

The  
ANNUAL REPORT  
of the  
PUBLIC SCHOOLS  
Nutley, New Jersey

For the Year Ending  
June 21, 1935

# MEMBERS OF THE BOARD OF EDUCATION

(2

June, 1935

## Officers of the Board

President, John D. DeWitt

Vice-President, Frank G. Simmons

District Clerk, Colin Linn

## Members

Name	Address	Term Expires
Mary P. Ames .....	70 Vreeland Avenue .....	1936 .....
John D. DeWitt .....	308 Kingsland Road .....	1936 .....
Lewellyn E. Pratt .....	303 Highfield Lane .....	1936 .....
Thomas W. Crowley .....	131 Centre Street .....	1937 .....
Wallace H. Gibson .....	137 Lakeside Drive .....	1937 .....
Frank G. Simmons .....	478 Passaic Avenue .....	1937 .....
Leila M. Davis .....	438 Prospect Street .....	1938 .....
John H. Lucy .....	31 Shepard Place .....	1938 .....
Ralph W. McClintock .....	571 Prospect Street .....	1938 .....

## Committees

Mrs. Davis, Chairman	Instruction Mr. McClintock	Mr. Pratt
Mrs. Ames, Chairman	Co-Ordinate Activities Mr. Crowley	Mr. Simmons
Mr. Simmons, Chairman	Buildings and Grounds Mrs. Davis	Mr. Lucy
Mr. McClintock, Chairman	Finance and Public Relations Mrs. Ames	Mr. Gibson

Regular meetings of the Board of Education are held on the fourth Monday of each month at 8:00 P.M. in the Board Room, High School.

## THE PRESIDENT'S FOREWORD

The annual report of our schools is always interesting. Several innovations have been made and two are very important.

First, - Our cafeteria is no longer operated on a commercial basis, but as an educational project, in which our girls in the High School take entire charge under the supervision of a trained domestic science teacher and supervisor. Untold benefits are being derived by our girls studying this course.

Second, - Character education is the most important subject coming before the student body. Our teachers have shown a fine and willing spirit in this matter and last year attended a series of lectures on this subject. This subject is now being taught daily in one form or another by every teacher to every pupil in our schools.

A democracy can only be maintained through the high character of its citizenship.

Manual training should be taught to every boy in our schools so that when he leaves school he will be equipped to earn a livelihood and become a most useful citizen.

We urge the public to take more interest in our schools and see what progress is being made with the money provided for education.

John D. DeWitt

President, Board of Education

SUPERINTENDENT'S REPORT  
For the Year Ending June 21, 1935

To the Board of Education  
Nutley, New Jersey

I take pleasure in submitting my first annual report of the public schools of Nutley.

School Calendar for the Year 1934-35

September 4, Tuesday .....	Teachers' Conference
September 5, Wednesday .....	First term begins
January 31, Thursday .....	First term ends
February 1, Friday .....	Second term begins
June 21, Friday .....	Second term ends

Holidays

October 12, Friday .....	Columbus Day
November 6, Tuesday .....	Election Day
November 29, Thursday .....	Thanksgiving Day
November 30, Friday .....	Thanksgiving Recess
December 24, Monday, to	
January 1, Tuesday, inclusive ...	Christmas Recess
February 12, Tuesday .....	Lincoln's Birthday
February 22, Friday .....	Washington's Birthday
April 19, Friday, to	
April 26, Friday, inclusive .....	Easter Recess
May 30, Thursday .....	Decoration Day

Enrollment by Schools - 1934-35

High School	Grades 10-12 .....	908
Junior High School	Grades 7-9 .....	779
Park School	Grades Kdn-6 .....	782
Yantacaw School	Grades Kdn-7 .....	504
Washington School	Grades Kdn-8 .....	733
Lincoln School	Grades Kdn-8 .....	640
Spring Garden School	Grades Kdn-8 .....	648
Orphans' Home School	Grades Kdn-4 .....	24

Total ..... 5018

Enrollment by Grades - 1934-35

Kindergarten .....	362
Grade 1 .....	443
Grade 2 .....	327
Grade 3 .....	372
Grade 4 .....	420
Grade 5 .....	452
Grade 6 .....	445
Grade 7 .....	409
Grade 8 .....	451
Grade 9 .....	377
Grade 10 .....	371
Grade 11 .....	312
Grade 12 .....	225
Ungraded .....	<u>52</u>

Total ..... 5018

Enrollment by Ages - 1934-35

4 years .....	4
5 years .....	357
6 years .....	355
7 years .....	341
8 years .....	391
9 years .....	351
10 years .....	426
11 years .....	401
12 years .....	415
13 years .....	419
14 years .....	423
15 years .....	396
16 years .....	340
17 years .....	254
18 years .....	102
19 years .....	36
20 years and over .....	<u>7</u>

Total ..... 5018

Comparative Attendance Statistics

	<u>1930-31</u>	<u>1931-32</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>
Total enrollment	5,094	5,186	5,196	5,080	5,018
Percent attendance	94.2	93.7	92.5	93.7	93.8
Times tardy	4,885	4,714	5,578	4,505	3,942
Days present	831,386 $\frac{1}{2}$	835,811 $\frac{1}{2}$	841,308	829,173 $\frac{1}{2}$	812,843
Days absent	51,441 $\frac{1}{2}$	56,091 $\frac{1}{2}$	68,430	55,234 $\frac{1}{2}$	53,504
Present every day	520	512	446	523	544

High School Graduates 1925 to 1935

1925	.....	59
1926	.....	84
1927	.....	59
1928	.....	62
1929	.....	78
1930	.....	107
1931	.....	115
1932	.....	135
1933	.....	171
1934	.....	205
1935	.....	224

Teachers Employed - 1934-35

Kindergarten	.....	5
Grades 1-8	.....	110
Grades 9-12	.....	41
Ungraded classes	.....	3
Bedside instruction	.....	1
Librarian	.....	1
Study Hall Proctor	.....	1
Cafeteria Director	.....	1
Manual Training-Household Arts	6	
Supervisors	.....	2
Non-Teaching Principals	.	6
Supervising Principal	...	<u>1</u>

Total .....178

Professional Training of Teachers - 1934-35

College graduates	.....	64
Normal school graduates		
Montclair	.....	12
Newark	.....	33
Trenton	.....	7
Others	.....	<u>43</u>
	.....	95

Graduates of other training and		
professional schools	.....	12
All others	.....	<u>7</u>

Total .....178

Promotion Statistics - Elementary Schools

<u>Grades</u>	<u>First Term, January 1935</u>		<u>Second Term, June 1935</u>	
	<u>On Roll at</u> <u>End of Term</u>	<u>Percent of</u> <u>Successes</u>	<u>On Roll at</u> <u>End of Term</u>	<u>Percent of</u> <u>Successes</u>
8A	-	-	129	100.
8B	127	100.	93	100.
7A	95	99.	183	99.5
7B	158	99.4	109	100.
6A	153	97.4	267	98.9
6B	264	97.3	159	99.4
5A	154	98.	285	99.8
5B	288	96.9	138	99.3
4A	136	97.8	261	98.8
4B	255	98.4	166	97.6
3A	170	98.8	223	98.7
3B	223	98.7	137	99.3
2A	146	99.	170	99.4
2B	168	100.	177	97.7
1A	172	95.3	189	95.2
1B	227	93.	73	88.9

Promotion Statistics - Junior High School

	<u>First Term, January 1935</u>					<u>Second Term, June 1935</u>					
	<u>Percent of Successes</u>					<u>Percent of Successes</u>					
	<u>9B</u>	<u>8A</u>	<u>8B</u>	<u>7A</u>	<u>7B</u>	<u>9A</u>	<u>9B</u>	<u>8A</u>	<u>8B</u>	<u>7A</u>	<u>7B</u>
English	96.3	96.7	100.	100.	98.6	99.6	98.6	95.5	100.	98.6	84.2
Latin	-	92.5	-	-	-	98.	95.	-	-	-	-
Arithmetic	-	98.7	100.	95.7	95.2	96.2	-	96.6	98.1	100.	92.5
Business Trg.	99.2	-	-	-	-	100.	93.5	-	-	-	-
Algebra	95.2	-	-	-	-	99.1	100.	-	-	-	-
Geography	-	100.	99.1	98.1	98.6	-	-	97.3	100.	95.9	92.5
History	95.9	99.3	96.6	100.	90.3	98.2	96.3	95.6	100.	88.9	87.4
Vocations	99.3	-	-	-	-	-	-	-	-	-	-
Civics	-	-	-	-	-	99.2	99.3	-	-	-	-
Science	97.5	97.9	97.9	-	-	98.7	97.5	100.	100.	-	-
Health Ed.	-	-	-	100.	97.2	-	-	-	-	97.2	94.7
Spelling	-	100	100.	100.	100.	-	-	99.1	98.1	97.2	98.6
Penmanship	-	100.	100.	100.	100.	-	-	100.	100.	98.6	100.

Promotion Statistics - High School

First Term, January 1935

Percent of Successes

	<u>9A</u>	<u>10B</u>	<u>10A</u>	<u>11B</u>	<u>11A</u>	<u>12B</u>	<u>12A</u>
English	97.8	97.8	99.1	96.2	97.7	95.8	100.
Latin	100.	97.8	96.9	100.	100.	100.	100.
French	-	99.	90.2	97.9	97.1	96.	96.
German	-	100.	100.	100.	100.	100.	100.
Mathematics	97.7	89.5	95.6	96.3	95.6	93.9	88.2
Science	100.	95.9	95.9	100.	100.	97.8	100.
History	93.8	96.9	91.7	-	-	86.8	96.3
Civics	-	-	100.	-	-	-	-
Economics	-	-	-	-	-	96.7	-
Vocations	95.3	-	-	-	-	-	-
Commercial							
Geography	-	97.7	-	-	-	-	-
Commercial Law	100.	-	-	-	91.7	-	-
Business Trng.	-	-	-	-	-	-	-
Business Organ-							
ization	-	-	-	98.8	-	-	-
Bookkeeping	-	88.6	100.	-	-	-	-
Accounting	-	-	-	100.	100.	100.	100.
Stenography	-	-	-	88.9	88.9	100.	100.
Typewriting	-	-	83.5	94.8	100.	100.	-
Office Trng.	-	-	-	-	-	100.	100.

Second Term, June 1935

Percent of Successes

	<u>10B</u>	<u>10A</u>	<u>11B</u>	<u>11A</u>	<u>12B</u>	<u>12A</u>
English	95.7	96.6	96.3	99.4	98.	100.
Latin	100.	100.	100.	100.	100.	100.
French	94.9	96.9	91.3	100.	100.	100.
German	100.	100.	100.	100.	100.	100.
Mathematics	85.7	97.1	98.1	97.8	100.	100.
Science	94.3	98.2	93.8	96.	81.1	100.
History	-	-	100.	-	90.4	99.3
Civics	-	97.1	-	-	-	-
Economics	-	-	-	-	98.	-
Vocations	-	-	-	-	-	-
Commercial	90.2	-	-	-	-	-
Geography						
Commercial Law	-	-	-	97.6	-	-
Business Trng.	-	-	-	-	-	-
Business Organ-						
ization	-	-	98.	-	-	-
Bookkeeping	83.9	100.	-	-	-	-
accounting	-	-	76.5	100.	100.	100.
Stenography	-	-	76.7	88.6	100.	100.
Typewriting	-	88.8	79.7	97.9	100.	-
Office Trng.	-	-	-	-	100.	100.

High School Graduates

## Class of January, 1935

Edward Bacon  
Ethan Bassford  
Joseph Bator  
Lois Bickell  
Eleanor Bonner  
John Brandreth  
Frank Capalbo  
Eileen Ciardi  
Roy Ciccone  
Charles Coburn  
Thomas Crowley  
Elizabeth DePutron  
Gordon Downin  
John Drake  
Eliot Epworth  
Gerdine Feland  
Mary Gantner  
Ruth Gehring  
Henrietta Gieranoski  
Muriel Greene  
Irene Hanrahan  
Joseph Harnett  
Beatrice Heeb  
Lillian Hessler  
Esther Jannarone

Francis Johnston  
Helen Kraft  
Joseph Laurite  
Violet Law  
Robert Lee  
Lydia Lincoln  
Catherine Mertz  
Janet Miller  
Wilbur Miller  
John Misner  
Anthony Negra  
Walter Niedzinski  
Wilhelmina Nordstrom  
Francis Northrup  
Sophie Nowak  
Herbert Ohlandt  
Marjory Page  
Richard Parkes  
Robert Parr  
Dorothy Patrician  
Winifred Pearce  
Harold Pfeiffer  
Louis Phillips  
Albert Prio  
Florence Piro

Thomas Quigg  
Merle Quimby  
Anne Rankl  
Elizabeth Reilly  
Julia Robertson  
Howard Ruoff  
Jeanne Rusby  
Harold Schoenfeldt  
Ealine Schoonover  
Abraham Serlin  
Fred Serlin  
Herbert Sharwell  
George Stewart  
Robert Stites  
Rosetta Thompson  
Helen Turner  
Angelo Vaglio  
Edith Volpe  
Gilbert Ward  
Roma Warren  
Elizabeth Wheatley  
Eunice Williams  
Dorothy Wing  
Clara Zamponi

## Class of June, 1935

Genevieve Alden  
 Edith Allen  
 Carmine Barletti  
 William Barlow  
 Eleanor Barry  
 Jane Barry  
 Miriam Bates  
 Madeline Baum  
 Regina Becker  
 Clement Benedette  
 Richard Benthien  
 Santo Bentringo  
 Irene Betsch  
 Gerald Bigley  
 Fred Bilz  
 Robert Blasberg  
 Gudrun Blomquist  
 Joseph Blum  
 Jack Booth  
 Helen Bridges  
 Fred Broughton  
 Natalie Brown  
 August Buel  
 Joseph Buel  
 Herbert Burns  
 Maybelle Callahan  
 Leo Chapanski  
 Priscilla Ciccone  
 Dorothy Clarke  
 Myrtle Colon  
 Edwina Connell  
 Marion Cornelius  
 Sam Corsaro  
 Gregory Courtwright  
 William Crecca  
 Joseph DeFuria  
 Joseph DiGiacomo  
 Carmela DiRienzo  
 Florence Docker  
 Eleanor Dockweiler  
 Faye Donaldson  
 Joseph Donnelly  
 Margaret Dougherty  
 David DuPont  
 Gloria Eastment  
 Janice Elmendorf  
 Emma England  
 Haven Falconer  
 Martin Fellers  
 Edward Finlay

Joseph Finlay  
 Winifred Flaherty  
 Catherine Gilbert  
 Alfred Goglia  
 Harold Gorman  
 Mildred Haase  
 John Hahn  
 Violet Hahn  
 Betty Hanifan  
 Douglas Hayward  
 Fred Heidt  
 William Hoffmeister  
 Cecilia Holland  
 Kathryn Holland  
 Charles Honce  
 Betty Hooper  
 Doris Hopkins  
 Haryard Huber  
 Eugene Hutch  
 Jerry Intindola  
 Edith Israel  
 Helen Jay  
 Irving Jentis  
 Virginia Kelly  
 John Kirk  
 John Kopac  
 Hubert Kramer  
 Charles Kucinski  
 Margaret Lang  
 Muriel Leask  
 Julia Lee  
 Camille LePree  
 Ray Levendusky  
 Ruth Lippert  
 Edna Lish  
 Victor Lish  
 Robert Lowes  
 Fred Lucchetti  
 Mary Lux  
 Connie Machacek  
 Julia Malanga  
 Hayden Malmstrom  
 Gordon Mattoon  
 Edgar Member  
 Betty Meranghi  
 Violet Myles  
 Pauline Napoli  
 Kenneth O'Connor  
 Herbert Ottiwell  
 Christal Page

Harry Patrick  
 William Paukstaitus  
 Joseph Pengitore  
 Otto Philip  
 Tillie Pierz  
 John Preisano  
 Josephine Prill  
 Tom Reilly  
 Anthony Restaino  
 Livingston Roosenraad  
 Miriam Reznick  
 Stella Rosetta  
 Frances Ryan  
 Mary Salamon  
 Arthur Sattler  
 Henry Sawicki  
 Martha Schaefer  
 John Scharling  
 Isolde Schmidt  
 Robert Scott  
 Marie Sentner  
 Roylance Sharp  
 William Shoudy  
 Mildred Sitgreaves  
 Alice Smith  
 Ellen Smith  
 Virginia Smith  
 Mabel Smith  
 Frank Stanlis  
 Walter Stecewicz  
 Margaret Stevens  
 Donald Stites  
 Wilbur Tantum  
 Jeanne Townsend  
 Robert Unrath  
 Donald Van Anglen  
 Milton Van Houten  
 Michael Vicaro  
 Harvey Vogel  
 Audrey Walker  
 John Wallner  
 Charles Weber  
 William Weischedel  
 Buist Wells  
 Helene Wolfe  
 Anna Woodham  
 Gladstone Wright  
 Dorothy Wuest  
 Evelyn Zschoche  
 Helen Zschoche

The services that the public schools render to the boys and girls of Nutley are many and varied. No longer is it enough to say that the public schools teach the three R's. We must include in our school experiences for boys and girls all the activities of childhood, and, through close cooperation with parents and social and character-building organizations in the community, make the educational program a continuous one, not only through childhood but through life. The reports contained in the following pages, from the specialists in our schools, will show the trend toward this entire education, where we consider the whole child all of his time.

It has been a pleasure indeed for me during this, my first year in the Nutley schools, to find this new spirit in education operating so splendidly, not only among the teaching corps but among all the citizens who are thinking about education at all. In the land of plenty there should be a system of cooperative living worked out that all may have the necessities of life and at the same time some leisure. The schools are attempting to prepare our young citizens for this whole-hearted cooperative living, at present as well as for the future. There is no attempt to disregard the best in the traditional school, but rather to improve upon its activities to keep pace with a rapidly changing world. To give childhood the best that we know is the ambition of the Board of Education of Nutley and its corps of teachers.

Respectfully submitted,

John A. Spargo

Superintendent.

## PHYSICAL AND HEALTH EDUCATION

(12)

The following is a short narrative report, giving briefly the work covered by the Nutley schools in physical and health education from September, 1934, to June, 1935.

The course of study in physical education was changed from the formal type, consisting of exercises, apparatus work, tactics and military marching, to a program which deals more with the character, social and leisure-time development of the pupils in our schools through an organized play course.

This change was made with the approval of the superintendent of schools and principals. With this new program of physical education, it is possible for us to handle our classes in small groups, each group being active under a student leader and playing various games at the same time. These groups change from one game to another until all the pupils have had an opportunity to take part in each game. In this manner the pupils do not play long enough at one game to tire of it, and we are able to hold the interest in this work. The student leaders are changed at regular periods, so that eventually every one has an opportunity to assume the duties and responsibilities of a leader and thus we are able to develop one of our objectives - leadership. All games are played according to the strict interpretation of the rules and regulations governing our games, and in this way we are able to stress and teach good sportsmanship, initiative, self-control, coordination, loyalty, honesty, consideration towards team-mates, as well as opponents, and many other fine traits of a well-educated individual.

This game program also develops one other important phase of our educational program - that of teaching student-organization for after-school activities. Through the teaching of the various games, it is possible for us to give instruction in games that may be used in later life, so that the spirit of play and recreation will not die with the completion of the school life of our boys and girls. In the upper grades, the games are divided into seasons, with the fall being devoted to the teaching and playing of touch football and soccer; the late fall and winter, to basketball and volley ball; and the spring, to baseball and track and field sports. This program is given to the boys from grades six up to twelve. For the girls, such activities are given as field hockey, soccer, basketball, volley ball, soft ball and track and field events, all, of course, in their proper season.

The requirements in physical and health education under the laws of the State of New Jersey are now being fulfilled in Nutley, and all pupils who are physically able to participate in physical and health education are receiving the full two and a half hours per week in this subject.

George J. Stanford

Supervisor of Physical and Health Education

## ART IN THE ELEMENTARY SCHOOLS

(11)

The school year opened with many junior high school pupils of grades 7 and 8 in the elementary schools. This necessitated new plans being made, and new problems arose for the departmental art teachers as well as for those instructing in other subjects.

Miss Russell of the Lincoln School, Mrs. Morgan of the Washington School, and Miss Tuttle of the Park School, instructed in art in the departmental or platoon classes. The primary teachers taught the subject as a part of all classroom activities. In February, Mrs. Smith of the Park School was transferred to the Yantacaw School, and part of her time was devoted to instruction in the art activity program. As in the year 1933-34, the supervisor, as a financial aid to the system, offered her services as instructor in art at the Spring Garden School, using but a few hours a week in supervisory work.

The general policy of the Art Department to make its problems and activities all closely related to the child's needs and interests and closely correlated with the social sciences, was followed by the classroom and departmental art instructors. Emphasis was placed on furthering the creative instinct in all children. The course in character education held in Nutley during the year revealed to many teachers the real value of the activity program as a force in molding the character of the child.

An art teacher recently was helping a large group of children who had asked to stay after school to complete some baskets. Talking among themselves, the teacher overheard the following: "The teacher in the art room never keeps us after school because we are bad." Another said, "Well, you just can't be bad in the art room." Then came this, "Well, I guess it must be the teacher who is bad, 'cause we are always keeping her after school."

Many outstanding projects have been accomplished by our teachers this year.

Emma J. Gazan

Supervisor of Art in the Elementary  
Schools

The subject of art affords the student an opportunity to express himself through the coordination of intellect and hand. Art is the vehicle which releases emotion and gives the satisfaction of creating and originality. Students not particularly talented find art, in many cases, to be a very interesting hobby and also the field in which cultural taste and appreciation of art are developed.'

The Junior High School art student faces the problem of stepping from the freedom of the lower grades to a more advanced expression and a more detailed study of materials and techniques. As the student advances, creative work is developed to the greatest extent possible with the individual. Posters, lettering and very practical designs form the basis of this work. Another phase of our work is association and appreciation through the study of peoples and customs expressed in art.

The Senior High School art classes are ungraded. Advanced and beginning students work together. Time devoted to art varies also. Most of the time he is responsible for the planning of his own work to meet a special need or interest. His work is often for a school project, such as posters; linoleum blocks for the school calendar, the school magazine, or the Nutley Sun; poster contests conducted by a community organization; classroom murals or scholarship competitions. The spirit of cooperation, loyalty and responsibility is stressed in encouraging students to work for these activities.

The intelligent and alert student, with an objective or goal in mind, guided through these art classes, is well prepared to enter a specialized school of art. The student who has taken his art work as an avocation is well prepared to meet many situations arising in the art activities in everyday life. All students cannot help but have a greater appreciation of and pleasure from the arts.

Maude E. Williams, Senior High School  
Helen M. Lewis, Junior High School

The major aim of industrial arts training today is to aid in giving the student a well-rounded education. The shops are laboratories where he may put into practice what he learns in his academic classes, thus learning how to apply intelligently to his everyday needs what he learns in the classroom. Real learning takes place when the student learns to use the information he has gathered in facing his everyday needs. The shop of today is one of the first places where the boy may go to put this information to practical use, thus stamping it as a definite part of himself for future use.

Because of the close contact between the teacher and the individual student, much can be accomplished in building good character. Busy boys as a rule are not mischievous boys, thus practically eliminating discipline problems. The teacher works almost entirely with the individual and because of the noise in the shop most conversations are private, making it easier for the teacher to become one of them. The boys many times must be aided in building a better outlook, insight, and attitude toward life that will enable them to lead happier lives.

The experiences gained in the shop should help the boy to employ his leisure time to better advantage. He will have learned to work more efficiently, thus he will enjoy working the more. The adult, as well as the boy, enjoys working and overcoming obstacles by drawing on these experiences. The busy boy or man is a happy one.

The boy in the shop must learn to get along with his fellow-men. His path will cross and re-cross his fellow-workers' many times each day, so that constant opportunities will present themselves to be courteous, generous, sociable and honest. He must learn to cooperate, be tactful, and also unselfish, if he is to get along. He will learn to carry responsibility, and in a short time will surprise himself as to his adaptability, self-control, industry and initiative.

Harry Bennett

Head of Industrial Arts Department

The study of food and clothing has become an essential phase of the education of today because these subjects are social ones and the demands of everyday living make them of prime importance in the lives of our girls. Nutley offers in her schools practical training in this field, presenting those problems which make the girl observant and independent of judgement about those issues which concern self, family, school, community and nation.

The first unit of this work begins in the sixth grades, where the simple processes and elementary knowledge of each are taught. 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 but including as much subject matter and as many processes as possible. The food and clothing unit in the ninth grade is elective and therefore lays a foundation far more intensive for individual types and needs.

Clothing in the high school is an elective course and its aim is to open this field still wider and at the same time to develop proper attitudes in work and play toward each other. At present we have no cooking in the high school, except for the work of this nature which is done in the school cafeteria, but in the near future we are hoping that this unit will be included in our practical arts course.

Mina R. Sheldon

Head of Domestic Arts Department

English - defined as including reading, spelling, grammar, oral and written expression, and related activities - is the only subject running all the way through the twelve years of a child's public school life. In order that we may do a satisfactory piece of work in this important field, it is necessary to have some one person in contact with the entire program, coordinating and relating these activities, and keeping them moving toward a definite goal - that of giving the child the best possible control of the skills involved, which are important factors in the success of his school life, and his mature life as well.

This work of relating the English activities I have been doing in the following manner:

1. By keeping in touch with the whole program by classroom visits and conferences with principals and teachers.
2. By holding meetings with groups of teachers, as follows:  
kindergarten and grades 1 and 2; intermediate grades (3-6);  
junior high school; and senior high school.

These meetings have given teachers opportunity to discuss their problems, to give talks and demonstrations, thus learning what others are doing, and receiving mutual stimulation and encouragement.

The major problem under consideration at present is that of reading. This is a state-and-nation-wide problem, as well as local. Startling numbers of children (and adults), we find, are being handicapped in all their endeavors by being unable to get the meaning from the printed page. It is our endeavor, in common with progressive schools throughout the country, to make a thorough analysis of this problem, and apply remedial measures, so that the children may be learning all the skill possible for them to acquire.

To that end we need a testing program first, and then remedial materials - booklets, charts and the like. Through conference and investigation we have determined upon the best program to use, but have been halted for the present by lack of funds to purchase testing materials. We feel encouraged, however, because every teacher in the system is now "reading-conscious," and aware of this as a major problem. Experimentation is being done in all of our schools - in the best ways of teaching the fundamental reading skills, and in helping, at a later stage, the children who continue to be reading problems. My present task is to help keep this interest and effort alive by the methods indicated.

I have been trying to relate the activities of the school libraries with those of the town library, where possible - having arranged some conferences between librarians and teachers, where there were problems to be solved. Through work on committees of the State Association of Teachers of English, I have tried to bring some of the most recent developments - in photo-play appreciation, for instance - to the group meetings here, so that the teachers may use them as they wish. The next problem to be considered is spelling.

The whole problem of coordinating the English activities is extremely complex, and only a beginning has been made. One sees,

however, in all the schools promising signs of activity and exper-<sup>(18)</sup>imentation, the results of which will be apparent as the children now in the elementary school advance through the junior and senior high schools.

Marion S. Walker

Head of English Department

### HIGH SCHOOL LIBRARY

Circulation statistics for the High School library are as follows:

	<u>Total</u> <u>Circulation</u>	<u>Circulation</u> <u>Per Day</u>
1929-30	6,625	54
1930-31	9,043	51
1931-32	11,465	57
1932-33	24,998	144
1933-34	58,612	368
1934-35	46,437	254

There is no valid way to count library circulation in a school library, since most of it occurs within the room from open shelves. The above figures include books checked out for home use and an estimate of one book per person for those coming to the library for one period.

Sarah G. Garriss

Librarian

### SPEECH CORRECTION CLINIC

During the past five months I have been attempting to correct such speech defects as stuttering, lisping, hare lip, nasality, cluttered speech, hoarseness, and weak voices in the five grade schools, also in the junior and senior high schools.

Considering the length of time which elapsed between lessons, two weeks, I feel quite a good deal was accomplished. The attitude of a great many of the students was entirely changed, causing them to enter into the classroom routine to a much greater degree.

The method used was the usual clinical procedure of exercises both breathing and vocal, reading of stories and poems, and talks and conversations.

The clinic was composed of approximately one hundred students varying in age from five to eighteen.

Carleton E. Saunders, Jr.

AN EXPERIMENT IN VOCATIONAL GUIDANCE IN THE  
JUNIOR HIGH SCHOOL

(19

A questionnaire was sent to those townspeople who willingly gave of their time to the practice vocational guidance plan put into effect this year. Those replying indicated a willingness to continue for another year. Some suggestions for improving the administrative details were made, which suggestions will be put into effect where possible. Fifteen boys and one girl were placed, under this plan, in business organizations about town for a part of each school day, where they received practical training in various vocations. They did not receive any remuneration for the time spent in these places of business.

The conclusions, based upon the replies to the questionnaires, are as follows:

1. Pupils participating were matured in judgement.
2. Fewer complaints were issued upon these individuals as discipline cases.
3. A noticeable improvement in general attitude was noticed in practically all of the pupils.
4. In some cases a definite interest in school was stimulated.
5. Worthwhile experience was obtained, whereas not necessarily in a chosen line of work, in general working activities.
6. In one case, a boy, employment of a permanent nature was obtained in the line of work he prefers.

It is obvious from these conclusions that the plan is no longer an experiment and should be continued. It is without doubt a partial solution to a major problem in our present set-up, that of supplying actual experience away from the classroom atmosphere. Pupil lapses in discipline, if permitted to become chronic, turn into delinquencies. The result of this type of behavior is too well known for comment.

The program just completed has removed from an environment the few pupils who were antagonistic to it and placed them in a situation where they had a chance to express themselves. They were not forced to confine their interests to a situation that did not seem real to them, the world of book information. They were given individual tasks and considered alone in the completion of them. They were made to feel equal to a situation that did not appear in school work, at least to their comprehension. Their personalities were permitted to be personalities, and they were not forced to submerge into a temporary situation for which they could have no sympathy. They were no longer considered "dumb" by their fellow-students, but were complimented by the attention and admiration they received from this same group. In fact, they were allowed to be people, to become someone, which experience their entire beings demanded and had not received in the earlier environment.

It is to be hoped that such opportunities as these for the development of the individuality of those pupils whose future is extremely uncertain for academic achievements can be increased. Neither intellect nor personality can be standardized. Knowing this, effort must be made to increase the opportunities for individual development on a larger scale than at present.

A. M. Wood, Jr.

## MEDICAL INSPECTION DEPARTMENT

(20)

The work covered by the Medical Inspection Department for the period from September, 1934, to June, 1935, is shown in the following report.

The general condition and health of the children was normal until the end of the first term, when measles became very prevalent in all the schools. This, together with the usual number of contagious and follow-up calls, occasioned considerable outside work. Treatment cases for minor ailments increased to some extent over the previous year because of existing economic conditions.

We are happy to report a decrease of diphtheria cases due to immunization, which was well worthwhile. There was only one case this year and no fatality.

### General Summary of Work Covered

Number of physical examinations made by school physician - 4820. Parents were notified of physical defects of their children, as disclosed by these examinations, as follows:

Enlarged tonsils	844
Defective teeth	692
Defective vision	19
Defective hearing	7
Heart condition	55

### Cases Corrected Through Efforts of Nurses

Throat operations	128
Teeth treated at clinic	1031
Glasses fitted (auspices Nutley Lions Club)	29
Daily minor treatment cases	840
Home visits	910

### Schick Tests

Number tested - School age -	502
Pre-school -	69
Total -	<u>571</u>
Results - Negative -	501
Positive -	70

### Contagious Diseases

Scarlet fever	Cases 27	Quarantined 127
Diphtheria	" 1	" 11
Measles	" 210	" 48
Mumps	" 34	" 5
Chicken pox	" 66	" 9
Whooping cough	" 53	" 12
Impetigo-skin condition	" 24	" -
Conjunctivitis-eye infection	42	" -

Dental Clinic

Number treated .....	1031
Extractions .....	577
Fillings .....	813
Treatments .....	247
Cleanings .....	128
Amount collected .....	\$188.44

The Dental Clinic is operated in the Park School four mornings a week, in charge of Dr. C. M. Norcom, assisted by a dental nurse. The work of this clinic is most valuable. While the fillings inserted by the school dentist are only temporary fillings, they are satisfactory in saving the children's teeth until they are able to have permanent fillings.

Laura S. Persch

Head Nurse

ATTENDANCE DEPARTMENT

I herewith submit report of the Attendance Department for the year ending June 21, 1935:

Total absences investigated .....	1369
Total cases truancy investigated .....	46
Attendance at county vocational schools - average	
Girls .....	13
Boys .....	29
Recorder's court cases:	
Attendance law violations .....	3
Breaking and entering .....	27
Possession of stolen property .....	1
Incorrigible .....	2
Disorderly conduct .....	6
Motor vehicle act violations .....	1
Robbery .....	2
Destruction of property .....	12
Possession of firearms .....	2
Turning in false alarm .....	5
Transfers - received from other schools .....	267
Transfers-issued to other schools .....	217
Transfers within the district .....	229

General Information

Calls made with nurses .....	125
Pupils taken home ill .....	31
Pupils taken to doctors - emergency .....	3
Pupils taken to doctors - non-emergency .....	6
Contagious diseases discovered - not reported .....	31
Pupils reprimanded about attendance .....	148
Parents warned .....	163
Parents called to school .....	43
Parents interviewed .....	93
Pupils called to office .....	155
Fines collected .....	\$16.36

Tuition cases investigated . . . . .	21
Cases with Police Department . . . . .	33
Suspensions . . . . .	3
Children given shoes . . . . .	39
Children given clothing . . . . .	47
Children given food . . . . .	7
Children given first aid . . . . .	8
Arrests . . . . .	17
Investigations of pupils not reported Sept. and Feb. . . . .	78
Working papers issued . . . . .	4
Nights on duty . . . . .	30
Out-of-town truants picked up . . . . .	2
Runaways picked up and returned home . . . . .	6
On probation to attendance officer . . . . .	141
Cases with Youth Committee . . . . .	11
Stolen property investigated . . . . .	28
Stolen property recovered . . . . .	20
Value of stolen property recovered . . . . .	\$333.90
Other investigations . . . . .	72

Ralph Hollenbeck

Attendance Officer

## REPORT OF DISTRICT CLERK

Board of Education  
Nutley, New Jersey

In compliance with the provisions of the School Law (Article 5, Section 63), I herewith present a full itemized statement of the finances of the School District of Nutley for the school year ending June 30th, 1935, as shown by the books of the Board.

Balance, July 1, 1934 . . . . . \$ 4,178.19

RECEIPTS 1934-35  
State, County and Local Funds

From State School Fund . . . . .	\$ 2,905.72
From 90% State School Fund . . . . .	131,041.03
From State School Tax (Penalty) . . . . .	2,303.72
From State for Pupils in Charitable Institutions	3,465.00
From State for Crippled Children . . . . .	847.60
From State Railroad Tax . . . . .	14,962.02
From State Aid for Manual Training . . . . .	4,530.41
From Interest on Surplus Revenue . . . . .	76.48
From District Tax Appropriation . . . . .	<u>431,207.50</u>

Total . . . . . 591,339.48

MISCELLANEOUS RECEIPTS

From Tuition . . . . .	\$ 795.00
From Rental of School Buildings . . . . .	1,250.00
From Salary Refund - Athletic Association . .	625.00
From Telephone Collections . . . . .	70.00
From Sale of Manual Training Projects . . . .	274.00
From Sale of Sewing Class Projects . . . . .	<u>96.00</u>

Total . . . . . 3,110.00

Grand Total of Receipts During Year and Balance on Hand  
at Beginning of Year . . . . . \$598,627.67

EXPENDITURES

Salaries - Superintendent, Supervisors, Principals and Teachers . . . . .	\$314,965.39
Salaries - Office Assistants . . . . .	5,656.00
Printing, Stationery, etc., Department of Supervision . . . . .	398.78
Traveling Expenses . . . . .	165.04
Text Books . . . . .	4,801.64
Supplies and Other Expenses of Instruction. .	8,756.74
Supplies - Manual Training . . . . .	1,992.76
Library - Books and Magazines, etc. . . . .	1,511.03
Lectures, Recreation, Athletics . . . . .	312.00
Tuition to Special Schools . . . . .	4.30
Transportation to Vocational Schools . . . .	695.01

## EXPENDITURES (continued)

Compulsory Attendance Department . . . . .	\$ 1,712.73	
Medical Inspectors' Salaries . . . . .	1,400.00	
Dental Inspector's Salary . . . . .	937.50	
Nurse Service Salaries . . . . .	3,752.00	
Nurse Service Supplies and Expenses . . . . .	117.83	
Salaries - Janitors' and Engineers' . . . . .	30,398.08	
Wages - Other Employees (Maintenance School Plant and Grounds) . . . . .	1,838.06	
Janitors' and Engineers' Supplies . . . . .	2,237.66	
Fuel . . . . .	8,517.86	
Light, Water, Power . . . . .	4,443.88	
Telephone Service - All Departments . . . . .	866.37	
Miscellaneous Expenses - Cartage of ashes, etc. . . . .	322.50	
Insurance Premiums . . . . .	2,274.45	
Board of Education and Business Division . . . . .	<u>5,874.20</u>	
Total . . . . .		\$403,952.81

## REPAIRS AND REFURNISHING ACCOUNT

Maintenance and Repairs, Buildings and Grounds \$	7,330.87	
Janitors' and Engineers' Equipment . . . . .	111.92	
Educational Equipment . . . . .	<u>354.17</u>	
Total . . . . .		7,796.96

## CAPITAL ACCOUNT

New Furniture and Equipment for Science Department . . . . .	1,432.43
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## DEBT SERVICE

Redemption of Serial Bonds . . . . .	\$84,350.00	
Interest on Serial and Term Bonds . . . . .	92,094.38	
Payment to Sinking Fund . . . . .	<u>2,329.92</u>	
Total . . . . .		<u>178,774.30</u>

Grand Total of Expenditures During the Year . . . . .	<u>\$591,956.50</u>
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## SUMMARY

Total Cash Receipts for the Year . . . . .	\$598,627.67
Total Cash Expenditures for the Year . . . . .	<u>591,956.50</u>

Cash Balance on Hand, June 30, 1935 . . . . .	\$ 6,671.17
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ANALYSIS OF DISBURSEMENTS AND COSTS  
OF EDUCATION PER PUPIL

	<u>Costs</u>	<u>Percentage of Total</u>	<u>Cost of Education on Average Enrollment</u>	<u>Average Daily Attendance</u>
Administration (Bd. of Ed.)	\$5,874.20	1.45	\$ 1.27	\$ 1.35
Instruction-Supervision	33,813.02	8.26	7.30	7.78
Instruction-Propor	297,905.57	72.88	64.30	68.53
Operation-School Plant	48,304.41	11.84	10.43	11.11
Maintenance-School Plant	7,796.96	1.90	1.68	1.79
Co-ordinate Activities	7,920.06	1.95	1.71	1.82
Auxiliary Agencies	4,818.04	1.16	1.04	1.11
Fixed Charges	2,279.25	.56	.49	.53
Totals Costs	\$408,711.51		\$88.22	\$94.02

PERCENTAGE OF TOTAL SCHOOL COSTS  
OF TYPES OF SCHOOLS

<u>Classes</u>	<u>Percentages</u>
Special Classes . . . . .	1.8
Kindergarten . . . . .	3.6
Elementary - Grades 1 to 8 . . . . .	64.7
High School - Grades 9 to 12 . . . . .	29.9

OUTSTANDING BONDED INDEBTEDNESS

June 30th, 1935 . . . . .	\$1,935,950.00
Amount of Money in Sinking Fund . . . . .	<u>82,068.25</u>
Net Indebtedness . . . . .	\$1,853,881.75

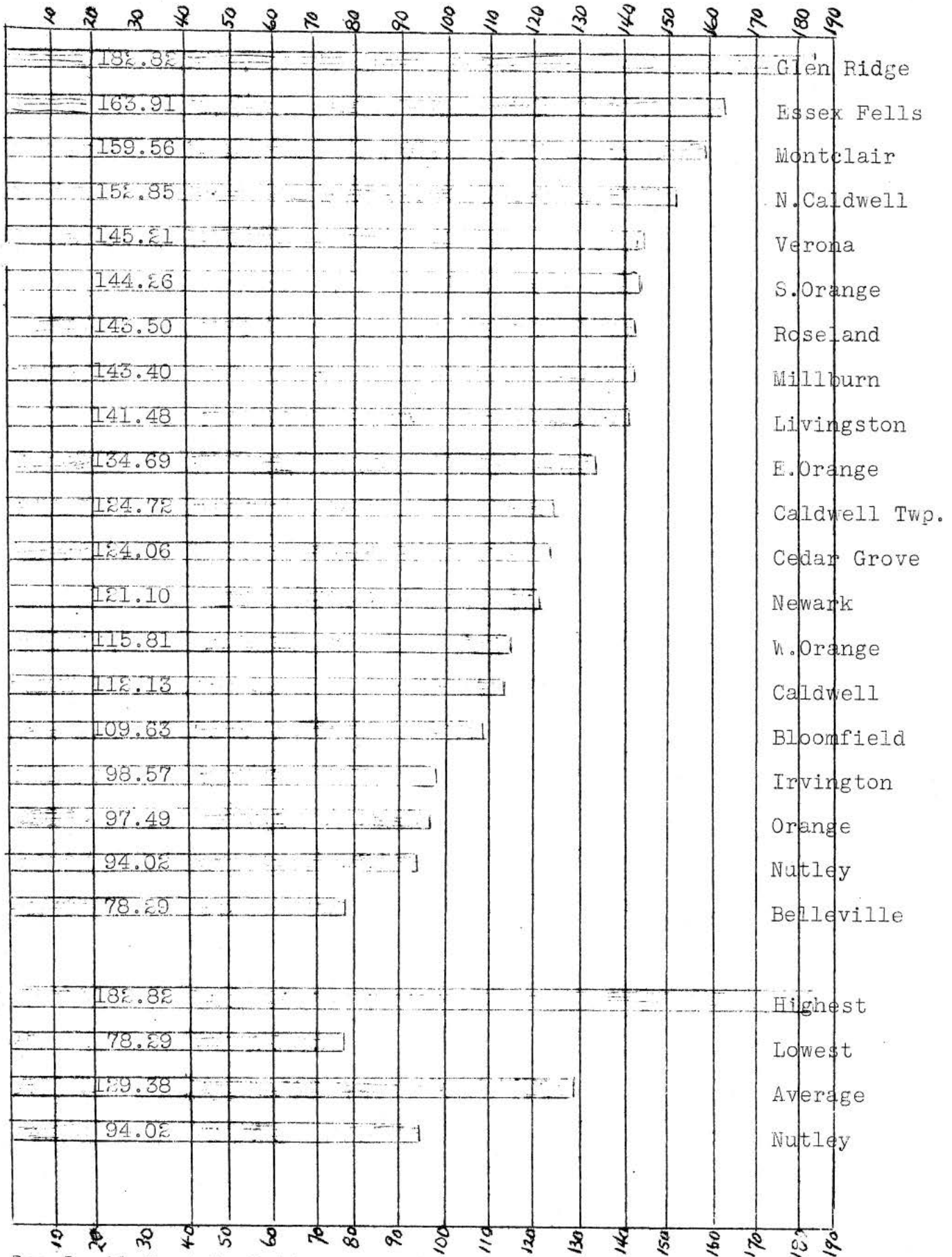
Respectfully submitted,

Colin Linn

District Clerk

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PER PUPIL COST OF ALL SCHOOL DISTRICTS IN ESSEX COUNTY  
HAVING BOTH GRADES AND HIGH SCHOOL  
Cost is Based on Average Daily Attendance for Year 1934-35



Per Pupil Cost in Nutley is 72% of Average for Essex County  
Per Pupil Cost in Nutley is 51% of Highest for Essex County