garden	-	-	-	(Kdn. Gr. 7)	-	-	-	-	-	670
Orphanage	-	-	-	(Kdn. Gr. 5)	-	-	-	-	-	69
Total	-	-	-	-	-	-	-	-	-	4825

## 2. ENROLLMENT BY GRADES, 1929-30

	Boys	Girls	Total
Kindergarten	278	300	578
Grade 1	262	253	515
Grade 2	234	257	491
Grade 3	263	223	486
Grade 4	229	194	423
Grade 5	248	236	484
Grade 6	199	208	407
Grade 7	189	191	380
Grade 8	172	154	326
Grade 9	152	113	265
Grade 10	93	97	190
Grade 11	62	65	127
Grade 12	66	46	112
Ungraded	32	9	41
Totals	2479	2346	4825

## 3. ENROLLMENT BY AGES, 1929-30

	Boys	Girls	Total
4 years old	87	80	167
5 years old	181	198	379
6 years old	197	223	420
7 years old	222	230	452
8 years old	231	218	449
9 years old	203	185	388
10 years old	212	187	399
11 years old	203	201	404
12 years old	208	201	409
13 years old	188	196	384
14 years old	192	150	342
15 years old	156	125	281

16 years old	-	-	-	-	-	-	93	82	175
17 years old	-	-	-	-	-	-	64	57	121
18 years old	-	-	-	-	-	-	25	9	34
19 years old	-	-	-	-	-	-	13	3	16
20 years old and over	-	-	-	-	-	-	4	1	5
Totals	-	-	-	-	-	-	2479	2346	4825

#### 4. COMPARATIVE ENROLLMENT STATISTICS, 1923 TO 1930

Year	H. S.	Jr. S.	Park	Yant.	Wash.	Linc.	Sp. Gd.	Orph.	Total
1922-23	346	266	337	353	623	794	298		3038*
1923-24	390	394	729	299	500	635	293		3240
1924-25	420	449	807	316	553	674	328		3547
1925-26	465	464	826	354	568	698	421	63	3859
1926-27	527	513	878	364	582	680	480	69	4093
1927-28	552	600a	834	393	707	678	564	75	4403
1928-29	651	591b	844	408	751	657	631	72	4605
1929-30	694	575c	888	440	805	684	670	69	4825

\* Includes 21 in Boys' Vocational School.

a Does not include 27 pupils in Washington 7th Grade.

b Does not include 110 pupils in Washington and Spring Garden 7th grades.

c Does not include 131 pupils in Washington and Spring Garden 7th Grades.

#### 5. COMPARATIVE ATTENDANCE STATISTICS, 1926 TO 1930

	1925-26	1926-27	1927-28	1928-29	1929-30
Total enrolled	3859	4093	4403	4605	4825
Percent of attendance	.919	.931	.938	.928	.931
Times tardy	6043	6605	6092	6079	5047
Total days present	601,369	646,454	697,272	714,033	763,753
Total days absent	52,294	47,786½	45,967	55,543½	56,020½
Present every day	234	261	392	352	370

#### 6. TEACHERS EMPLOYED, 1929-30

Kindergarten	-	-	-	-	-	9
Grades 1-6	-	-	-	-	-	22
Grades 7-8	-	-	-	-	-	91
Grades 9-12	-	-	-	-	-	28
Ungraded	-	-	-	-	-	3
Manual Training	-	-	-	-	-	8
Non-Teaching Principals	-	-	-	-	-	6
Supervisors	-	-	-	-	-	4
Librarian	-	-	-	-	-	1
Superintendent	-	-	-	-	-	1
Total	-	-	-	-	-	173

## Looking Into the Future



AS THE reader has noticed (see chart, page 18) our town's schools have had a steady and rather rapid growth since 1902, the year in which Nutley was incorporated. We have grown from a village to a young city in twenty-eight years. Our greatest growth, however, has been during the last ten years. At the beginning of this ten-year period we had the following school accommodations:

1. The Park School, with seventeen classrooms and a very poor auditorium. This building housed the high school, the junior school, and the Park elementary school.
2. The Yantacaw School of eight classrooms.
3. The Washington School of nine classrooms and a fair auditorium.
4. The Lincoln School of eight rooms.
5. The Spring Garden School of eight rooms.
6. The Church Street School of two rooms.

The growth of our town has made necessary an extensive school building program. Since 1922 we have spent the sizeable sum of \$2,265,000 in buildings and equipment as follows:

1. In 1923, the Park School addition, \$265,000.
2. In 1927, the High School, \$700,000.
3. In 1927, the Washington School addition, \$350,000.
4. In 1927, the Spring Garden School addition, \$300,000.
5. In 1929, the Lincoln School addition, \$350,000.
6. In 1929, the Yantacaw School addition, \$300,000.

The reason for this building program within a space of so few years was that we neglected to provide proper facilities in former years as the need arose. Before our people awoke to the real condition, 1500 children were on a part-time school day. Since so many buildings were needed, it was impossible to make any of them large enough for our needs very far in the future. The High School building was planned in 1925. Provision was made for five years of growth. This building will be over-crowded in 1930-31. The Washington building was planned in the same way; it has almost reached capacity. The Spring Garden building will have reached its capacity in a short time. The original Park building houses part of the junior school. It is much over crowded. The Park School ad-

dition houses the Park Elementary School. It is full at the present writing. We have enough room for expansion in the Lincoln and Yantacaw Schools for five or six years, no longer.

Our most serious problems just now are the High School and Junior School. Both buildings have reached more than efficient capacity. In the Junior School the program in the following departments is restricted on account of a lack of room: science, drawing, shop work for boys and girls, physical education, and library. In the High School the program must needs be limited in drawing, both freehand and mechanical, shops for boys, physical education, business education, and library. Naturally these restrictions are increasing each year with the growth.

On account of the limitations of the Junior School building, it is now necessary to keep some of the seventh grades in the elementary schools. It is much to the best interests of all Junior School pupils to have them together in one building. Further than this, keeping these grades in the elementary schools takes up room that will be much needed shortly for the accommodation of the pupils of the elementary schools proper, grades kindergarten to sixth. The increase in numbers is about 5% per year.

Your Supervising Principal makes the following recommendations for the consideration of the Board of Education and the people of Nutley:

1. That serious consideration be given to relief for the High School and Junior School groups. The best plan seems to be to build a new Junior High School building large enough to accommodate grades 7, 8 and 9. Taking the ninth grade out of the High School building will leave room for another five years expansion at least. This plan will allow all pupils of the Junior School grades to be brought together in one building, thus relieving all elementary schools that now house seventh grades and providing an abundance of room for the expansion of the Park Elementary School.

In the past we have been forced to maintain a 6-2-4 organization, that is to say, six elementary school years, two junior school years, and four high school years. This is neither the best nor the most economical arrangement. I am proposing the much more modern 6-3-3 plan, which means six

elementary school years, three junior high school years, and three senior high school years. Many arguments can be advanced for such an organization in Nutley beyond the matter of economy of administration. The most important considerations are:

1. The Junior High School age is the age of adolescence. A greater variety of activities must be provided than can be found in the elementary school.
2. In these years much attention must be given to the matter of differentiation of subject matter to make it fit the needs, capacities and interests of the adolescent. If we are to hold children of this age in school and to educate them efficiently, we must adapt the content taught to them and not try to mold them all in the same form.
3. The Junior High School is the beginning of secondary school work. It is in this school that beyond-elementary-school-patterns of thought must be formed if they are to be formed at all. Pupils who go beyond the Junior High School to the Senior High School do so with no conscious jolts. They merge into advanced secondary school work easily. For this reason the Junior High School percentage of successes is greater than it could be in any other type of organization.
4. The matter of economy should be stressed. If all pupils of the Junior High School are brought together, a much more economical plan of grouping can be worked out. The grouping into classes can be done to meet the needs of the individual pupils. The subject matter and method can be set to fit the capacity of each group. At the same time larger classes can be handled by each teacher. If the seventh year classes are left in the elementary schools, they must conform more or less to the elementary school pattern. They cannot be classified so as to meet the highest good of each individual.

2. It is further recommended that a careful study be made of the geography of our town with a view of determining the future need of new buildings and securing adequate sites for the same. If our town increases as rapidly the next ten years as during the past ten, extensive additions must be made to our present buildings or others erected. So far as elementary buildings are concerned, it may be wise to build them as near

as possible to our respective centers of population. It is possible to purchase sites now, but it will not be so in the next few years except at great expense.

We are destined to be a large town. Let us be wise enough to make such preparation for the future as will insure adequate school facilities for our children when the need arises.

PAUL R. RADCLIFFE,  
*Supervising Principal.*

