

1961 - 1962

ANNUAL REPORT  
ON THE  
NUTLEY PUBLIC SCHOOLS

TO THE

BOARD OF EDUCATION

Anson B. Barber  
Superintendent of Schools

TO THE BOARD OF EDUCATION, NUTLEY, NEW JERSEY

Ladies and Gentlemen:

This is my sixth and final annual report as superintendent of the Nutley Public Schools.

May I commend to you the services performed by a fine staff of teachers, special teachers, guidance counselors, department heads, directors, vice-principals, and principals who have, in so many instances, performed services far beyond the usual call of duty. These people strive continually to improve, to strengthen, and to interpret the Nutley program. Nutley patrons can have pride in this group, only equalled by the pride the citizens of Nutley properly have in the children and youth who are attending the Nutley Public Schools, and for whose benefit the schools are operated.

### HIGHLIGHTS OF PRINCIPALS' REPORTS

Class trips in the elementary schools this year, as in other years, continue to provide new experiences, enlarged vocabularies and broadened concepts of the children and youth of the town. Public libraries, zoos, the Nutley Historical Society Building, Museum Village, New York museums, the Trenton State House, Washington Crossing, Pennsylvania, the United Nations Building in New York, and local parks, are a few of many places which have been visited. Each trip was made for special purposes. Trips are made only after careful plans have been made to achieve the ends sought.

In general, each class in the elementary school is responsible for an assembly program each year. This experience provides the opportunity for developing stage presence, poise, and speaking facility. Many parents have expressed appreciation for this kind of opportunity in the schools.

Bulletin board projects have been very good and many instructional units have been shared with the whole school by the effective use of this resource for learning.

The constructive assistance given the schools by P. T. A. groups is widely appreciated as indicated by building principals reporting to the superintendent. Cooperation with the book fairs, furnishing prizes for the Halloween Parade and class parties, sponsoring cub packs, and helping to take children on field trips are but a few of the many activities mentioned by building principals in expressing gratitude for service rendered by P. T. A. groups.

There is a growing problem of determining how many kindergarten children will enroll in September. A few years ago the spring enrollments were highly significant and the changes were largely those of people moving into or out of Nutley. Wide divergences have occurred between spring registration figures and final numbers in recent years. Every effort should be made in future years to encourage the early enrollment of all children to make it possible to engage and to assign the necessary number of kindergarten children to each section for the opening of school. It is quite

obvious that planning will be only as good as the figures upon which it is based. Parents alone can make it possible for accurate pre-registration figures to be gathered.

Elementary principals report many parent conferences from which constructive results have been obtained. The year has produced many instances of this kind of educational gain.

Turning to the Franklin School, Mr. Gilligan feels that cooperation was the keynote of a normal year. A wide variety of experiences were offered the youth of the seventh and eighth grade levels to enable them to grow mentally, morally, and physically. "Classroom activity was exceptional."

Highlights of the year at Franklin was the Science Fair and work in poetry which was enjoyed by so many students this year.

"Presenting French and Spanish at the eighth grade level was very well received by students and parents. Both languages will be offered during the next school year. The request for participation is even better than anticipated. However, teacher help will be requested for the 1963-64 school year, since my participation in this area takes too much time," to quote from Mr. Gilligan's report.

The following quotes have been taken from the Nutley High School principal's report:

"The continuing interest has been in the area of curriculum. There has been increasing attention to the individual and the pacing of his capacity from ninth grade to graduation. The transition being made to a single curriculum with individualized scheduling has been smooth. This approach will be more effective as the staff becomes more at home with the various "trackings." The high school staff should be commended for its adaptability and willingness to innovate and experiment....

### "MATHEMATICS

"The five-track program was fully implemented. We have been particularly pleased with the progress of the accelerated program. Standardized test results indicate that the students involved in this program are doing a year and a half's work in one year.

"During the past year we instituted an experimental programmed instruction class (TEMAC.) This group will remain together and will be compared with a control group as they progress. First-year comparisons show no significant differences between the traditional classes and the programmed class. However, it is premature to reach a conclusion in this regard.

"We plan to start another experimental section at the ninth grade level.

"All ninth graders must take a course in mathematics and this has brought about a tremendous growth in General Mathematics. It is planned to eventually initiate a required course in remedial mathematics for seniors who do not "measure up" in this area of instruction.

"Our courses in General Mathematics 9A (Algebra readiness class) and General Mathematics 10A (Pre-Plane Geometry) have been well received by parents and students.

"The Nutley mathematics program which truly attempts to meet the needs of all high school students has come to the attention of many educators throughout the area and they have evoked a most favorable response to it.

### "FOREIGN LANGUAGE

"We now have students taking fourth-year level work in all languages offered in Nutley High School. There has been extensive use of the aural-oral approach and the construction of the language laboratory will increase work in this area of instruction.

"Mr. Lupien, as department head, has exhibited fine leadership in orienting his staff to the newer concepts and approaches in foreign language instruction.

"The foreign language prognostic test administered to eighth graders and a coordinated effort with Mr. Gilligan paid dividends in that we had less mortality in beginning students. The policy of requiring a C final grade as a prerequisite to further language study has also been beneficial in this regard.

### "ENGLISH

"The courses of study for each year have been completely revised. Heavy emphasis has been placed in three areas, composition, literature, and language. This is consistent with the approach being made by the Commission on English of the College Entrance Examination Board.

"We are disturbed that there has been no increase in personnel in this department in this past three years while our enrollment has increased from 1500 to 1775 (1962-63 estimate.) Class size, accordingly, has increased.

### "SOCIAL SCIENCE

"The required course in Civics met with general approval. Although it is too early to ascertain whether this will "beef up" our twelfth grade Problems of American Democracy course, the reaction of the staff has been good because of their anticipating this result.

"The experimental section in World History with emphasis on Far Eastern cultures had good results. We are fortunate that we have a person with interest and talent in this area.

### "SCIENCE

"The Physical Science course filled a void in our program, and for next year there will be three physical science classes.

"For 1962-63, we will group Chemistry into three groupings. One section of "gifted" students will take the CHEMS course, and one section will be designed for the "slower" students who need Chemistry for transcript and vocational purposes, particularly future nurses. The bulk of the students taking Chemistry will have the traditional program.

### "OTHER DEVELOPMENTS

"A refinement of grouping techniques should enhance our program of meeting the needs of all of our students. In ninth and tenth grades, there will be three main groupings in English, History, General Science, and Biology. In the eleventh and twelfth grades, the college-bound students will be grouped into Honors, Above Average, and Average sections in English and History. The non-college bound will also be grouped into two groupings in English and History.

"Our honors program will be expanded to include the following:

- 1) English and History - Grades 10, 11, 12
- 2) CHEMS Chemistry class
- 3) Advanced Mathematics

"The high school evaluation was completed. It was an intensive self-study program which was of benefit to all. The unofficial report bears out our premise that we have a very good secondary school.

### "RECOMMENDATIONS

"1) Additional administrative assistance will be needed for the 1963-64 school year. The increased enrollment has added burdens on the principal, vice-principal, and dean that seriously inhibit their effectiveness.

"The new person could handle routine discipline, extra-curricular coordination, club finances, and audio-visual direction. This will relieve Mr. Broffman for more parental consultation and supervision and Miss Vail for more effective attendance controls.

"2) Specialists are needed in the areas of reading, special education, and speech.

"3) An additional guidance counselor should be planned for in 1963-64. This would give us a counselor-pupil ratio of 1/316.

"4) The part-time guidance secretary should be made full-time in that department in anticipation of the heavy transcript load which will be on us in 1963-64 and 1964-65.

"5) More money should be budgeted for research purposes, workshops, conferences, and seminars. We cannot afford to be "stingy" in this respect.

"6) Additional personnel will probably be needed in the special fields for 1963-64. We have reached a "point of no return" in these fields and our only solution is additional personnel.

"7) As our enrollment has increased, we have developed a highly individualized program of studies designed to meet the needs of all. Secondary youth have varied interests, needs, talents, and abilities. This has brought about the need of additional assistance for scheduling purposes. For the summer of 1963, definite steps should be taken to provide the principal with both professional and clerical assistance in scheduling. In no way should this be regarded as an abrogation of the basic responsibility of the high school principal. He is still the responsible agent in this regard, but he needs help to do the task in the proper manner...."

#### THE MIDDLE STATES EVALUATION

The preliminary report of the Visiting Committee has been received. The official report is expected soon. The following statements are somewhat tentative pending receipt of the official report in the fall. It is felt that a few observations are in order subject to the limitations previously noted.

The kindly remarks of the Visiting Committee to the administration and staff regarding the enthusiasm with which the study has been set up and the willingness to undergo a searching self-examination is appreciated. The report states, "This, we believe, has been done in a thoroughly professional spirit."

The second phase of the process was the evaluation by the Visiting Committee. The contribution of this group is herein acknowledged. For the veterans who have been through this kind of thing before, and especially, for the maturity and excellent educational leadership of Mr. Oliver W. Melchior, Superintendent of Schools, Garden City Public Schools, Garden City, New York and Chairman of the Visiting Committee, the Nutley schools are deeply grateful. In this kind of study the perspective and demonstrated

educational leadership of the chairman has been invaluable.

The third phase of this study remains to be done. The full realization of the results of this study, in large measure, remains to be achieved. It "should consist of a careful and faithful reconsideration of the initial self-study in the light of this report. Hopefully, the end result would be the further improvement of educational opportunities for the youth served by the schools," to quote from the report.

Like all final values obtained from studies of this kind, the final answer will require much additional work by the staff. Discussion and debate will follow. Finally, the resolution of the community to pay the cost of the improvements must precede any final realization of the full value. Nearly all of the recommendations have specific price tags to be added to the cost of education before the increased values will come to the program.

Running through much of the preliminary report is a recommendation that the pupil load be reduced. Whatever increase this will bring to the efficiency of instruction and the general achievement of students will be at an increased cost per pupil. This is the same problem educational policy must face every budget vote. The chief new value which has come to the Nutley schools is that a most earnest evaluation of each factor is now documented by an outside group as well as by the high school staff in its preliminary evaluation. The basic problem of implementation remains. To what extent or degree is the community ready to finance the near ideal program set up in the recommendations? This purchase, like many which are considered in any walk of life, involves buying in a market for which additional expenditures buy increased values, but these payments do not always produce new value at the same rate, or in the same degree. The law of diminishing returns has some application in determining the amount a community is ready to spend to buy these additional benefits. This requires a most earnest evaluation of community goals and a consideration of what things come first in the voting of taxes.

### ENROLLMENT

Column I of Table I which follows is a resume of actual secondary school enrollment figures for the period of September, 1954 to June, 1962 with no break-down for the division between the two buildings prior to 1959-60 because the earlier figures in the records are based upon a type of organization no longer in use.

The year 1959-60 is the first year when the enrollment of the large birth years following World War II reached secondary schools. This large enrollment taxed the building facilities to the extent that a "change-over" was made to the present utilization of building facilities.

ACTUAL ENROLLMENT\*  
TABLE I

<u>Year</u>	<u>Total 7-12</u>	<u>Total 7-8</u>	<u>Total 9-12</u>
1954-55	1845		
1955-56	1936	Not organized on this basis during these years and is therefore nor comparable	
1956-57	1991		
1957-58	2114		
1958-59	2298		
1959-60	2430	880	1550
1960-61	2462	861	1601
1961-62	2540	800	1740
<u>ESTIMATED ON BASIS OF EXPERIENCE<sup>#</sup></u>			
1962-63	2497	712	1785
1963-64	2529	686	1843
1964-65	2506	701	1805
1965-66	2403	684	1719
1966-67	2456	715	1741
1967-68	2536	753	1783
1968-69	2526	742	1784
1969-70	2503	728	1775
1970-71	2524	717	1807

\* Figures from A-3 Report which is slightly above the actual count at any given time.

# High School figures revised upon basis of recent trends.



It can be seen from the table that crowding in the Franklin School promises to be less in the future than it has in the past unless the zoning in Nutley is changed, the percent of children attending parochial schools changes, or the percent of children per household in Nutley becomes significantly greater.

In the High School, now including four classes, the bulge will continue for three years. The children representing the largest birth years following World War II in Nutley are now going through the High School. Another factor which will tend to hold this figure up over the next few years is the increase in size of eighth grade graduating classes at the parochial schools. The percent of eighth grade graduates to enroll in Nutley High School has varied from a low of 36.8 percent in 1960-61 to a high of 50.6 percent in 1958-59 for an average of 46 percent over a period of years. A significant difference in enrollment figures in the High School can come from a change in the percent of pupils enrolling from the parochial schools. For example, in 1960-61, of 198 reported as graduating from parochial schools, 73 have been found to have enrolled in Nutley High School.

The possibility of re-districting the elementary school attendance areas remains as a possible solution to minor changes in the pupil population problem. The present attendance areas have remained at a fairly stable level over the past few years. The Washington, Lincoln, and Spring Garden schools have had space for a gain in school population in that order. The Radcliffe School has remained at a point near capacity since it has opened. No unused space has existed or now exists at the Yantacaw School.

### PERSONNEL

A few years ago approximately one-third of all Nutley teachers were off-guide and the effect was readily observable in the turnover of our staff. Now all teachers are on guide and for several years the turnover has been declining. This year's budget wisely provided for any teacher who becomes eligible for advancement to a higher guide to be placed on the higher guide as soon as properly qualified. Thus, now there is no lapse of a budget year or part of a year from the time a degree is earned until the teacher is placed on the new guide. Under the new plan, the change-over is immediate and the teacher is made to feel that the sacrifice has paid off. Many favorable comments have already been made.

Over the past few years a number of personnel changes have been made. A very large percent of these have proven to be beneficial, both to the individuals and to the service rendered to the youth of Nutley.

Too much moving about of staff may produce a feeling of uneasiness, but too little moving of staff can lead to a feeling of complacency, or worse, result in persons having real potential falling into a rut. Furthermore, the normal turnover in a system is not always normal in each school and may require a re-grouping of experienced personnel to reduce the ill

effects of too heavy turnover in one or more grades in a particular elementary school.

The Nutley teachers and staff members have generally accepted re-assignments with good will and enthusiasm in those occasional situations where changes have been made. This has been a tribute to the fine professional standards of these teachers and staff members.

Principals in the Nutley schools have continued to do an outstanding job of orienting new staff members. Wise and thoughtful assignments have done much in realizing on the potential skills and abilities involved. Today it is possible to point to a substantial number of superior young teachers who are the products of shrewd evaluation and cultivation of professional talent during the very important orientation period.

Mr. Maurice Bright has been accepted at New York University, and Mr. Guy Tiene has been accepted at Princeton to attend N.D.E.A. Language Institutes to be held at these universities this summer. This continues a fine record of Nutley staff working with advancement programs. Over the years Nutley has had science, mathematics, and other fields studied in summer terms.

Mr. Glynder Fowler, head of the physical education department, turned in an outstanding performance in 1961-62. The physical fitness program has made fine progress in producing sounder bodies and more constructive attitudes toward physical condition. The department has made greater progress through the utilization of the new physical education and health course of study in the elementary schools.

### TURNOVER

Of the 25 teachers who are known to be leaving as of the date of the writing of this report, it is believed that the following reasons are accurate: five (5) are retiring; one (1) is to be gone for a year on a leave of absence; seven (7) are going for personal reasons; six (6) are going to another state and it is not known how many of this group will teach another year; three (3) have said the reason for resigning is to teach nearer a new home; one (1) is resigning to accept a more lucrative appointment in New York City, and one (1) was not offered a contract. In other years, some teachers who leave decide to do things other than they have announced. This year may turn out to be one in which a few of the above teachers will follow courses of action other than planned.

The record of teacher turnover for the past five years is shown on the following table.

	<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>
Left to teach in New Jersey schools	18	16	14	5	3
Left to teach in schools outside New Jersey	10	2	3	2	5
Left to teach elsewhere than above	1	0	1	1	0
Left to accept adm. position	1	0	2	0	0
Left to marry or assume home responsibilities	3	5	7	6	0
Left for maternity reasons	1	10	1	1	7
Retired or died	11	4	8	3	5
Left to accept employment out of teaching	4	1	3	0	4
To continue studies	0	0	0	2	0

RETIREMENTS

The retirement of five classroom teachers in 1961-62 is one-half the June, 1960 retirements but is one more than the four who retired last year. The retirements for the school year 1961-62 were:

Miss Marian Cortelyou	Yantacaw
Miss Adelaide Gros	Franklin
*Miss Myrtle Gould	Yantacaw
Miss Helen Lewis	Franklin
**Mr. Chester Ryan	High

\*Miss Myrtle Gould offered her resignation after school was out and was not on the list published earlier.

\*\*Mr. Ryan's retirement is to be effective as of September 30, 1962.

ACHIEVEMENT

The graduating class of 1962 has done much to maintain the tradition and to enhance the prestige of the school. A review of the list of awards won by this class is testimony of its achievement:

<u>DONOR</u>	<u>AWARD</u>	<u>RECIPIENT</u>
American Association of University Women, Nutley Branch	Scholarship	Celeste Bell
American Legion Auxiliary, Nutley Unit No. 70	History Award	Rosemary Arnold
American Legion Post Nutley Unit No. 70	History Award	Carl Thiene
Annhurst College	Scholarship	Pauline Dion
Arizona State University	Scholarship	Benjamin Hawkins
Arizona University	Scholarship	Thomas Malloy
Edward F. Assmus Memorial Award	Scholarship	Robin Burns
Bamberger's	Business Education Award	Virginia Ladolcetta
Bausch and Lomb	Medal for Proficiency in Science	Paul Lanken
Betty Crocker	Homemaker of the Year	Elizabeth Ann Winters
Bordentown Military Institute	Scholarship	Steven Fritts
Dr. Harry Cherashore	Valedictorian Award in memory of Mrs. Harry Cherashore	Paul Lanken
Colgate University	Scholarship	William Mease

<u>DONOR</u>	<u>AWARD</u>	<u>RECIPIENT</u>
Cornell University	Scholarship	Diana Tozzi
Danforth Foundation	Leadership Award	Carolyn Jezek Thomas Parachini
Daughters of American Revolution	Good Citizenship Award	Pamela Durkin
Newark Conference of the Methodist Church	Scholarship	Jean Van Der Wende
Fairleigh Dickinson University	Scholarship	Jane Mulhern
Future Teachers of America	Scholarship	Carolyn Jezek
Goddard College	Scholarship	Jill Rabin
Harvard University	Scholarship	Paul Lanken
International Telephone and Telegraph	Award for Science and Mathematics	Paul Lanken
Lt. Paul Jannarone Trophy	Scholastic, Athletic, and Citizenship Achievements	William Mease
Kiwanis Club	Nursing Scholarship Awards in memory of Jean Marin Dranow	Barbara Kraatz Patricia Hynes
Marietta College	Scholarship	Douglas Bursch
Men's Club of St. Paul's Congregational Church	Scholarship	Carol Schmitzeh
National Honor Society	Honorary Scholarship	Paul Lanken
National Honor Society Nutley Chapter	Scholarship	Nancy Killilea
National Merit Scholarship Program	Letter of Commendation (semi-finalists)	Stuart Bell Christine deFaymoreau Joan Harding Thomas Kelly Susan Kliger Robert Pease Susan Rapp Diana Tozzi
National Merit Scholarship Program	Certificate of Merit (finalists)	Robin Burns Ernest Evangelista Paul Lanken
National Merit Scholarship Program	Merit Scholarship	Paul Lanken
National Office Management Association	Certificate	Jean Pender
New Jersey Science Teachers Association	Science Award	Paul Lanken
Nutley Teachers Association	Business Education Award	Barbara Lamb

<u>DONOR</u>	<u>AWARD</u>	<u>RECIPIENT</u>
Nutley Teachers Association	Scholarship	Anne Priestley
Nutley Youth Council	Scholarship	Christine Iovino
Optimist Club of Nutley	Scholarship	Carolyn Jezek
Parent-Teachers Association Council	Scholarships	Rosemary Arnold Jean Pender
Rensselaer Polytechnic Institute	Medal for Proficiency in Mathematics and Science	Paul Lanken
Rensselaer Polytechnic Institute	Scholarship	Thomas Kelly
Roanoke College	Scholarships	Elaine Berard Maria Toto
Roche Laboratories	Nursing Scholarship	Barbara Kraatz
Rotary Club of Nutley	Rotary Scholars	Joan Harding Thomas Kelly Paul Lanken William Mease Diana Tozzi
Horatio W. St. John Memorial Trophy	Best All-Around Athlete	Benjamin Hawkins
State of New Jersey Department of Education	State Scholarships	Rosemary Arnold Celeste Bell Elaine Berard Carol Cacioppo Pauline Dion Robert Dirlam Christopher Emmens Steven Frakt Karen Iafrate Pamela Kearney Thomas Kelly John LoRusso Helene Meister Diane Ott Robert Pease Carol Schmittzeh Maria Toto Diana Tozzi Elizabeth VonHoene
Stevens Institute of Technology	Scholarship	Robert Pease
Student Council of Nutley High School	Roy S. Girard Memorial Award	R. Barry Bimbi
Syracuse University	Scholarship	Frank DiGiacomo
Dr. Horace Tantum Trophy	Outstanding Athlete of Senior Class	Thomas Malloy

<u>DONOR</u>	<u>AWARD</u>	<u>RECIPIENT</u>
Thom McAn	Leadership Awards	Joan Harding Ronald Lewis
Tri-Town Business and Professional Women's Club	Scholarship	Carolyn Jezek
UNICO National, Local Chapter	Scholarship	Jean Pender
United States Naval Academy	Scholarship	Nicholas Cetta
Upsala College	Scholarship	George Olsen
Vincent Methodist Church	Scholarship	Maria Toto
Wesleyan University	Thorndike Scholarship	Robin Burns
Westminster College	Honors Scholarship	Sharon Cox
Wilkes College	Scholarship	Carol Foresta

In the elementary schools, the new form of the Metropolitan Achievement Tests has been used for the second straight year. The average or normal distribution of marks is given by stanines. For convenience, all marks are equally spread into nine categories called stanines from one (low) to nine (high). Thus, eleven (actually 11 1/9) per cent of all children fall into each of the nine categories. This device offers a wider application of comparison than is immediately available in older groupings of achievement.

The following table shows how 2632 test scores of fourth graders and 3570 test scores of sixth graders compare with national norms:

Table I - Grade IV

	Stanines 6 - 9 (44% per cent)	Stanine 5 (11% per cent)	Stanines 1 - 4 (44% per cent)
National average would have placed scores as follows:	1168	292	1169
Nutley scores were:	1689	408	535

Table II - Grade VI

	Stanines 6 - 9 (44% per cent)	Stanine 5 (11% per cent)	Stanines 1 - 4 (44% per cent)
National average would have placed scores as follows:	1586	397	1586
Nutley scores were:	2307	528	735

It can be seen from Table I that an average achievement of 4th graders would have resulted in 1168 test scores falling within stanines six through nine. Actual test scores produced 1689 in these groups. In the middle stanine, which is stanine five, an average performance would have produced 292 test scores, whereas 408 Nutley children scored in the fifth stanine. Stanines one through four, on national average, would have produced 1168 test scores, but Nutley had only 535 test scores in this lower group.

Sixth grade Nutley scores are also expressed in terms of national averages. If only average results had been achieved, 1586 scores might have been anticipated in stanines six through nine, whereas actually 2307 scores were earned in this higher group. In the fifth stanine, 397 scores should have been par on the course but 528 scores occurred, which means that 2835 papers scored in Stanine 5 and above, compared to 1983 which would have been the national average. Stanines one through four had only 735 low scores as compared to 1586 which would have been the national test average.

#### CLASS SIZE

The median size of elementary classes was 27 on September 30, 1959. This decreased to 26 for 1960/61 and remained stable at 26 again this year.

There were six classes under 22 pupils per classroom as compared to nine a year ago September 30. Classes over 33 numbered four as compared to seven one year ago.

Enrollments as of September 30 for the past two years follow:

	<u>1960/61</u>	<u>No. of Classes</u>	<u>1961/62</u>	<u>No. of Classes</u>
Kindergarten	350	14	396	16
First Grade	378	15	376	15
Second Grade	352	14	341	14
Third Grade	371	14	376	14
Fourth Grade	358	13	379	13
Fifth Grade	353	12	366	14
Sixth Grade	384	14	356	12
Special classes	<u>23</u>		<u>27</u>	
Totals	2569		2627	

A break-down of elementary class size follows:



## ELEMENTARY CLASS SIZE

1961 - 62

	Grade						Total Classes of this size
	1	2	3	4	5	6	
21 and under		4					4
22	1		2		2		5
23	1	3	2		3		9
24	4	1	2		1		8
25	2	2	3		1		8
26	4	2		2	1	2	11
27	1	1		1	3	3	9
28				3			3
29	1	2		1	2	1	7
30				1		1	2
31			1	2	1	2	6
32			1	1		1	3
33			1	1			2
34						1	1
35				1			1
36			1			1	2
37							-
38							-
39			1				1
Total	14	15	14	13	14	12	82

All figures taken from Enrollment Report - May 31, 1962

## OUTSIDE CONTACTS

This year opened for your superintendent with a trip to Lackland Air Base, San Antonio, Texas, and Maxwell Air Base as one of eighteen administrators throughout the nation who were guests of Air National Guard. The guests were given an opportunity to observe the fitness of typical "American Youth" to meet the demands of the rugged training program for the armed forces. The kind of physical education and health program planned for the Nutley Public Schools for 1961/62 has been found to be very much the type that is required to meet the needs of youth as indicated by the obvious lack of muscle, strength, control, and endurance evidenced in so many reporting for training for the armed forces. Like any new program, the results will accumulate over a period of years.

Your superintendent was invited to take part in a program sponsored by the Associated Boards in Atlantic City in the fall of 1961, but was unable to participate due to illness.

The work of the Library Commission in Essex County has continued through this year 1961/62 with your superintendent as representative of the Essex County Superintendents' Roundtable. He has met with representatives of the Essex County high school principals, junior high school principals, public librarians, and school librarians. During the spring of 1962, your superintendent moderated a meeting of the representatives of each of the member groups. As a result, it is believed that the conditions for better team-work which are necessary and possible are now in a more advantageous position to be developed. New plans should lead to a far more effective procedure in making assignments and in utilizing the full library resources available in the Essex County community as a whole, including both school and public libraries.

Assignments requiring the use of books now out of print, or for which not more than one copy is owned by any library in the community, of course, should not have been made but have been in too many communities.

Other examples of lack of foresight and careful planning abound. A large number of Essex County educators now have become aware of the problems and have voiced high resolution to improve the coordination between these two important agencies for the good of education.

As the Essex County Roundtable representative on the Board of the Garden School, your superintendent has had first hand contact with a new type of education for the disturbed as it is being studied. Many specialists carry on analytical studies of children being instructed in the school. Almost all of these children have been tried out in but found not to be within the reach of regular day school situations. Future studies, plus current experience, it is hoped, may yield answers to difficult problems heretofore considered to be without remedy.

All superintendents have much reading to do and many meetings to attend. There are countless educational programs yielding educational suggestions, trends, and productive results which continue to be reported, discussed and evaluated in the New Jersey Council on Education, the New Jersey Schoolmasters, the New York Schoolmasters, and the various branches or affiliated organizations of the New Jersey Education and the National Education Associations. The task of gleaning the wheat from the chaff is a grueling one. This is made so because there are so many other meetings which also require attendance, attention, and follow through. A review of the experience table for the profession is revealing. This problem is not unique to Nutley.

#### NUTLEY POINTS WITH PRIDE TO SOME FIRSTS OVER THE PAST FEW YEARS

The first exhibition of physical fitness was held in the high school gymnasium on January 19, 1962 with a large number of exhibitions of skill and physical strength being presented to approximately 200 parents and students in attendance. An outstanding job was done by Mr. Glynder Fowler and the physical education teachers in Nutley.

The preparation for staging the demonstration and for supervising those participating was thoroughly planned by the principals of all schools. Many complimentary comments were made of what is going on in Nutley schools to provide for the physical well-being of Nutley youth.

A second phase of the physical fitness program was presented in the Nutley Park Oval on Friday, June 1, when all Grades 5 and 6 of the elementary schools, and all of Franklin School participated in field events scaled down to the size of the field, but otherwise operated in the style and spirit in which the Olympic Games are staged. This program was effectively executed with spectators and students showing full appreciation for the skill and sportsmanship of the participants.

The games were won by the Yantacaw School in a thrilling finish in which the last event enabled Yantacaw to win over the Radcliffe School by a single point. This, too, was a first in Nutley, and like the physical education demonstration previously mentioned, is a first in Essex County insofar as is known after considerable inquiry.

Nutley is among the first, if not the first, to begin a controlled evaluation in the field of programmed instruction in mathematics. Data to date is not complete enough to draw valid and entirely reliable conclusions at this time, but some of the basic conditions for conclusions have been set up and should produce some worthwhile conclusions as year to year results come in.

In other years Nutley has been first, or kept pace with other pioneering efforts. Nutley is the first to initiate driver training behind-

the-wheel instruction outside of the school day. This pioneering effort has many educational advantages and has been the subject of inquiry by other schools over a wide area. At a time when great pressure is being exerted in many quarters to assign this function of behind-the-wheel training and practice to non-school agencies, the "out-of-school hours" approach appears to be under less pressure than is the case of training "within-the-school day" programs. A recent study indicated the Nutley cost per pupil to be \$22.97 as compared to a high of \$75 per pupil. Five of the schools out of 17 Essex County schools have costs of \$60 and over.

Nutley was one of the first school districts in Essex County, if not in the state, to effect the economy of building an administrative office to secure additional teaching space. Foremost in your superintendent's mind in recommending the building was the fact that the square foot (or cubic foot) costs of building an office building are considerably less than the same amount of area built to conform to the school building code as is required when such space is a part of a school building project. Several school districts have followed Nutley's lead and some have visited the Nutley office to get ideas of how to write the specifications.

Over the recent period of years, the Nutley High School is one of a very few schools in Essex County to enjoy the distinction of being written up in the rotogravure section of the Sunday Newark News. In addition to the pride it engendered among students, this write-up has been mentioned by many applicants who have said that this was one of the reasons for their wanting to teach in Nutley.

The use of academic robes for graduation ceremonies has received many favorable comments as a feature which adds dignity and a professional touch to the traditional program. This is not a measure of academic standards, but does offer some indication of the educational achievement of the staff teaching and planning educational opportunity for Nutley youth. This innovation was first suggested in 1957 but only concurred in for the 1961 exercises. An inquiry from another school as to how to set this up is before the superintendent as he writes this report.

Nutley was one of the schools which offered a fifth year of high school mathematics when it was rare to do this. Credit for this leadership belongs to the late Mr. Edward Assmus, former principal and gifted mathematics teacher. Now one high school in seven in New Jersey has followed this early lead.

The development of the R. O. S. A. program has been supplemented by a broadening of the honors programs available for high capacity youth who are achieving on a high level. Nutley was one of the first schools in Essex County to have a planned program of special recognition.

Nutley plans for developmental reading were interrupted by Mr. Thomas Oliver's being called into military service for a year. It is now

planned to resume this program in the high school with the return of Mr. Oliver.

The new program in which Nutley business education and guidance staffs meet annually with representatives of companies employing graduates who have taken a business education program in Nutley High School is beneficial. This exchange of information and points of view has contributed much to understanding the training program best adapted to prepare youth, and a better understanding of how best to meet the needs of Nutley trainees.

The holding of open house at the high school was one of the achievements of the past few years. The superintendent has received many commendations for initiating this annual event.

The "NUTLEY SCHOOLS", now in Volume 4-3, is another first for Nutley and among the first in Essex County. This type of publication is now fairly common in Northern New Jersey. It has received a number of favorable comments.

The annual dinner given by the Rotary Club to welcome new teachers to Nutley is the first such public service known to be an annual affair anywhere in the land. It has contributed much to the warmth of the welcome extended to new teachers. It is not possible to assess the real value of this display of appreciation of teachers by a community, but it is significant and a source of pride.

The annual luncheon given by the Rotary Club for honor society members is a fine new tradition established in Nutley. It makes a fine segment of the student body feel closer to the adult leadership group represented in the Rotary Club.

The initiation of the new Rotary scholarship program which annually recognizes all around leadership attributes and scholarship attainments of seniors with a substantial financial award to one senior who has demonstrated leadership, scholarship, and is found to need assistance is a community highlight and maintains stride with the best in any community.

The Science Fair has come to represent an opportunity for talented, resourceful and creative Franklin School youth to give expression to these talents. The program has been kept flexible to meet a widely varying scope of abilities and interests. A purely conventional classroom teaching approach tends to place high value on strict conformity with directions and to reward this pattern of study and achievement with high marks. The Science Fair is less formal and places new emphasis upon ideas, creative effort, and individual problem solving. The local grand prize winner this year was Louisa Rogoff, 8th Grade, Franklin School, who placed second in competing with many ninth graders in the Newark Science Fair. Her

project was on cloud chambers. This project cost only a few cents to construct but represented a fine conceptual representation of important forces and scientific ideas involved in this field of study.

Suzanne Gras, eighth grade student, who also placed third in the Greater Newark Science Fair, had a project on fungi. It, too, was resourceful in concept. These young people have been congratulated on this fine showing.

What do students think of Science Fairs? To find out, school officials of Mid-Hudson (N. Y.) School Study Council prepared a questionnaire for entrants in the Council's annual fair a few months ago then examined and published the results which were summarized in a recent issue of "School Management." The results are summarized as follows:

- "1. Do you feel that planning, constructing and completing a science fair project is a waste of time?  
More than 90 per cent of the students said it was not a waste of time.
- "2. Do you feel that by competing in a science fair you learned some science and mathematics that would not have been presented in your classroom?  
More than 90 per cent of the students said yes.
- "3. Do you feel that preparing a science fair project is a more worthwhile activity than preparing, for example, a school play?  
Again, more than 90 per cent of the students replied affirmatively."

No questionnaire has been given to all entrants in Nutley but the results of this survey corresponds to the general reaction of Nutley science fair participants and teacher-sponsors who have commented.

Some gains have been made in clarifying principles to be followed in selecting science projects. It is hoped that the way will always be kept open to uncover pupil talents through participation in the science fair which might be lost were it not kept flexible and creative in nature.

The Kiwanis Club has established a first in Nutley in recognizing the top achievements of Nutley youth participating in the Science Fair by offering awards for outstanding achievement each year.

#### IN APPRECIATION

A final report bears a much heavier responsibility than a more annual report. In addition to the commendations of the letter of transmittal must be offered appreciation and thanks for so many acts of thoughtfulness

and consideration to the superintendent as an officer, but more than that, to the superintendent as a human being, a citizen, and a friend.

To the pupils, parents, friends of the school, and to so many co-workers in so many organizations in which joint labors were shared, thanks for these fine relationships which have been so pleasant to me and to my family. Leaving Nutley is hard. For the gains that have been made, grateful acknowledgment is made to so many people of good will, constructive ideas, and high resolution who have worked for the cause of education.

Respectfully submitted,

ANSON B. BARBER

Superintendent of Schools