

know your schools

Nutley, New Jersey

1959 Change in the Secondary Schools

As the "Know Your Schools" was released for distribution, the Nutley Board of Education at its meeting on September 24, 1958 approved the change from a 6-3-3 to a 6-2-4 system in the Nutley Public Schools.

We now have a three year junior high school and a three year senior high school. Beginning in September, 1959 the Nutley system will be comprised of elementary schools with kindergarten through grade 6, an intermediate school consisting of grades 7 and 8, and a four year senior high school. Grades 7 and 8 will be housed in the present senior high school, and grades 9 to 12 in the present junior high school building which was recently enlarged.

The board stated that the change is necessary to utilize most economically available space and special facilities. The change in buildings will not affect the curriculum which always requires frequent review and revision to meet changing conditions.

September 25, 1958

KNOW YOUR SCHOOLS

NUTLEY, NEW JERSEY

"The future is to be a race between education and destruction."

H. G. Wells

Published by the
League of Women Voters
of
Nutley, New Jersey
September 1958

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Introduction

The League of Women Voters seeks to encourage informed participation in government. Moreover, most League members have children in the public schools and all appreciate the importance of the schools to our community. We are grateful that each year every Nutley citizen has the opportunity to vote on the school budget and for three members of the board of education. We also realize that public education takes more than 40 per cent of our tax dollar both on the local and state levels.

Because of our personal, community and financial interest, members of the Nutley League decided to learn more about our public schools.

We first devised questions, totaling 41 pages, which were asked in interviews with 45 persons. Everyone was patiently cooperative and seemed as anxious as we were to make this account of the Nutley school system as informative and objective as possible. We thank each one. Without this indispensable cooperation, especially that of the board of education, Dr. Anson B. Barber and Mr. Everett Zabriskie, our efforts would have been of little value.

Gathering, assembling and editing the notes into a booklet of facts about education in Nutley was the work of 57 League members. The appropriate sketches to illustrate our text were contributed by Mr. Donald Trawin to whom we are gratefully indebted. Miss Ann Troy cooperated closely with the Nutley Sun in arranging the booklet for publication.

We are glad to share our survey with you. The information, gathered in early 1958, is given without evaluation. It is your privilege to study, discuss and explore further.

This We Believe

We believe that the public school system in the United States is unique in the history of mankind, and, as an institution, provides a ladder by which the able and ambitious may climb to the limits of their capacities more surely than anywhere else in the world.

We believe that good education in Nutley will take into account the aims, desires and purposes of all the children and their parents. Since resources are limited, it becomes important that basic values be stressed. At the same time, a balanced program is essential to provide things of worth for all enrolled in the schools. To accomplish these goals, the schools must be well staffed and effectively maintained.

We believe that a high percentage of Nutley graduates will continue to seek to enroll in colleges or universities. It is therefore necessary to provide college preparatory work of high quality. This will be more important as entrance requirements are raised in the face of limited facilities and increasing enrollments.

For those who will not seek admission to college the school has a very important mission to perform. It is the final formal educational opportunity and, as such, bears the responsibility of launching a young citizen into life. For these people it is important to establish the process of examining and evaluating, believing in or reconstructing meanings, but not accepting assertions or propaganda without question.

We believe that only those who are truly informed are effectively free. Therefore, information concerning opportunities and guidance should be given to students as their interests and capacities are discovered, and they should be encouraged to achieve worthy goals. We believe that Nutley youth, when armed with knowledge and aware of their potentialities, will be in a position to meet the challenge of the future.

Board of Education

Edward J. Lenihan, President

Mrs. Janet J. Clarke, Vice-president

Mrs. William E. Boone

Mrs. John Peddieson

Ralph L. Kimball

H. David Stamm

Carl A. Ohlson

Frank V. Tangorra

Ivor B. Watts



About Our Town

Situated on the Third River as it flows into the Passaic, Nutley occupies 3.4 square miles on three low foothills of the Watchung Ridge. The main business street still bears the name of William Franklin, son of Benjamin and last royal governor of New Jersey.

"The enclosure", a wooded tract set aside as a park, was the scene of a colony of writers and artists after the Civil War. Frank R. Stockton wrote "The Lady or the Tiger" in his nearby home. This spirit lingers in the Nutley Council of Music, Drama and the Arts which seeks to pool the talents, interests and activities of ten affiliated groups including an active little theater and symphony orchestra.

Descendants of the early Dutch and English settlers are mingled with later arrivals, predominately Irish, Italian, Negro, Polish and Jewish. Nutley's population more than doubled between 1920 and 1930 and now stands at approximately 31,000. Civic interest and responsibility are kindled by scores of volunteer organizations which carry on many facets of our community life.

A residential community of homeowners, Nutley is favorably located for commuting to Newark and New York. Three leading industries have brought many scientists and skilled technicians into our community. The average income of our estimated 8,800 family units is over \$9,000, well above the national average. *

Our public school system is an important focus of our present life and our hope for the future.

*The Nutley Sun, June 5, 1958 — The Sales Management Survey of Buying Power for 1958.

History



Records show that, in the area which is now Nutley, the first school existed as early as 1794 in what was known as the Lower District. Here, at the corner of Passaic Avenue and Avondale Road, (now Park Avenue) was located the Old Stone School House. This school was built on land given "for school purposes" by John K. Spear. About 1850 this building was replaced by the Passaic Avenue School also called Avondale School and the Little White School. This school was in use for about fifty years.

On the other side of the Third River (Yantacaw Brook) in the Upper District a one room school was erected on Water Cress Patch at what is now Bloomfield Avenue and Centre Street. No date for the building has been secured, but records of Frank Speer give 1825 as the date when his great grandfather, Albert Chappell, taught in this school.

In 1856, Henry Stager donated land for a school at 65 Church Street. This two story frame building burned in 1874 (the year that "Nutley" separated from Belleville and became the Township of Franklin) and was replaced in 1875 by a two story brick building. In 1946 the Nutley Board of Education leased this building to the Nutley Historical Society for a museum.

The Upper and Lower Districts were consolidated in 1889 and a high school department was formed. Classes were held on the first floor of the Passaic Avenue School.

In 1890 Richard W. Booth, then a young man, arranged for the purchase of the Duncan property as the site of a new school. He was a member of the board of education for nearly a generation and its president for nineteen years. The "School Park", twelve acres of land and buildings, was purchased for \$15,000. The Duncan home at the site of the present

library was included in the deal. One building was remodeled and used for high school and intermediate department classes, all held on the second floor. It is now our town hall.

In 1894, the voters of the school district directed the trustees to erect a new school not to exceed \$30,000 in cost. This became the first unit of the Park School. In 1907 a second unit was built which housed all grades. The third unit was built in 1923. These three units after 1934 were occupied by junior high school classes. In 1956 the earliest two units were demolished and a modern structure added to the 1923 unit, which was renovated to make the entire building a modern junior high school.

Franklin Township became the town of Nutley by an act of the state legislature in 1902. Yantacaw School was built in this year. The town population continued to increase and in fifteen years three more new schools were built: Washington in 1911, Lincoln in 1915, and Spring Garden in 1917. Soon additions were necessary and built onto the five elementary schools in the twenties.

This increase in school population necessitated more rooms for high school students. The superintendent recognized the need in 1914 and urged that land for the school be purchased. The site on Franklin Avenue was bought in 1924 and the new senior high school occupied in 1927.

With the growth of the town progressing in the western section, both Lincoln and Spring Garden Schools were soon overcrowded. Therefore, a modern elementary school was built which opened in September 1955. This was named the Radcliffe School in memory of the superintendent (1920-1934) under whose supervision the major building program was developed.

Superintendents who have served since 1910 are: John R. Beachler 1910 - 1920, Paul R. Radcliffe 1920 - 1934, John A. Spargo 1934 - 1944, Floyd E. Harshman 1944 - 1952; since then Ehud Priestley, Robert A. Flood and at present Anson B. Barber.

While public schools were expanding, two parochial schools were built. St. Mary's School opened in 1921 with additions in 1926, 1952 and 1958. Holy Family School was built in 1950. A new addition was completed in 1958.

Administration



WHO IS RESPONSIBLE FOR THE NUTLEY PUBLIC SCHOOLS?

Education in New Jersey is a state responsibility which is administered by the local school district. A local board of education sets the policy within the framework of state laws and regulations.

GOVERNMENT IN EDUCATION

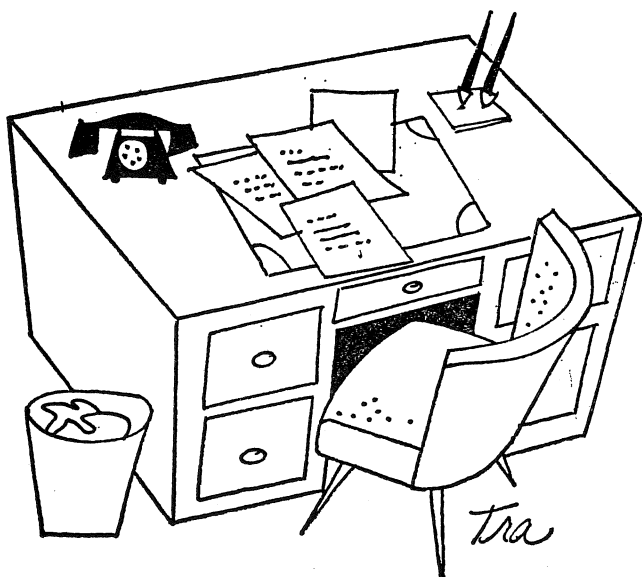
FEDERAL

The Office of Education in the United States Department of Health, Education and Welfare is a fact-finding and fact-disseminating agency on education in the United States. It also dispenses federal funds to education. Vocational agriculture is the only course in Nutley which receives federal aid. In a hot lunch program the federal government contributes about seven cents (1957-58) toward each lunch.

STATE

The legislature is required by the New Jersey constitution to provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children between the ages of five and eighteen years. The legislature created the State Department of Education; the governor appoints, with the consent of the senate, the State Board of Education and the Commissioner of Education to exercise general control and supervision of public education.

The state board establishes rules and regulations to carry out the school laws as prescribed in Title 18 — Education. The commissioner and his assistants administer these regulations and judge disputes involving them. The state department carries out its primary function of service to local school district by personal visits,



bulletins, and advice in the development of good administrative practices, better curriculums for the children and other factors affecting the efficiency of schools. It also administers various state institutions, notably the state colleges, state library and the New Jersey School for the Deaf. Finally, the department dispenses funds, as state aid, to assist local districts and to equalize educational opportunities for all children in the state.

COUNTY

The principal county officials are the Essex County Superintendent of Schools and a child study supervisor for special education who also serves Passaic and Union counties. They are appointed by and responsible to the State Department of Education to help local administrators, teachers, and boards of education meet the needs of their children and communities more effectively.

LOCAL

In the New Jersey system of public education, the authority and responsibility are shared between the state and the local school districts with local authority and initiative balanced by state control and supervision. The people in the local school districts are encouraged by law and custom to take responsibility for planning and operating their education program.

In Nutley, a Chapter 7 district,* the voters have the privilege and responsibility of voting for members of the board of education, the school budget, and school buildings. The school district, through its board, with the approval of the county superintendent, adopts its own course of study and operates its schools.

*CHAPTER 6 AND 7

Chapter — That chapter of Title 18 of the Revised Statutes of New Jersey under which the voters of a school district have chosen to conduct their schools. Generally, Chapter 6 is applicable to city school districts and Chapter 7 to towns, townships and boroughs.

Chapter 6 school district — A board of school estimate approves the school budget and the mayor or chief executive officer of the municipality appoints the board of education.

Chapter 7 school district — Both of these functions are performed by the voters of the district (with a few exceptions).

BOARD OF EDUCATION

By law, any literate citizen who has been a resident of Nutley for three years qualifies for membership on a local board of education, provided he has no interest in any contract with or claim against the board. To secure nomination and a place on the ballot, the citizen must present a petition to the secretary to the board of education signed by ten registered voters twenty days before the school election date, the second Tuesday in February.

There are nine members on the Nutley Board of Education; three are elected each February for a three year term. Members may serve for an unlimited number of terms. In the event of a resignation the board may appoint a replacement, but this is not required. Board members receive no salary. Presently the Nutley board has six men and three women.

The local board of education functions independently of the municipal government. School funds, as voted by the electorate, are provided by the municipal government. When a school budget fails twice to win voter approval, the Nutley Board of Commissioners may determine the budget. The school board and town commission consult and cooperate on matters of mutual concern.

Open board meetings are held monthly on a date set by each board at its annual organization meeting. Regular meetings are held in the board of education building but budget hearings are held in larger quarters. Two or three conference meetings are held monthly plus occasional emergency meetings. Usually decisions are reached by majority vote of members present; special subjects require a majority vote of the full board.

The committee system of organization was formerly used and discarded. Since board members like to be well informed on all matters coming before them, the entire board acts as a committee in every area. The board is guided by a book of policy rules.

Duties of the board of education fall into two major areas. The board determines policy which is administered by the superintendent of schools covering curriculum, special services, text-books, class size, and teaching staff including teachers' salary guides. Board policy covering other salary guides, maintenance, rentals, purchasing, payroll, building plans, cafeterias, school elections and publicity is carried out by a secretary-business manager.

State requirements must be met in the operation of the school system. These are more extensive in the secondary school than in the elementary school. State approval is necessary to receive state aid funds which are based on school enrollment and assessed valuation.

The board of education attempts to determine the attitudes, wishes and needs of the community by various means. In addition to the monthly public meetings of the board, members take part in town organizations.

Board members are selected to attend parent-teacher association and adult school committee meetings. Regular and special press releases are issued. Press conferences may be held on special subjects and brochures published on important matters. In the spring of 1958, the first issue of a four page quarterly bulletin of school news was issued by the board to parents of school children.

LOCAL ADMINISTRATION

DUAL EXECUTIVE SYSTEM

The Nutley public school system operates under dual executive control. The superintendent of schools has jurisdiction over all educational aspects. Business and allied functions are under the jurisdiction of the business manager who is also secretary to the board of education. They work independently but cooperatively.

(See Organization Chart)

SUPERINTENDENT OF SCHOOLS

The superintendent is the chief educational officer and representative of the board of education. He has a seat on the board and the right to speak on all educational matters but not to vote. He submits monthly and special reports to the board and is responsible for preparing budget data relative to instruction. He exercises general supervision over the instruction in the schools.*

ASSISTANT TO THE SUPERINTENDENT FOR SPECIAL SERVICES

This position is that of the school psychologist who, having charge of special services, assists the superintendent in that field.

The psychologist carries out directives from the superintendent and keeps him informed of developments in this department. He is psychological examiner for the schools and serves as director and coordinator of the program of special services and special education. This program includes psychological services, guidance services and special education. The director is responsible for supervising the staff, interviewing prospective personnel, overseeing equipment and supplies, and providing budgetary data within this area.

PRINCIPALS

The principals for individual schools carry out policies established by the board of education and the superintendent. They have full authority in the school, but on textbooks and curriculum work with committees which make recommendations to the superintendent. Final decisions rest with the board of education. The principals supervise instruction, staff

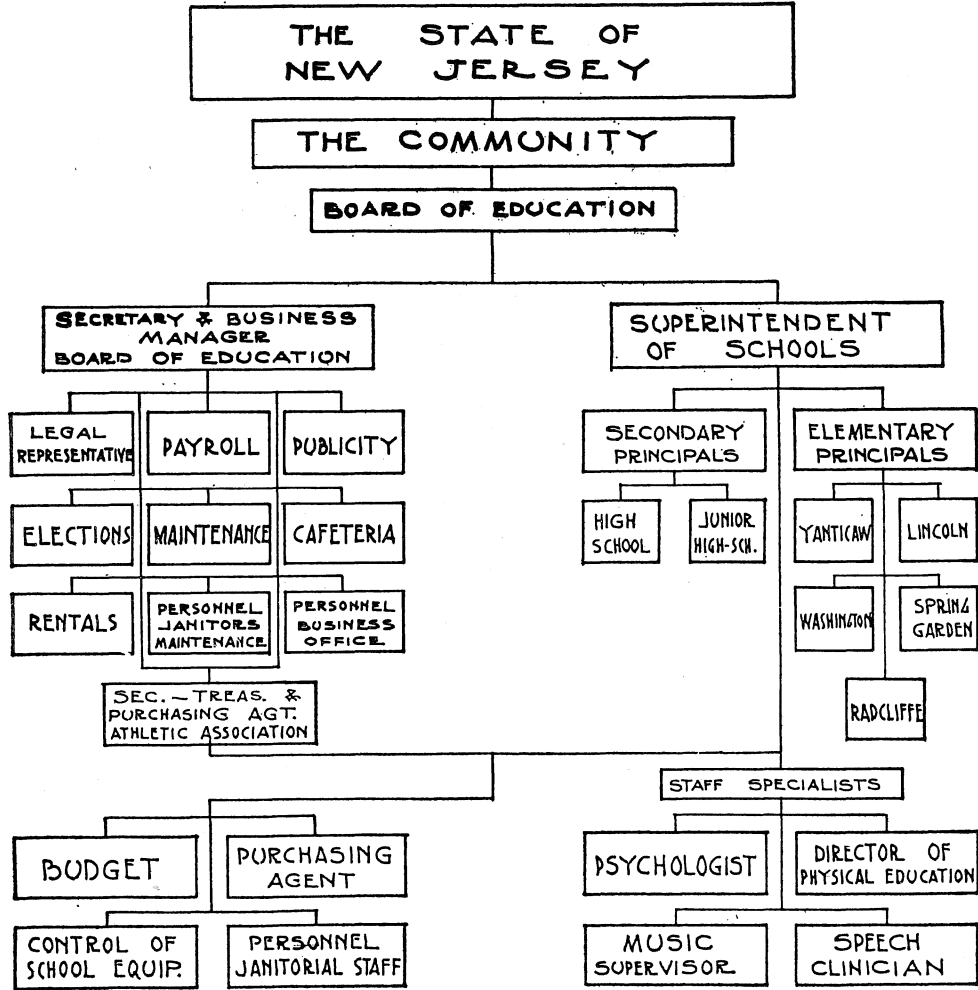
*The present incumbent holds a Doctorate degree in Education from Harvard University, and has been superintendent of schools in Fredericktown and Fayette, Missouri and Hingham and Attleboro, Massachusetts. He was chief of Education and Training, Central Office Veterans Administration.

and students, and cooperate with workers in the special services. They are responsible for safety, fire and civil defense drills. They work with the school PTA and other organizations for the betterment of the schools.

The principals are directly responsible to the superintendent who meets with them once a month. The effectiveness of a principal is measured by the progress of the children in school, his contribution to the curriculum and other educational matters, and his interest in county and state educational activities.

ORGANIZATION CHART

NUTLEY SCHOOL SYSTEM



SECRETARY TO THE BOARD OF EDUCATION AND BUSINESS MANAGER

The secretary-business manager is the chief financial and business officer of the board of education. He must attend all board meetings and has the right to speak on financial and business matters but not to vote. He is responsible for the preparation of his department's budget, and compiles the complete budget which is available to the public prior to the school election. As official purchasing agent of the board, all orders originate in his office. The business manager is a bonded officer of the board of education; the present one is bonded for \$2,000. All arrangements for school elections are made by the secretary-business manager. Polling places and election personnel are selected by him with board approval.*

EMPLOYMENT OF ADMINISTRATIVE PERSONNEL

Final authority for employment rests with the board of education. Similar personal qualifications are sought in applicants for all administrative positions. These are a good cultural background, sincere interest in children and people, friendly personality, and ability to select good personnel and to supervise them effectively.

The board has complete responsibility for hiring the superintendent. Professional qualifications required are a master's degree, although a doctorate is preferred, registration by the state, three years experience as principal, vice-principal, assistant superintendent or superintendent, and 32 hours of study in the field of administration and supervision.

An applicant for school psychologist is recommended by the superintendent to the board. He must have a state certificate as a trained psychologist.

A successful applicant for principal must have a permanent New Jersey certificate in teaching, teaching experience and a certificate in administration. A master's degree will be required for subsequent appointments. All applicants are investigated by the superintendent who makes recommendations to the board.

The board of education selects the secretary-business manager from among applicants with experience in business, accounting, and educational and personnel work. Facility in public relations is also desired.

The contract for all administrative personnel is the same as that for teachers. It is on a year to year basis for three years, during which time it is merely an agreement between two parties. Tenure exists after three years. Retirement is permissive at age 62 and mandatory at 70.

*The present incumbent attended Pace Institute and Newark College of Engineering. He has been president of the New Jersey Public School Business Officials and a director of the International Association of School Business Officials. He has written several articles on school business.

SALARIES

In 1957-58 the salary for the superintendent* is \$13,250 for a 12 month year with one month vacation. There is no salary guide.

The salary of the secretary-business manager** is \$12,000 for a 12 month year with one month vacation. There is no salary guide.

The psychologist works a 10 month year under a salary guide similar to that for a principal of an elementary school.

1957-58 SALARY GUIDE FOR PRINCIPALS

	Elementary (10 months)	Secondary (12 months)
Master's degree	\$6,500 - \$8,500	\$7,650 - \$ 9,600
30 points after Master's	6,750 - 9,000	7,850 - 10,200
Doctorate	7,000 - 9,500	8,100 - 10,800

DEGREES OF PRESENT ADMINISTRATORS AND SUPERVISORS

Ph. D.	2
Ed. D.	2
Master's	6
B. S. (and equivalent to Master's)	1

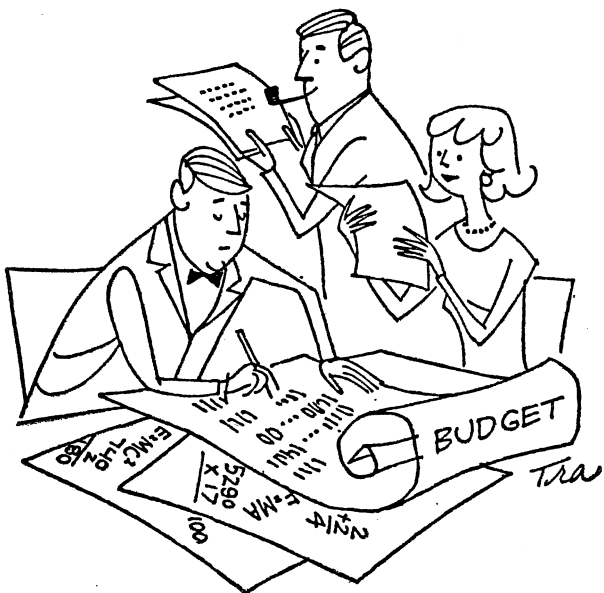
SECRETARIES

Of 17 secretaries in the school system 10 are under tenure. The secretaries' salary guide for a 12 month year ranges from a minimum of \$2,400 for office assistants to a maximum of \$5,200 for the secretary-office manager, and from \$2,150 to \$3,200 for an elementary school principal's secretary, covering a 10 month year.

Elementary school offices are open from 8:30 to 4:30, those of the junior and senior high schools from 8:15 to 4:30, and all others from 8:30 to 5:00. Summer hours are 9:00 to 4:30.

*In suburban Essex communities with high schools comparable in size with Nutley, the 1957-58 salaries of superintendents ranged from \$13,000 to \$17,000.

**Because the duties assigned to the secretary-business manager in Nutley may be divided, in other communities, among a secretary to the board of education, business manager, assistant superintendent, or administrative assistant, salary comparisons are difficult. However, in Essex districts comparable in size, with similar duties, the salaries range from \$10,500 to \$14,000.



Finance

"SCHOOL COSTS — AN INVESTMENT IN PEOPLE"

BUDGET MAKING

Preparing a school budget starts in the fall with requests from each school principal for equipment, supplies and repairs. The superintendent of schools also discusses with each principal recommendations for salary increases as provided in the teachers salary guide, and for possible additional employees. The requests are then compiled into a preliminary budget for presentation to the board of education: educational items by the superintendent and items pertaining to maintenance and operation by the secretary-business manager.

Following detailed discussion with the board, a budget based on tentatively approved amounts is prepared for final study. At this point, a copy must be sent to the Essex County Superintendent of Schools for approval. It is his responsibility to determine that there is enough money provided to take care of mandatory payments (teachers' contracts, debt service), and to see that state aid and other aid are properly shown.

The board of education holds a public hearing before submitting the budget to the voters at the school election in February. At least one week before the public hearing, the board holds an information meeting open to the public.

The budget is then presented at the polls in two or three sections as required by state law: current expenses, repairs and replacements, and sometimes a capital account which is used primarily for current cash construction purposes. The transfer of funds from current expense surplus to build the board of education administrative building was the most

recent example of this use. Each account may be approved or rejected independently.

If the voters reject the budget, it must be resubmitted within fifteen days. If it is again rejected, the budget is given to the Nutley Board of Commissioners, who may cut the budget, but only by a total amount. The decision of specific reductions or deletions remains with the board of education. If the commissioners cannot reach agreement in 10 days the budget is sent to the New Jersey Commissioner of Education who determines the total amount.

REVENUE

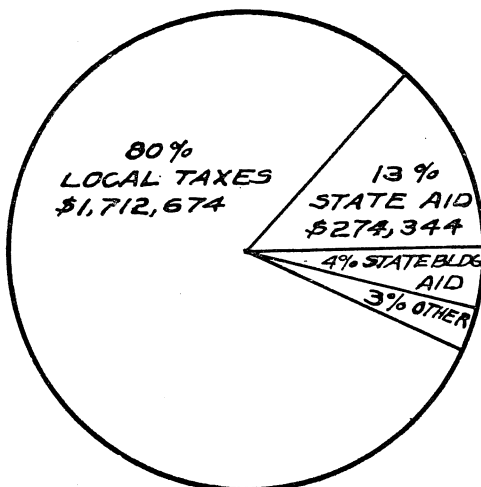
The following chart shows the distribution of local tax revenues including the proportion required for school expenses.

	TAXES FOR			TAX RATE
	SCHOOLS	COUNTY	MUNICIPALITY	
1956	45 % \$1,429,477	24 % \$750,745	31 % \$979,140	7.17
1957	46 % \$1,531,790	24 % \$773,759	30 % \$990,206	7.38
1958	46 % \$1,712,674	23 % \$850,420	31 % \$1,129,574	8.10

The proportions remain approximately the same with larger amounts spent each succeeding year.

The county and the local school district are guaranteed all of their budgeted money. To insure this, the municipal government must include in its budget a reserve for uncollected taxes, sufficient to cover the guarantee in periods of economic depression when the percentage of taxes collected may drop below the current 97%.

SOURCES OF REVENUE 1958-59



In addition to taxes, which are the major support of the school program, there is state aid. The 1954 law provides a formula for determining the share of aid according to need, based on the number of pupils and municipal wealth as shown by the total equalized assessed valuations. In 1958-59, for the first time, Nutley will receive less in state aid than in the previous year due to an increase in taxable values not offset by the increase in pupils.

The state allows \$2,000 each for the two classes in Lincoln

School for the trainable retarded. Other school districts who send their children to these classes pay tuition, as Nutley does for the educable retarded and other handicapped pupils who attend special classes in neighboring towns. The state reimburses 75% of the cost of transporting these pupils, as well as 50% of each pupil's tuition in excess of \$200.

In addition to the aid for current expenses, the state provides money toward construction of new school buildings. The amount of school building aid is also determined by the ability of the community to pay.

Most of the remaining items of revenue represent balances from the previous year. Since school officials are prohibited by law from carrying a reserve fund as such, the annual appropriations must cover possible emergencies; this usually results in a balance to be carried forward to the next year's credit. Small amounts of money are earned by rental of buildings, tuition of out-of-town pupils and investments of school monies appropriated but not spent until late in the school year. Such investments are limited to short-term government notes and savings accounts. The only federal aid included here is \$1,000 to subsidize our agricultural class.

The federal subsidy under the milk and hot lunch program is shown in a separate cafeteria account. The cafeterias are self-sustaining except for the director's salary which is paid by the board of education. Interscholastic sports also keep a separate account, totaling about \$36,000 in 1957-58. The board contributed \$17,726 to this program to supplement income from admissions. Starting in July 1958 the cafeteria and interscholastic budgets will be included in total in the general school budget.

EXPENDITURES

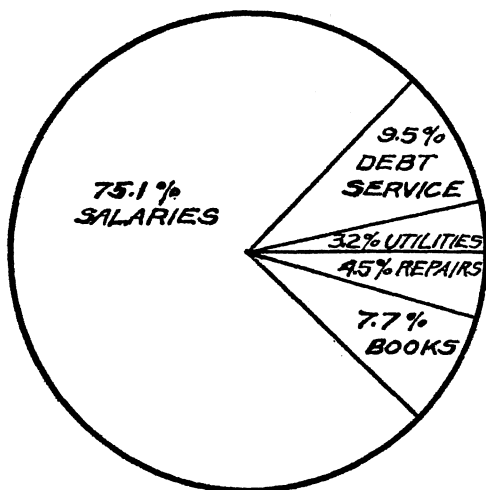
The following is a summary of the main areas of expense within the school budget, given in dollars and in percentages, and compared with previous years.

	Budget		Budget		Budget	
	1956-57	%	1957-58	%	1958-59	%
Salaries						
Instructional	\$1,172,580	64.3	\$1,343,190	66.0	\$1,387,400	65.0
Non-instruct.	191,595	10.5	202,265	9.9	213,075	10.1
Debt Service	196,933	10.8	175,638	8.6	202,063	9.5
Utilities and						
Insurance	50,700	2.8	59,200	2.9	67,200	3.2
Maintenance, Repairs						
Replacements	96,913	5.3	108,004	5.3	95,082	4.5
Books, Supplies						
other expenses	116,235	6.3	147,956	7.3	164,742	7.7
Totals	\$1,824,956	100.0	\$2,036,253	100.0	\$2,129,562	100.0

The increases shown above are attributed to the greater cost of main-

tenance and utilities, the need for new insurance for additional facilities, increased enrollment in the senior high school where the per pupil cost is highest, and the introduction of new programs necessitating equipment and supplies. The greatest increase, however, is reflected in salaries, due to the need to compete for qualified teachers and other staff personnel. (See 1958-59 salary guide in TEACHERS)

EXPENDITURES 1958-59



The maintenance, repairs and replacements appropriation shows a decrease for 1958-59 as a result of cuts made after the defeat of the budget.

Debt service now includes the full amortization of the new junior high school addition. Of the amount shown, \$134,000 is for bond redemption and \$68,063 for interest. It is anticipated that total indebtedness of our school system will be \$2,599,000 as of July 1, 1959. The bulk of this was incurred for the junior high project,

with \$131,000 outstanding on the senior high and \$602,000 due on Radcliffe school.

State law limits any school indebtedness to 8% of the municipal assessed valuations. Nutley's limit is about \$3,300,000 for this year, or well over the present debt. Because this debt is within the ability of the community to pay, and the town has never defaulted on payments, Nutley has an AA credit rating. The Radcliffe school bonds were sold at $2\frac{1}{4}$ % interest, considerably below the state average. The public has direct control over the extent of indebtedness through its approval or rejection of each bond issue at the polls.

It is interesting to note that in Nutley's multi-million dollar school plant the annual fuel bill amounts to about \$20,000 with over \$25,000 for gas and electricity.

INSURANCE AND PENSIONS

Insurance premiums amount to \$13,000 for 1958-59 and include coverage for fire, liability, compensation, automobiles, check forgery, a public employees bond for all who handle money, and comprehensive policies covering sports equipment, musical instruments and other items.

Accident insurance, paid entirely by the individual, is available for all children, teachers and other employees. Since this plan does not include

football injury, participants in this sport in high school are covered by separate policies carried by the board of education.

Medical-surgical insurance is available to all employees within the school system with the cost carried by the individual.

The Teachers Pension and Annuity Fund, which is integrated with Social Security, covers teachers, supervisors, principals, the superintendent and custodians. Participation in the fund is mandatory and the cost, which varies with age and salary (averaging about 13% of salary in Nutley), is shared equally between employee and the state. Life insurance is available, if desired, as part of the plan.

The Board of Education Employees Pension Fund of Essex County provides a similar retirement plan for the secretary-business manager and his staff, secretaries and nurses, the cost of which is shared equally between employees and the local board.

Social Security now covers part-time employees such as cafeteria workers, substitute teachers and school doctors.

There are a few teachers and custodians included in the Public Employees Retirement System of New Jersey. This special program, which accepts no new members, affords protection to employees who lost money and retirement benefits when the state pension plan failed in 1931.

ACCOUNTING PROCEDURE

The state provides rigid rules for the handling of school monies. The Nutley town treasurer is also custodian of school funds for which he receives from the board of education an annual supplement of \$500 to his town salary. He is responsible for checking the main accounts and making both a monthly and annual report to the local and state boards of education. He and the secretary-business manager of the board sign all payroll checks. With the president of the board they must sign all checks drawn against the main accounts.

The secretary-business manager is responsible for keeping the accounts of the school district. He regularly audits the separate school records and the special accounts for salary, withholding tax and social security.

Four main accounts are prescribed by statute: current expenses, re-

pairs and replacements, capital account, and debt service. The first accounts are voted annually by the public, but not the last, since the bond issues which make these payments mandatory are approved at the polls. A current record is kept of all payments from each account. A deficit in a subordinate account is permissible if offset by an excess within the same main account. No transfer of money from one major fund to another is legal without approval of the voters.

An annual audit is made by qualified accountants of all accounts kept by the schools. Copies of the audit are sent to the Essex County Superintendent of Schools and to the State Commissioner of Education.

The school fiscal year is from July 1 to June 30.

PURCHASING

The secretary-business manager is the official purchasing agent for Nutley schools. Bids are required for any order of supplies over \$1,000 and for a purchase for repairs in excess of \$2,000. The lowest reliable bidder who meets specifications is awarded the contract. It is customary to obtain several prices for furniture and other large orders for lesser amounts. To the extent that their prices are competitive, local businessmen are given preference. All bills must be approved by the board.

MAJOR FACTORS AFFECTING PER PUPIL COST IN ESSEX COUNTY

Every fall the State Department of Education compiles cost figures for each school district for the previous year. These figures show the per pupil cost of education, exclusive of capital building, debt service and maintenance fees. The official figures for 1956-57 give \$358.61 as Nutley's per pupil cost based on average daily enrollment. This is the result of \$341.00 per pupil in elementary school, \$322.32 in junior high school, and \$435.27 in senior high.

The following list compares Nutley with other Essex county communities:

DISTRICT	Teachers & Administrators 1957-58	Av. Yrs. Exp. in Teaching	Av. Yrs. Exp. in District	Average Salary 1957-58	Average Cost Per Pupil 1956-57
June 1957					
Belleville	231	15.2	12.9	\$5600	\$378.98
Bloomfield	344	16.8	13.6	5800	395.88
Caldwell Boro	149	14.7	9.4	5600	395.85
*Caldwell Twp.	13	13.6	7.0	5300	422.93
*Cedar Grove	74	11.9	5.6	5100	332.87
East Orange	383	15.5	12.3	5700	454.68
*Essex Fells	17	16.5	10.6	6200	487.91
Glen Ridge	75	18.6	13.6	5800	409.66
Irvington	330	17.1	15.4	5900	401.63
Livingston	180	8.7	5.3	4900	299.79
Millburn	167	14.7	8.6	6100	509.51
Montclair	293	17.6	12.7	5900	453.94
Newark	2490	20.5	18.3	6200	415.63
*North Caldwell	18	6.1	2.9	4800	344.69
<u>Nutley</u>	224	17.7	13.3	5400	358.61
Orange	196	20.1	17.1	5700	397.85
*Roseland	17	15.3	9.9	5500	416.79
South Orange —					
Maplewood	309	18.7	13.4	6100	439.14
Verona	119	13.1	9.2	5300	378.62
West Orange	281	13.9	10.6	5700	410.14
Essex Co. Voc.	134	14.7	12.6	6600	

*Districts without high schools.

Plant and Equipment

The county superintendent inspects each school about every five years.

The Nutley Fire Department inspects the school buildings annually.

All school grounds are landscaped to some extent. The secretary-business manager is responsible for the upkeep of all school properties including the Park Oval.

Each elementary school has two custodians. The junior high school has seven custodians including a matron and the senior high school has three and a matron.

Other properties under the jurisdiction of the school board are: Church Street school, leased annually to the Nutley Historical Society, a warehouse on Memphis Street and the administration building on Chestnut Street.

SPECIAL ROOMS IN THE SECONDARY SCHOOLS

The junior high has 8 science rooms, 2 shops, 1 room for mechanical drawing, 2 kitchens, 1 sewing room, 6 counselling rooms, and a varsity team dressing room with an outside entrance. An intercommunications system enables the principal to speak to the entire school or any part. Recordings, other audio-aids and special broadcasts can be piped through the building. Each room has a telephone.

The senior high has 4 science rooms for biology, physics, chemistry, and agriculture, 5 business education rooms including 2 for typing, guidance rooms, 1 sewing room, 1 shop and 1 room for mechanical drawing.

In September 1958 some senior high classes will begin meeting in the junior high school to take care of between 100 and 150 tenth grade students.

For buildings, see center pages.

For further details on all schools see chart on following page.

	Lincoln	Radcliffe	Spring Garden	Washington	Yantacaw	Jr. High	Sr. High
Grades	Kdg — 6	Kdg — 6	Kdg — 6	Kdg — 6	Kdg — 6	7 — 9	10 — 12
Built	1915	1955	1917	1911	1902	1923	1926
Addition	1929		1927	1927	1929	1957	
Last Renovation	1955		1958	1956	1957	1953	1954
Acreage	5	4	5	4	5	4 1/2	3 1/2
Play Area	3 acres	under 2	3 acres	3 acres	3 acres	2 1/4 acres	4 1/2 acres
Construction	brick	brick	brick	concrete	brick	brick	brick
Floors	3	2	3	3	3	3 & 2	3
Acoustical Ceilings	x	x	x	x	x	x	x
Heating	oil	oil	oil	oil	oil	oil	coal
Lighting Fluorescent	x	x	x	x	x	x	x
Rooms	42	25	35	31	26	73	43
Classrooms	26	14	20	19	20	49	32
Vacant Classrooms	2			1		some	
Library	x	corners	x	x	x	x	x
Music Room	x	(com-)	x	x	(com-)	5	x
Art Room	x	(bined)	x	x	(bined)	x	x
Visual Aids Room	x	(")	x	x	*	*	*
Remedial Reading	x	x	x	x	x		
Growing Room			x		x		greenhouse
Auditorium Seats	322	(450)	350	300	320	738	786
Gym	x	(combined)	x	x	x	x	x
Showers	x	x	x	x		x	x
Lockers	x	x				x	x
Adequate Toilets	x	x	x	x	x	x	x
Lunch Room	2 rooms			2 rooms		cafeteria	cafeteria
Nursing	x	x	x	x	x	x	x
Teachers Lounge	x	x	x	x	x	x	x

x Facility Available

*Visual Aids used throughout the building

School Population



NUMBER OF PUPILS IN NUTLEY PUBLIC SCHOOLS IN 1957-58

Elementary schools	—	2651
Junior high school	—	1165
Senior high school	—	904
		<u>4720</u>

RECENT GROWTH OF SCHOOL ENROLLMENT

Year	Lincoln	Radcliffe	Spring Garden	Washington	Yantacaw	Total in Elementary schools	Junior High	Senior High	Total in all schools
47/48	736		693	494	567	2490	830	833	4153
52/53	883		789	583	680	2935	879	706	4520
57/58	646	399	591	499	516	2651	1165	904	4720



General Practices

SCHOOL TIME

The length of the year is determined by state law, which requires a minimum of 180 days (in 1958-59 Nutley schools will be open 185 days) with at least 4 hours per day, (in Nutley the school day normally totals between 5 and 6 hours) and 40 minutes per class. The junior and senior high schools have eight periods a day including lunch.

School begins in September, usually during the week following Labor Day, and continues through June, with no mid-year promotions.

The Nutley schools have the modified eight-week plan. By keeping the schools open on certain single holidays, it is possible to have, in addition to the vacations at Thanksgiving and Christmas, a week's vacation in late February and a spring vacation in late April.

ADMISSION TO SCHOOLS

Children who have never attended any public or private school may be admitted to a Nutley public school at any time from the opening day to September 30, inclusive. Enrollment of such children after that day may not be made. Eligibility for admission to kindergarten and first grade depends primarily on age requirements. Children must be five years of age by December 31 of the current year to be accepted for kindergarten, and six years old by December 31 to be eligible for admission to first grade. However, transfers of children from other schools from second through twelfth grade depend upon their previous record or tests given here. Admission by transfer from other public and private schools is permitted at any time. A transfer slip plus academic and health records are required.

If a pupil moves within the district, he is permitted to finish the aca-

demic year at his old school. A pupil moving out of Nutley may continue school here on approval of the superintendent. Tuition must be paid if this is longer than one semester. A pupil moving to Nutley may begin in September without payment of tuition if residence will be established by October 15.

ATTENDANCE

Attendance is compulsory between the ages of 7 and 16 by state law. Tardiness may be recorded as excused or unexcused depending upon the reason.

In the elementary school, the pupil, after any absence, is required to present a written excuse signed by his parent or guardian upon his return to school. In junior and senior high, the parent or guardian must notify the school on the first day of the absence. An absence due to illness or death in the family may be considered excused. For prolonged illness a doctor's certificate is necessary, and for quarantine, one from the health department. All temporary withdrawals (for trips, vacations, etc.) are recorded as unexcused. Pupils may take their textbooks with them upon making a deposit. Progress is reported to the principal by the teacher upon the pupil's return.

At the principal's discretion a pupil may be released 15 minutes early once a week for medical or dental appointments, and for special instruction such as religious, music, dancing, and art. Two weeks notice is required. Pupils will be released into the custody of people other than parents or guardians only with proper identification. Parents or guardians may secure the temporary release of their children from school at any time by coming to school for them.

REPORT CARDS

In all schools, report cards are issued four times a year. In the elementary schools, they indicate the child's growth in social-personal relationships as well as scholastic achievement. When necessary, additional reports may be sent to parents at their request or at the suggestion of the teacher.

PROMOTIONS

Promotions in the elementary schools are made upon consideration of the child's abilities and achievement. A child may move along more rapidly (skip a grade or cover two grades in one year) if his maturity and achievement level warrant it. This happens infrequently. A child may repeat a grade if it is felt that he will benefit, but social promotion* is favored.

*A social promotion is made only after an evaluation of the pupil's record, including the achievement test scores and other growth and development factors which indicate that more learning will take place in an advanced class than will result from repeating the grade.

In junior high school promotion to grade 8 is determined by passing 3 out of 4 academic subjects (English, mathematics, science, and social studies) and 3 out of 4 non-academic subjects (art, physical and health education, music, shop, foods).

A pupil is promoted from eighth to ninth grade upon passing 3 out of 4 academic subjects and 2 out of 3 non-academic subjects.

Promotion to grade 10 is obtained upon the accumulation of 21 points for ninth grade work.

4 academic subjects (1 point per period per year)20 points

Physical and health education 1 point

A total of 80 credits from grades 9 through 12 is required for graduation from high school. This includes credits in physical and health education.

To Enter Grade	Credits Required
10	21
11	38
12	58
For graduation	80

DISCIPLINE

In accordance with state law, no corporal punishment is permitted. Acceptable behavior is encouraged by developing socially approved attitudes, by keeping rules and regulations to a minimum for the age of the child, by student-teacher conferences, and by student council participation.

Forms of discipline used are:

1. For tardiness, or misbehavior in the building or school area — conference with the student and a call to the parent when necessary.
2. For truancy — detention after school and academic penalties. Persistent truancy is referred to the truant officer.
3. For severe cases — dismissal and/or suspension. However, the case must be referred to the board of education.

TEXTBOOKS

Textbooks are chosen by the board of education upon the recommendation of the superintendent. Principals and teachers present recommendations to the study committee which submits them to the superintendent. The books are replaced when worn out or outdated, as funds permit.

HOMEWORK POLICY

Homework may begin in the fourth grade for purposes of drill, enrichment and to prepare the pupil psychologically for the junior and senior high school policy of daily homework.

Approximate daily time for such work:

4th grade	20 minutes
5th grade	30 minutes
6th grade	40 minutes
Jr. High — 3 assignments per subject per week — $\frac{1}{2}$ hour per subject	$1\frac{1}{2}$ hours
Sr. High	2 - 4 hours

This schedule is considered adequate for the average pupil, and may be geared by the individual teacher to the ability of the fast or slow learner. Special assignments may be given to enable a pupil to raise his mark.

HELP CLASSES

Time is provided after school hours when teachers are available to assist students. In elementary grades individual teachers arrange this for the pupils; reading and arithmetic require the most help. In junior and senior high school help classes are available on a scheduled basis; here mathematics and language require the most help.

PRIVATE TUTORING

Private tutoring may be arranged and the schools will supply a list of available tutors. School teachers are prohibited by law from tutoring their own pupils. Most tutors are retired teachers. The usual fee is between \$2.50 and \$5.00 per hour. Reports by the tutor are usually made to the school.

SUMMER SCHOOL

A group of teachers under limited supervision of the administration has operated a private summer school for the past several years. Nutley pupils and outsiders, if room permits, may attend by payment of a fee which varies with the subject.

LUNCH PROGRAM

Hot lunches are available in Washington, Lincoln, junior and senior high schools. In others, permission to bring lunch may be obtained from the principal.

Kindergarten children in Spring Garden, Radcliffe and Washington schools may receive milk for a nominal fee.

EMERGENCY DRILLS

Fire drills are held regularly, as required by law and the regulations of the Nutley Fire Department. Defense drills are held at regular intervals,



following special plans for individual schools approved by the Nutley Defense Council.

During such drills emphasis is placed upon general orderliness, quietness, attention to instructions, normal speed of movement and avoidance of crowding and emotional tension. Close supervision is exercised by all teachers. Hallways, stairways and exits are kept free of obstructions. Clearing a building in a fire drill is usually accomplished in less than two minutes.

EMERGENCY CLOSING

Whenever it is necessary to close schools due to inclement weather, health or other reasons, announcements are made on the radio stations listed below:

WOR	710
WRCA	660
WPAT	930

If there is any doubt about school closing, the parent should phone the school his child attends after 7:30 a.m. The police department should not be called.

INSURANCE

All elementary and junior high students may purchase for a premium of \$1.25 per student for each school year an accident-medical expense policy. The senior high premium is \$1.75. Full details of the insurance coverage are given to students early in the school year. (For other insurance see FINANCE.)

TRANSPORTATION

There are no school buses. In case of emergency a pupil will be provided transportation by the most expedient means.

VISITING OF PARENTS

The school welcomes parents and others who desire to visit and discuss pupil problems. To arrange for such occasions a telephone call to the principal is desirable. Visitors are requested to report to the school office upon arrival.

NOTICES TO PARENTS

Fliers may be sent at any time by the principals to give special information.

RENTAL OF SCHOOL FACILITIES

Any non-school organization may apply to the board of education to rent school facilities. Approval depends on adherence to the regulations set by the board. Rental fees are scheduled in accordance with the facilities required.

Teachers



"YOU ARE A GREATER ARTIST THAN HE WHO PAINTS A PICTURE, THAN HE WHO CARVES A STATUE, THAN HE WHO WRITES A BOOK. YOUR PRODUCT IS THAT WONDERFUL THING, HUMAN CONDUCT! YOU ARE A CREATOR! AMERICA LOOKS TO YOU FOR HER GREATNESS, HER UNITED VOICE, HER BIGNESS OF RACE!"

ANGELO PATRI

There were 215 teachers in the Nutley school system in 1957-58. Of these, 63 were men, 43 of them married; 152 teachers were women, 71 of them married.

STATE CERTIFICATION

All teachers in New Jersey must be certified. The New Jersey Department of Education prescribes standards for certification which are based on the philosophy that a teacher must know how to teach as well as what to teach.

An applicant for certification must be at least 18 years old and in good health. He must be a citizen or have his preliminary citizenship papers, and sign an oath of allegiance. He must also submit two character references. There are four types of teachers' certificates.

1. A **limited** certificate* is issued when a teacher has fulfilled all the requirements for certification.
2. This certificate may be made a **permanent** certificate when the teacher completes three years of successful teaching.

*For a limited certificate to teach at the elementary level, a bachelor's degree is required; 30 semester-hour credits must have been earned in elementary education courses. To teach at the secondary level a bachelor's degree is required. A minimum of 18 semester-hour credits must have been earned in education courses. In addition a prescribed number of credits in a teaching subject is required.

3. A **provisional** certificate* may be renewed annually on the presentation of four semester-hour credits completed by the holder during the school year for which the certificate was issued.
4. An **emergency** certificate is issued for one year to applicants who have completed at least 60 college credits, and can be extended only at the request of the employing school district.

CERTIFICATION OF NUTLEY TEACHERS

School	Permanent	Limited	Provisional	Emergency	Total
Sr. High	30	13	2	4	49
Jr. High	27	19	5	1	52
Yantacaw	16	2	1	-	19
Washington	13	6	1	-	20
Lincoln	17	5	3	2	27
Spring Garden	15	5	1	-	21
Radcliffe	6	5	3	-	14
Special subject teachers assigned to more than one school	7	4	2	-	13
	<u>131</u>	<u>59</u>	<u>18**</u>	<u>7***</u>	<u>215</u>

SPECIAL TEACHERS

The special teachers are 2 librarians, 6 art teachers, 6 music teachers, 1 supervisor of music, 3 shop teachers, 4 home economics teachers, 2 full-time guidance teachers, 2 remedial reading teachers who cover all 5 elementary schools, 2 junior high school remedial reading teachers who also teach history and English to remedial classes, 1 speech teacher, 3 driving instructors (2 regular and 1 on call), 8 physical education teachers, and 2 teachers of trainable retarded children. These teachers must have state certificates which require additional courses in their special fields of work.

EMPLOYMENT

The professional qualifications which Nutley requires of its teachers may be greater than those needed for certification by the state depending upon the position. The requirements may include special courses and special experience. The personal qualifications required by Nutley are good character, professional bearing, enthusiasm, and love of children.

Teachers are hired by the board of education on the recommendation

*The requirements for a provisional elementary teacher's certificate are a college degree and six credits in education or the completion of a minimum of a two year teacher training curriculum and two years of teaching experience. Provisional secondary and special field certificates are issued to a college graduate who lacks not more than 12 credits for the regular limited certificate.

**14 of these teachers have college degrees.

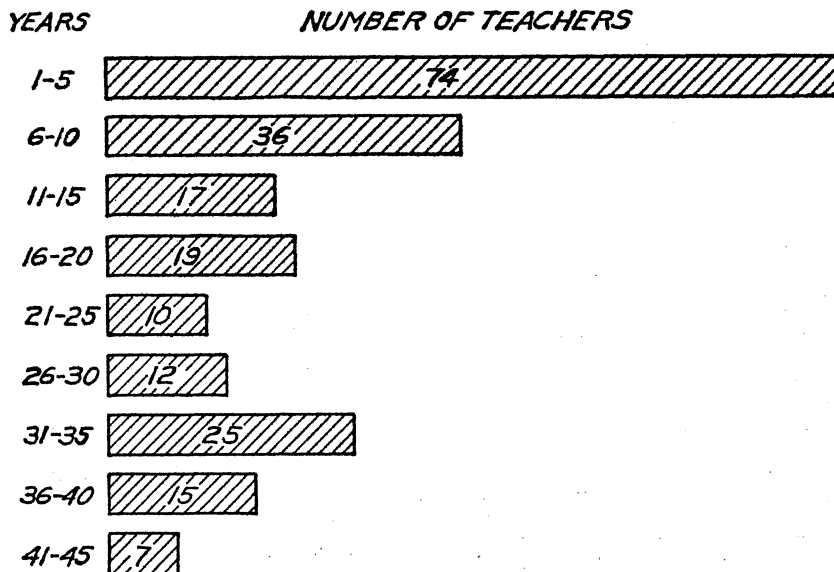
***5 of these teachers have college degrees.

of the superintendent. He and a principal may interview several prospects. Sometimes prospects are interviewed by several principals and department heads. On April 1, contracts are sent to the present staff and must be returned by April 15. A teacher who returns a signed contract sometimes resigns at a later date. Recruiting continues until the staff is filled.

The superintendent maintains liaison with the personnel offices at teachers colleges, liberal art colleges and graduate schools, and may also contact teacher employment agencies. Inquiries are often received about vacancies in our school system.

Some of the experienced teachers Nutley hires come from other public school districts, while many are recruited from graduate school students. The sources of inexperienced teachers are New Jersey state colleges, other New Jersey colleges or universities and, to a lesser degree, colleges or universities not in New Jersey. Nutley has no preference between graduates of teachers colleges or liberal art colleges, although at the high school level a liberal art college graduate may be preferred for some subjects. Nutley tries to hire teachers who have studied under professors outstanding in their field.

YEARS OF TEACHING EXPERIENCE OF NUTLEY TEACHERS 1957-1958



A written contract is made with each newly hired teacher. The new teachers are oriented by several steps:

1. The initial conference before they are employed.
2. A list of instructions, mimeographed sheets of regulations and

rulings of the board, and a copy of the handbook. This handbook has been given to parents for several years.

3. A conference with their principal and/or department head, and, in several schools, the assignment of experienced teachers to orient them.

For the term beginning September 1957, 52 new teachers were hired. Of these, 47 filled vacancies and 5 filled positions resulting from new sections in the junior and senior high schools; 18 were experienced.

TEACHER TURNOVER

Summary of Teacher Turnover

1952	1953	1954	1955	1956	1957
12%	15%	15%	16%	16%	23%

Of 34 new teachers hired two years ago, 11 are still in the school system. Most who have remained are women; of the 23 teachers who left, 16 were men. In the senior high school, 7 new teachers were hired two years ago and 1 is still there. In the junior high school, 13 new teachers were hired and 5 remain. Over 50% of those assigned to the elementary schools have left. In the opinion of the administration we lost the majority because of better financial arrangements in other systems.

From October 1, 1956 to September 30, 1957, 23% of Nutley teachers left, in contrast to 16% for all Essex County schools. Of the Nutley staff 8% went to another New Jersey district, in comparison to 2% from the county as a whole. Retirements and deaths accounted for a loss of 5% in Nutley and 6% in the county.

Six teachers on tenure left in 1957. These did not include those with tenure who retired. The administration feels that tenure alone does not hold a good teacher.

PRACTICE TEACHING

Each year some college students do their practice teaching in Nutley; 16 did so in 1957-58. Over the past 6 years we have hired about one quarter of the teachers who did their practice teaching here.

When a teachers college or other school requests that we accept a student for practice teaching, the superintendent determines whether the student can be placed in our system. The practice teachers are supervised by representatives from their colleges. Reports are made by the teachers under whom the students work and evaluations are made by the principals.

THE SCOPE OF THE TEACHER'S WORK

A teacher's duties encompass not only the classroom work, but also preparation such as lesson plans and supplementary material. It includes

correcting papers, counseling pupils, and assisting in the operation of a school.

At the **elementary level** teachers average 28 pupils per class; the state recommends 26-28. From kindergarten to fourth grade the teacher has no free periods. She is expected to watch the class when it is being taught by a special teacher. In the fifth and sixth grades a teacher does not supplement the specialist in the fields of music, art or physical education. She, therefore, does not need to observe these classes and has some free periods for other duties. Each day all elementary teachers have other duties such as recording attendance, marks, bank records, personal history, and guidance records. Lunchroom and playground assignments are staggered.

The number of pupils in classes in the **junior high school** varies from a minimum of 15 to a maximum of 36. The subject taught affects class size; in typing, shop and home economics, class size is determined by equipment. Some subjects demand more attention, or fewer students may select a subject.

All teachers in the junior high school teach one subject. Some may have more than one grade in the same subject, or may have two kinds of classes such as ancient and world history. Teachers are assigned to five classes. The total number of pupils in the five classes varies from 131 to 173 in the academic subjects.

Junior high school teachers supervise homerooms and perform various clerical duties. All have some free periods each week.

In the **senior high school** teachers also are assigned to five classes; the range in pupil load is from 89 to 141.

Other duties of the teachers include clerical work and supervision of homerooms, study halls, assemblies and clubs.

In the **elementary schools** physical education teachers conduct an after-school sports program twice a week for the older children. In each school, one teacher is assigned to Junior Red Cross work and another to supervision of the Safety Patrol.

In the **junior high school** a club program was initiated in 1957-58. Each of the 26 clubs is supervised by a teacher who volunteered; the clubs meet once a week for about one hour after school. Two of the physical education teachers help the principal supervise the program of social dancing which is held during two lunch periods each day.

Senior high school teachers are expected to supervise extra-curricular activities; however, this is not obligatory.

There is no compensation for the supervision of extra-curricular activities except for some interscholastic sports.



PROFESSIONAL GROWTH

The professional growth of teachers is encouraged by the financial incentive of the salary guide, and the opportunity for promotion. Teachers may be transferred to positions where they may make greater use of their talents or may be asked to serve on curriculum committees.

They are encouraged to take courses pertinent to their work; 16 are doing graduate work. Attendance at area conferences and teachers' conventions is encouraged. They are also granted visiting days on which they may observe other teachers in Nutley and outside. Professional literature is distributed to them. Staff meetings are particularly effective in promoting professional growth because such meetings afford an opportunity to discuss specific questions.

Although teachers are not given merit points for community work, the administration encourages them to participate in community affairs and broaden their understanding of the community.

SUPERVISION

The principals have the primary responsibility for supervision. Principals in **elementary schools** supervise teachers through frequent, informal visits and by an occasional formal visit. During the formal visit, the teacher is observed, notes are taken and a conference later held with the teacher. There are few formal visits with experienced teachers. The superintendent also visits the school. Supervision entails working on curriculum with the teachers, discussing pertinent questions with them, holding faculty meetings, sending bulletins, having individual interviews, and designing pupil testing programs. Daily lesson plans of teachers are checked by principals and supervisors.

The supervisor of music and the director of health, physical education and safety, supervise the teachers in their departments throughout the school system. They are responsible directly to the superintendent.

In the **junior high school** there are 3 department heads who teach as well as supervise. Each teacher makes out a planbook which is reviewed by the department head and is occasionally seen by the principal. Teachers are encouraged to note how effective the plans have been. Conferences are held between teacher and principal, teacher and department head, principal and department head. Experienced teachers often help new teachers.

There are 6 department heads in the **senior high school** who teach as well as supervise. Teachers are observed in actual teaching situations frequently by the department head and as often as possible by the principal. The results of the observations are reported to the principal by the

department heads. A simple teacher-rating scale is used in these reports. A conference is held with the teacher who has been observed.

The principals and supervisors are required to make reports at least once a year to the superintendent who, in turn, reports to the board.

The effectiveness of a teacher is measured by the reports to the superintendent, and the results on achievement tests given to the students in the class. At the high school level, results on college board examinations and accomplishment in college are also considered. Pupil growth, when used as a basis for measuring teacher efficiency, is determined by studying the folder which is kept for each pupil (See SPECIAL SERVICES).

One of the principals observed, "An effective teacher handles people well, firmly but pleasantly, has a well ordered and well organized classroom, and maintains a good pupil-teacher relation. He must use his initiative and be given latitude to do his job. A feeling of confidence should exist between teachers and principal. The principal knows the kind of job being done, and helps each teacher to become more effective. Pupil growth is a factor in teacher efficiency but is not the only one; pupil growth is not easy to measure."

SALARIES

A salary guide is a schedule adopted by the local board of education to determine salaries. The state has prescribed a state minimum salary schedule. A local board may pay teachers a salary higher, but not lower than the state minimum. The salary for each teacher is determined by quality of service, years of experience and formal education. In Nutley, newly hired experienced teachers are placed on the salary guide in accordance with their years of teaching and the best interests of the school.

By state law, action by a board of education cannot bind a board in a subsequent year. Therefore, it is the prerogative of each to approve or disapprove increases in salary contained in any guide. Salary guides may be changed, or abrogated by a board at any time.

In the formulation of a salary guide, the Nutley board establishes a tentative guide. The teachers through the Nutley Teachers Association can request a change. The board studies all available facts and figures before deciding on the guide. The superintendent prepares recommendations to the board and tries to keep the board aware of salary conditions in the area.

Increases in salary are based on satisfactory service judged by reports to the superintendent. The reports cover such matters as skill in teaching and motivating children, skill in management and control of pupils, teacher attitude, professional improvement, and cooperation in school and community. These reports furnish the basis for recommendation by

the superintendent and approval by the board. All teachers judged to be doing acceptable work are allowed to move up a step on the salary guide each year. This increment can be withheld if work is not satisfactory even though the teacher has tenure; a teacher can appeal to the superintendent and then the board.

TEACHERS' SALARY GUIDE

Adopted March 26, 1958

	Two and Three years training	Bachelor's Degree	Master's Degree	Thirty graduate points after Master's Degree
Minimum	\$3900	\$4100	\$4300	\$4400
Steps to				
Maximum	12	13	14	15
Maximum	6100	6400	6900	7400
Number of				
teachers in				
1957-58	28	109	47	31

The directors of guidance, department heads, deans, and teachers of speech and the trainable retarded may receive limited additional increments.

TENURE

During 1957-58, 124 of our teachers were on tenure; 18 other teachers will be eligible for tenure in September 1958, if they remain on the staff.

The New Jersey statutes provide that any teacher shall have tenure upon the completion of the third annual contract and the granting of the fourth. The teacher then cannot be dismissed or subjected to a reduction in salary except for inefficiency, incapacity, conduct unbecoming a teacher, or other just cause. A written signed charge of the cause or causes must be preferred against him. The charge must be found true in fact by the board. The individual teacher may be represented by counsel at the hearing held by the board to examine the charges. Should he be dismissed, he can appeal to the State Commissioner of Education, then to the State Board of Education and finally to the courts.

Teachers are carefully evaluated before they are given tenure. The evaluations are made first by the principal or supervisor or both, and then by the superintendent and the board. The criteria used in the evaluation are positive indications that (1) the teacher understands the subject matter, (2) works well with children and achieves the curriculum goals, (3) attends required meetings and makes the required reports, and (4) shows professional growth.

A teacher without tenure who is dismissed is simply not granted a new contract by the board of education. However, the teacher must be

prescribed by law.

notified of the board's decision by a certain date in April

RETIREMENT

Under state law, a teacher may retire voluntarily from the age of 60 to the age of 70. He must retire before his 71st birthday. The law provides that local boards of education may retire teachers after they reach the age of 62.

In Nutley, retirement at the age of 62 has been put on a selective individual basis. Each year the board re-examines the record of each teacher who has passed the age of 62 to determine the fitness of the teacher to continue teaching. If the board decides that the teacher may continue, the teacher is given a yearly contract. The Nutley Teachers Association concurred in this retirement policy.

Teachers may be retired for disability either by the board of education or upon personal request. However, a doctor selected by the board of trustees of the Teachers' Pension and Annuity Fund must find the teacher disabled and unfit to continue teaching.

ABSENCES AND SUBSTITUTES

Sick leave allowances for personal illness are based on the number of years of service and range from 10 to 30 days per school year at full pay, followed by a graduated number of days at half pay. Provision is made for a teacher to accumulate for use in subsequent years those days of a 10 day sick leave that have not been used.

A teacher is allowed five days leave of absence in case of death in the immediate family. Permission may also be granted by the superintendent for not more than three days absence per year with pay for other extreme emergencies. Requests for leave of absence necessitated by extended illness, or for travel or study are acted upon individually by the board of education on the recommendation of the superintendent.

It is the policy of the board that substitutes be certified and experienced teachers. Under emergency conditions, however, holders of emergency certificates issued by the county superintendent of schools may be hired.

A list of available substitutes is compiled by the superintendent's office and sent to the principals each year. The list includes residents of Nutley and nearby communities, and is arranged according to grades or subjects the teachers are certified to teach. Substitutes receive \$15.00 a day.



The substitute is briefed by the principal or the department head and by the regular teacher's lesson-plan book. An informal evaluation of the substitute's work is made.

NUTLEY TEACHERS ASSOCIATION

The Nutley Teachers Association with 200 members is the only organization of Nutley teachers. Membership is voluntary. Its purpose is to promote the professional and general interests of its members, and to stimulate a better understanding of the importance and functions of education and the teaching profession.

The association does not deal with personal problems or grievances of its members. It concerned, however, with the salary guide (See SALARIES).

Early in 1958, the Nutley Teachers Association established a scholarship of \$300.00 to be given annually to a graduating senior of Nutley High School who intends to become a teacher.

The local association is a member of the Essex County Education Association and is affiliated with the New Jersey Education Association and the National Education Association.

Curriculum



THIS SECTION IS DESIGNED TO SHOW WHAT NUTLEY SCHOOLS TEACH, WHO PLANS THE CURRICULUM, AND HOW AND BY WHOM THE CURRICULUM IS COORDINATED.

STATE AND COUNTY REQUIREMENTS

Our state has no established curriculum guides. Although it permits each school district to develop its own program, the law provides that the following must be included:

1. Geography, history and civics of New Jersey
2. Courses in health, safety and physical education
3. 2 years of United States history in high school
4. Courses requested by a number of people in a community

Locally, courses of study are prescribed by the board of education upon recommendation of the superintendent. These courses of study are submitted for approval to the county superintendent as the representative of the state commissioner. The commissioner may withhold approval and state funds.

PLAN FOR NUTLEY

The superintendent indicated that the curriculum is designed to meet the needs of Nutley through various courses of study. The program is planned for those who intend to enter fields of higher education as well as those for whom high school represents the end of formal education.

To meet changing conditions, the curriculum requires frequent review and revision. It is important to consider new books, information, practices, and scientific discoveries in these revisions. A comprehensive testing program gives clues as to the emphasis to be placed upon subject matter areas.

The school system is divided into elementary, junior high and senior high schools.

ELEMENTARY

The elementary school curriculum is the result of the joint planning of teachers in each grade and in each school together with the principals and superintendent. Experts from the State Department of Education and universities may serve as consultants.

AIMS OF THE ELEMENTARY CURRICULUM

To teach the fundamentals — language arts, arithmetic, science and social studies

To develop an appreciation for broad cultural values

To develop good citizenship

To provide information

To develop good habits of study and positive attitudes towards learning, thinking and understanding

ELEMENTARY EDUCATION

Orientation for kindergarten: most schools invite prospective kindergartners to visit the school to become acquainted with equipment and play materials as well as to sample the atmosphere of the kindergarten. In some schools the program is described to the mothers; in some cases, pamphlets suggesting ways to prepare a child for kindergarten are distributed.

KINDERGARTEN

Social adjustment of individuals to group situations, training in desirable character traits, and observation of national holidays and historical events are some general goals. These are achieved in many ways including the following activities:

To develop readiness—

Use of materials to make things

Use of tools and utensils in construction

Making school and neighborhood trips to sharpen observation

To develop through play—

Sharing in use of equipment

Ability to play in groups

Understanding of adult activities

The use and control of large muscles

To learn through music—

Songs appropriate to seasons, holidays, school and recreational activities

To respond in rhythm
To use simple instruments

In English—

To talk before a group
To speak clearly
To overcome baby talk
To enjoy stories
To tell of own experiences
To give flag salute
To learn simple poems and rhymes

All children are promoted automatically to the first grade with the rare exception of the child who is judged either mentally or emotionally immature.

GRADES 1-6

ARITHMETIC

GRADE 1

Reading and writing numbers to 100
Meaning of addition and subtraction facts through 5 (vertical form not used)
Uses of $\frac{1}{2}$ of a whole or of a small group
Values of small coins

GRADE 2

Reading and writing numbers to 200
Addition and subtraction facts through 9
Meaning of fractional parts
Recognizing halves of wholes and small groups
Values of coins
Reading values to \$1.00

GRADE 3

All remaining addition and subtraction facts
Addition and subtraction of three-place numbers
Column addition of three and four digits
Multiplication and division facts through threes, fours and fives (optional)
Multiplying 2-place numbers by 1-place multipliers with carrying and zeros
Even division with two-place quotients
Finding fractional parts of groups or number, $\frac{1}{2}$ and $\frac{1}{3}$

Use of fractions in measurements
Parts of wholes, $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$
Reading and writing dollars and cents

GRADE 4

Completion of all facts in multiplication and division
Uneven division facts and operations
All steps with one-place multipliers
Easy two-place multipliers (optional)
Meaning and uses of fractions extended
Easy steps in addition and subtraction of like fractions by means of visualization
Operations with dollars and cents

GRADE 5

Two-place multipliers
Two-place divisors — apparent quotients and true quotients
Addition and subtraction of like fractions
Addition and subtraction of simple unlike fractions (optional)
Finding a part of a number
Finding what part one number is of another
Meaning of tenths and hundredths
Addition and subtraction of decimals (optional)

GRADE 6

Three-and four-place multipliers
Completion of steps with two-place divisors; quotients must be corrected
Addition and subtraction of unlike fractions
Multiplication of fractions
Division of fractions
Finding whole with a part given
Addition and subtraction of decimals completed
Multiplication of decimals
Division of decimals, division of decimal by decimal (optional)
Changing fractions to decimals and vice-versa

THE LANGUAGE ARTS

(The language arts program is in the process of revision and is expected to be completed in 1959.)

Language is the child's principal means of communication and is used in all his activities, in school and out. A language arts program includes

oral and written communication: listening, speaking, reading, writing, and the related skills of handwriting, spelling, punctuation, and correct usage. These areas are developed according to the grade and maturation level of each child.

Reading

A series of reading books is adopted for the town. Many supplementary reading books are used. Reading readiness is carried on in kindergarten and first grade. Some of the purposes of reading are to develop appreciation of reading, to note detail, to find a specific answer, to follow directions, to clarify opinions, and to gain information.

Handwriting

A system of writing is adopted for all schools. Manuscript writing is taught in first and second grades; cursive writing when the children are ready for it from second through sixth grade. The purpose of writing is to teach children to write legibly.

Spelling

A series of books is adopted for the town. Other words are introduced which children need in speaking and writing. The aim is to make spelling functional.

Dictionary

Use of the dictionary begins in fourth grade for pronunciation, syllabication, and meaning.

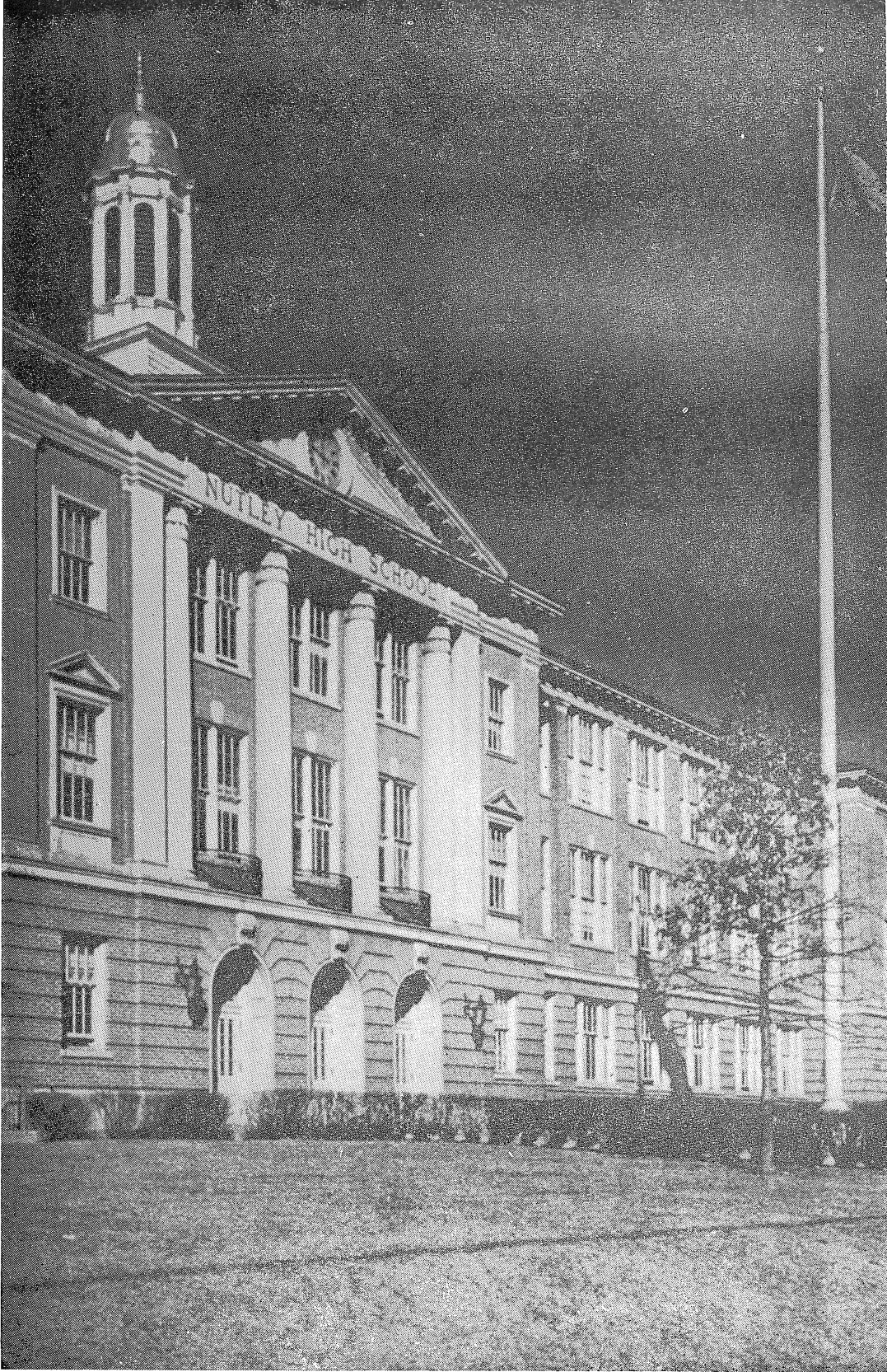
SCIENCE CURRICULUM

Objectives

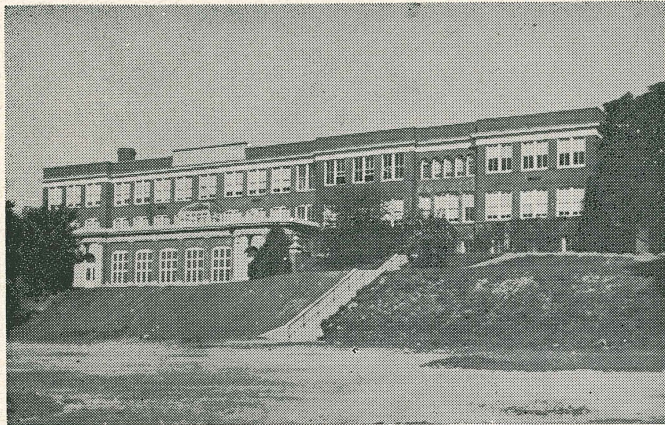
1. To make the child aware of the ways science functions in everyday living
2. To cultivate the ability to use, and the desire to apply the scientific method to the solution of all problems
3. To help the child appreciate and understand the importance of the materials of the world
4. To arouse, direct, and satisfy the child's curiosity and thus broaden his interest in himself and his environment
5. To make clear the obligation of society to use scientific knowledge and discoveries for the greater benefit of mankind
6. To encourage and develop habits of careful, accurate, and independent thinking

Skills to be developed

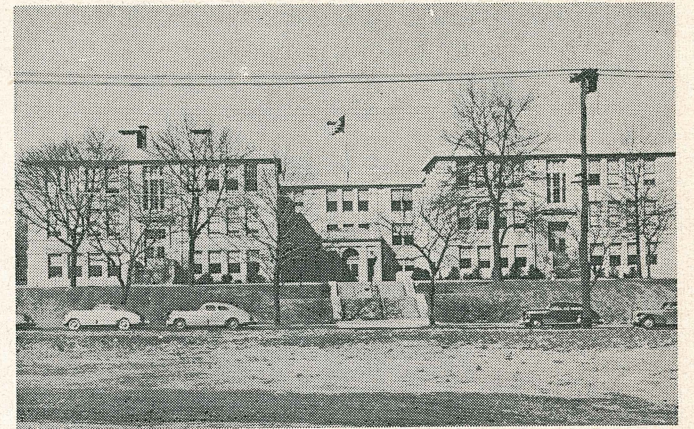
1. To use the elements of the scientific method — sensing and defin-



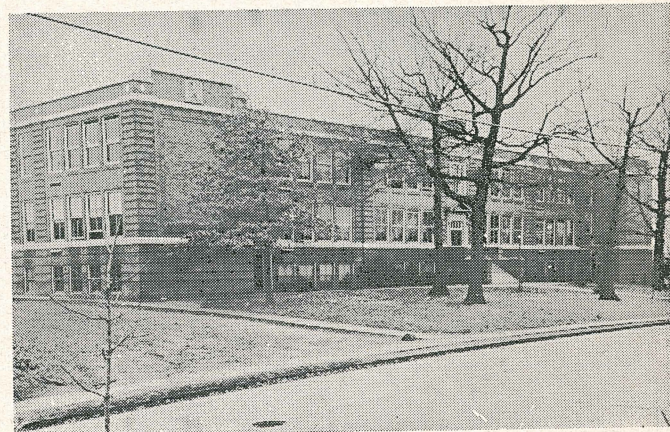
Senior High School



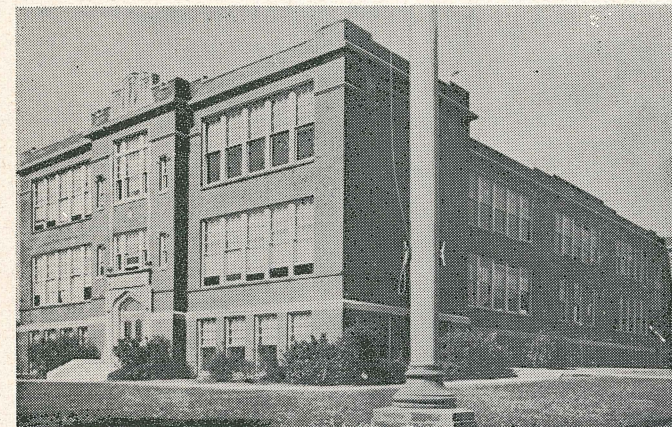
Yantacaw School



Washington School



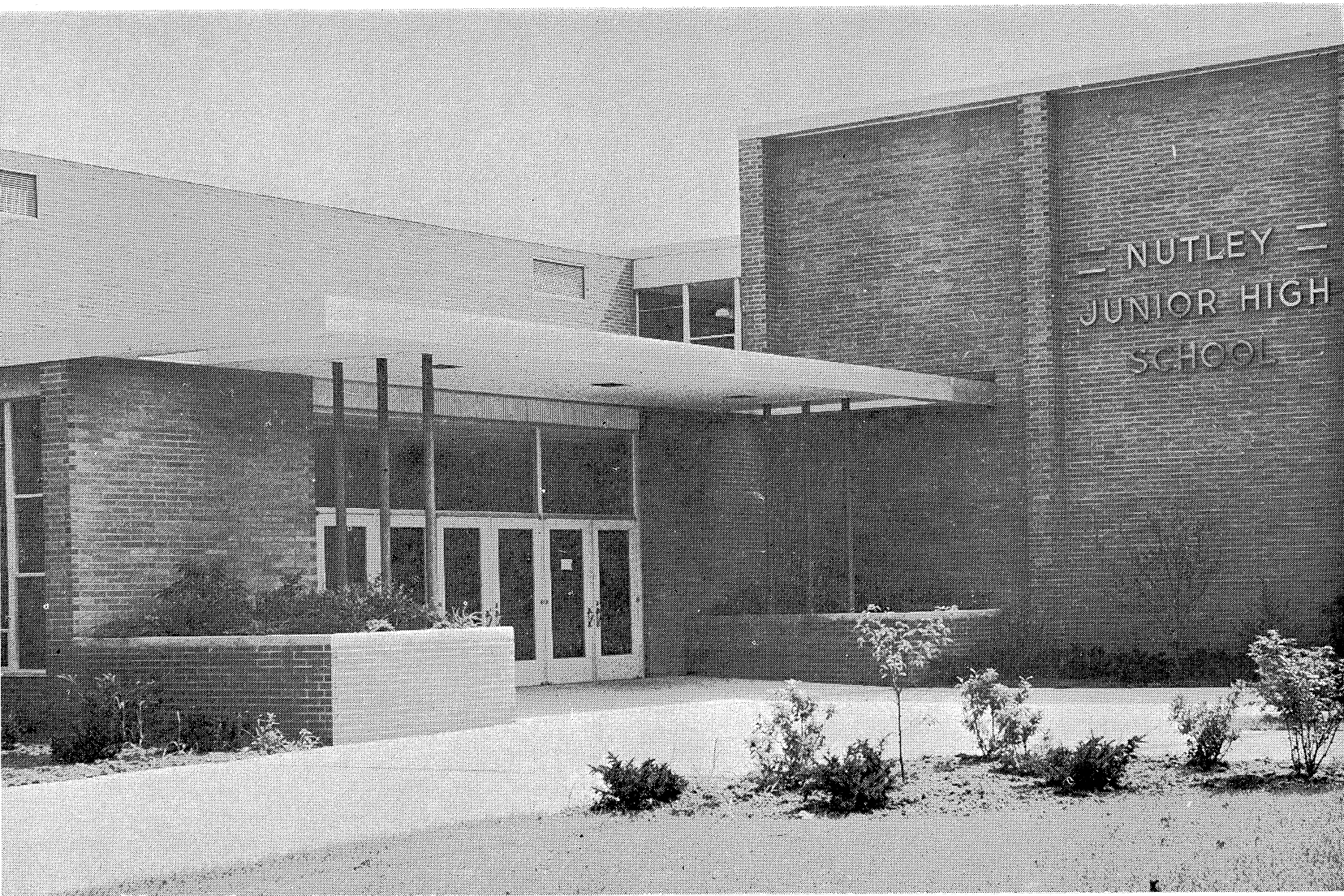
Lincoln School



Spring Garden School



Radcliffe School



Junior High School

ing the problem, gathering and explaining facts, generalizing from the facts, and forming conclusions

2. Reading science content with understanding and satisfaction
3. Locating source material — particularly materials other than textbooks
4. Using source materials — interpreting these materials
5. Making observations for solving a problem

Program outline

GRADE 1

1. Pets
2. Fruits and vegetables as foods
3. Preparation for winter (plants and animals)
4. Weather
5. Birds
6. Spring (plants and animals)
7. Planting

GRADE 2

1. Trees
2. Domestic animals
3. Sun, moon, and stars
4. Animal homes — in, on, or above ground, water
5. Plant growth
6. Spring flowers
7. Good health habits
8. Reaction of various substances in water — sponge, bread, cracker, cotton, sugar, salt, sawdust, sand, and flour

GRADE 3

1. Plants and animals as sources of necessities
2. Water in various forms and uses
3. Animals and protection (natural, artificial)
4. Air about us
5. Birds useful to man
6. Tools useful to man — scissors, screw driver, hammer, saw

GRADE 4

1. Insects and spiders common in community
2. Changes in plants in the fall
3. Sun, moon, stars, planets
4. Earth in motion
5. Animals' equipment for their environment
6. Plant study
7. Magnets

GRADE 5

1. Weather and the United States Weather Bureau
2. Aviation in war, in peace — transportation, observation, agriculture
3. Trees — variations in size, structure, habits, as factors in determining value to man
4. Birds and fish fitted for environment in which they live
5. Aquariums, museums, planetariums

GRADE 6

1. Development of earth and life — forces of nature, rocks, fossils
2. Topography of Nutley and New Jersey
3. Life in various climatic sections of the world
4. Characteristics of people as they are affected by climatic changes
5. Simple machines, complex machines — safety in handling

SOCIAL STUDIES

Special days are observed in a manner suitable for each grade; grades 2 to 6 include the study of current events.

GRADE 1

1. Training in desirable character traits, including good citizenship, respect for others, sharing, saving, cooperation and sense of responsibility
2. Study of the home, the school, the community

GRADE 2

1. Continue study of the community
2. Communication and transportation

3. Relationship of town or city, state and country

GRADE 3

1. Study of Nutley as a community
2. Study of New Jersey
3. The Indians of New Jersey
4. Concepts of the earth as a globe

GRADE 4

1. Adaption of man to his physical environment
2. Physical features of the earth — zones, continents, oceans; geographic terms and map symbols.
3. European discoverers and explorers
4. Early colonization of America

GRADE 5

1. History of the United States from the colonial period through the Civil War Period
2. Geographical regions of the United States
3. Dependencies of the United States
4. Development of transportation and communication

GRADE 6

1. Old World backgrounds — primitive people, ancient civilizations, people of the Middle Ages and Renaissance, how the old world found the new
2. Europe and Asia today — general study of important countries

* * * * *

Classes in the elementary school are not organized on the basis of ability but are heterogeneous in order to achieve social and intellectual mixing. Differences in ability are dealt with through individualized teaching. Ability grouping within the class, as in reading and number work, is the most common technique used. The size of the class determines to what extent individual attention can be given.

Standard intelligence and achievement tests help determine each child's capacity to learn and his accomplishment in relation to his capabilities. The test results may reveal weak areas in the curriculum and so may lead to revision.

Under the supervision of the principal, the individual teacher exercises approved latitude in adapting the curriculum and the course of

study to the ability of the class. The teacher is urged to "start where he finds them and take them where they can go". He is free to place greater emphasis on one aspect of a subject because of interest or need of further study. If the basic requirements in a subject are completed before the end of the term, the teacher enriches the course of study, rather than advancing to the next term's work. Should a class be unable to complete the prescribed material in a subject, the teacher is urged to teach thoroughly that portion which the class is able to master.

In almost every case, a child must complete certain minimum requirements in order to be promoted. A small percentage of social promotions (See GENERAL PRACTICES) are made. Promotion is based on the possibility of successful accomplishment of the work in the next grade. For the most part each graduate of the elementary school has completed the required courses. In a limited number of cases for social or psychological reasons, a child is advanced to junior high school when he has not completed the work of the elementary grades satisfactorily.

In order to prepare children for the transition from elementary to junior high school, guidance directors from the junior high visit the sixth grades to describe the junior high curriculum and answer questions.

JUNIOR HIGH SCHOOL

The junior high school is designed to keep together children with the same problems of puberty and young adolescence under the supervision and guidance of teachers interested and trained in dealing with this age group. The curriculum is planned by teachers, heads of departments and the principal to explore the interests, abilities and capacities of the young people in several fields in which opportunities exist for further study.

JUNIOR HIGH SCHOOL CURRICULUM

Major subject classes meet 5 times per week, electives and physical education classes 2 times a week, and health classes once a week. The number of supervised study periods varies according to the individual schedule.

SEVENTH GRADE

Required Subjects —

English
Arithmetic
Science
Social Studies
Health
Physical Education
Art
General Music
Foods (girls)
Shop (boys)

EIGHTH GRADE

Required Subjects —

English
Arithmetic
Science
Social Studies
Health
Physical Education

Electives —

Art
Clothing I (girls)

Electives —

Chorus

Instrumental Music (standard
band/orchestra instruments)**Restricted Electives —**

Band

Orchestra

Mechanical Drawing

Shop (boys)

General Music

Chorus

Instrumental Music (standard
band/orchestra instruments)**Restricted Electives —**

Band

Orchestra

Restricted electives are dependent on need, preparation, and ability of the pupil. A maximum of one elective or restricted elective plus instrumental music may be taken in grade 7. Two electives or restricted electives must be taken in grade 8; three are permitted for pupils who are capable of successfully completing such a program.

NINTH GRADE**COLLEGE****PREPARATORY****Required Subjects —**

English

Algebra

Health & Physical
Education**Required Electives —**

(Choose Two)

Latin

Ancient History

World History

General Science

Electives —

Art

Clothing I (girls)

Mechanical Drawing

Shop (boys)

Homemaking (girls)

Chorus

General Music

Instrumental Music
(standard band/or-
chestra instruments)

Typing

Restricted Electives —

Clothing II (girls)

Music Fundamentals

Band

Orchestra

BUSINESS**EDUCATION****Required Subjects —**

English

Business Training

Grammar-Spelling

Health & Physical
Education**Required Electives —**

(Choose One)

World History

General Science

Electives —

Art

Clothing I (girls)

Mechanical Drawing

Shop (boys)

Homemaking (girls)

Chorus

General Music

Instrumental Music
(standard band/or-
chestra instruments)**Restricted Electives —**

Clothing II (girls)

Music Fundamentals

Band

Orchestra

GENERAL**Required Subjects —**

English

General Mathematics

General Science

World History

Health & Physical
Education**Electives —**

Art

Clothing I (girls)

Mechanical Drawing

Shop (boys)

Homemaking (girls)

Chorus

General Music

Instrumental Music
(standard band/or-
chestra instruments)**Restricted Electives —**

Clothing II (girls)

Music Fundamentals

Band

Orchestra

OUTLINE COURSE OF STUDY FOR ARITHMETIC GRADES 7 AND 8

GRADE 7

I Review of Fundamentals

A Whole numbers

B Fractions — common, decimal

II Ratio - concepts emphasized

A Application to denominate numbers

B Bar graphs

C Simple scale drawings

III Percentage

A Equivalents—changing fractions to decimals, and vice versa

B Cases in percentage

1. Finding any percent of a number

2. Finding what percent one number is of another

3. Two things are equal—finding the number by percentage, by fraction or decimal, and using equations to compute

C Percentage problems

1. Profit and loss

2. Commissions in buying and selling

3. Tax rates, valuation percentages, games won or lost percentages, income from commission jobs, discounts

IV Banking

A History

B Federal Reserve Bank

C Bank of Nutley

D Divisions of average bank

1. Savings

2. Checking

3. Loan department — discount proceeds, borrowing, computing interest, interest problems

E Notes

V Taxes (computing town, state, federal)

A Expenses which make up tax

B Graphs

GRADE 8

I Inventory tests followed by individual remedial work

A Self-testing drill at regular intervals

B Problem scale - keep record

II Construction work

A Kinds of lines

B Kinds of angles

1. Use of protractor

2. Use of compass

3. Parts of circle and circle graph

C Kinds of triangles

1. Scalene, isosceles and equilateral

2. Construction when necessary parts are given

D Right triangles

1. Use in finding heights of buildings

2. Rule of Pythagoras for finding length of hypotenuse

III Measurements

A Review of denominate numbers

B Metric system

C Measuring and finding area

D Measuring perimeter of rectangle, square, triangle, and circle

E Problems

F Volumes and surfaces (including problems) — rectangular solids, cubes, cylinders

IV Meters - water, gas and electric - reading and computation

V Investments - savings banks, postal savings, mortgages, building and loan, insurance, stocks and bonds (including problems)

VI Installment buying

VII Sources of revenue of government

OUTLINE COURSE OF STUDY FOR ENGLISH*GRADES 7 AND 8

- I Topics (The same topics are covered in both grades; instruction in eighth is more advanced. For pupils having less ability to work with abstractions, emphasis is on teaching through drill and usage).
 - A Grammar
 - 1. Parts of speech
 - 2. The 4 types of sentences
 - 3. The paragraph
 - B Punctuation
 - C Capitalization
 - D Spelling
 - E Penmanship
 - F Reading for skill
 - G Listening
 - H Speech (posture, voice, breathing, enunciation)
- II Experiences
 - A Listening (for knowledge and accuracy)
 - B Speaking (reading aloud, talks, radio appreciation)
 - C Reading for appreciation
 - D Writing (letter writing, simple narrative, simple paragraphs and later themes, and in eighth, outlining)
 - E Memorization
 - 1 Selections of poetry
 - 2 Patriotic songs
 - 3 Preamble to the Constitution

OUTLINE COURSE OF STUDY FOR SCIENCE GRADES 7 AND 8

Grade 7—Units of Instruction in:

Fire, Its Prevention and
Control
Water, Our Greatest Natural
Resource
Weather, Its Effect on Every-
day Life

Grade 8—Units of Instruction in:

You and Your Surroundings
The Forces Around You
Machines and Their Uses
The Heavenly Bodies
Weather and Changing
Climates

*This course of study is being revised.

Light, How We Use It
Sound, Its Importance To Us
Magnetism in Home and
Industry
Plant Growth and Plant Uses
How Our Bodies Use Food
Keeping the Body Healthy
Importance of Conservation
Today

Changes in the Earth's Surface
The Importance of Plants
Getting Acquainted with
Animals
Helpful and Harmful Insects
The Needs of the Human Body
Diseases and Their Control
Accidents and How to
Prevent Them

OUTLINE COURSE OF STUDY FOR SOCIAL STUDIES GRADES 7 & 8

GRADE 7

- I How do the various regions of our country contribute to the position of the United States as a great industrial nation?
 - A Geographical features
 - B Regions of our country
 - C Relation of the development of each region to the growth of our nation
- II How did Canada develop and become an important American country?
 - A History of development
 - B How Canada and United States are alike and unlike
 - C Provinces and territories and their characteristics
 - D The future of Canada and factors which will govern its future
- III How North America and South America compare geographically—differences north and south of Rio Grande?
 - A Similarities and differences geographically and culturally
 - B Comparative histories of countries
- IV How have the countries of Latin America developed?
 - A Present and future of Mexico
 - B Present and future of Central America
 - C "A. B. C." countries
 - D "Middle Andean" countries (Peru, Ecuador, Uruguay, Paraguay and Bolivia)
- V How are countries of western hemisphere working together to

build hemispheric solidarity and a better world?

- A Conditions
- B Steps taken by Americas

VI Outline for study of Britain and British Commonwealth

- A Countries comprising
- B The location factor
- C Agricultural and industrial developments
- D Commercial importance of Britain
- E The Commonwealth Nations
- F Britain's colonial empire
- G Britain among family of nations

GRADE 8

- I Orientation to study of social sciences
 - A Branches and their contribution
 - B Contributions of social sciences and physical science
 - C Reasons for study—American history, career knowledge
- II Old World finds a new world and explores it
 - A Economic background of old world
 - B Intellectual and scientific development - Renaissance
 - C Political developments
 - D Religious unrest
 - E Early voyages, and vocabulary of period
- III European nations develop colonies and struggle for supremacy in New World
 - A Spain versus England
 - B England versus France
- IV Winning independence
 - A Causes of friction
 - B Critical period to Declaration of Independence
 - C War for independence and settlement
- V United States established on a firm basis
 - A Articles of Confederation

- B Federal Constitution
- C Federal government in action
- VI The struggle for national unity
 - A National expansion
 - B Sectional tragedy—slavery in politics, Civil War, Reconstruction
- VII Modern America emerges as great economic power
- VIII The United States emerges as a world power
 - A Reasons for expansion and areas developed
 - B Points of friction
 - C World Wars
 - D Communism challenges “Free World”
 1. Reconstruction of Europe
 2. Enslavement of Europe behind Iron Curtain
 3. Marshal Plan and Truman Doctrine
 4. Korean conflict
 5. NATO

* * *

Classes in the junior high school are not organized on the basis of ability. Students are grouped alphabetically in homerooms, heterogeneous in classes. Some homogeneous grouping results from the division into courses in the ninth grade. Flexibility in providing for differences in ability within the class is limited by the length of the period, 40 minutes, and the size of the class.

The basic curriculum in any given subject is uniform throughout the grade but the teacher is expected to exercise judgment in adapting the material to the capabilities of the class. The teacher aims to teach thoroughly as much of the prescribed material as the class is able to absorb, enriching the course of study as much as possible. Visual and audio-aids are available, as well as supplementary texts, in addition to the basic texts.

All pupils complete minimum requirements in English, arithmetic, social studies and science with the exception of pupils promoted in accordance with the social promotion policy. (See GENERAL PRACTICES) A student advanced to the senior high school on social promotion is not considered a graduate of the junior high school, does not receive a certificate and does not participate in graduation.

Curriculum is coordinated between junior and senior high schools when courses of study are revised. There is coordination in sequential subjects such as mathematics and Latin.

SENIOR HIGH SCHOOL

The curriculum of the senior high is planned by the principal aided by department heads, approved by the superintendent, board of education and the State Department of Education. The aim of the curriculum is to prepare individuals for college or vocation, and useful citizenship. Nutley high school offers the following three courses:

College Preparatory	elected by 60% of the students
Business Education	" 30% "
General	" 10% "

Because planning their high school program is extremely important, pupils are urged to take full advantage of guidance services.

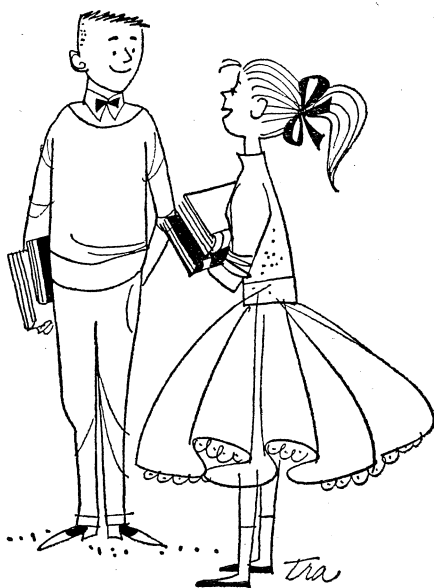
Eighty credits are required in grades 9, 10, 11 and 12 for graduation from high school. According to law, 20 credits must be in English, 4 in physical and health education, and 10 in American history. The minimum required for high school is 21 credits per year, but the average student takes $23\frac{1}{2}$ credits. An average of C or better is needed in required subjects to enter most colleges.

The Business Education course is designed to prepare a student for employment upon graduation. Some business students decide to go to college, and during the junior and senior years take courses necessary for admission.

The following pages give the curriculums of Nutley Senior High School. Courses listed under Terminal Electives may be taken only once for credit. Those listed under Restricted Electives are dependent on need, preparation and ability of the pupil.

Each subject class meets 5 times per week, with the exception of health, driver education and physical education.

The average pupil's schedule includes 5 weekly study periods to prepare outside assignments. Study periods are supervised for discipline but not for work assistance.



COLLEGE PREPARATORY

TENTH GRADE

Required Subjects

English
 Language (Latin,
 French, German,
 Spanish)
 Plane Geometry
 Health and Physical
 Education
 European History or
 Biology

Terminal Electives

Dramatics
 Journalism
 Music Appreciation
 European History
 Public Speaking

Electives

Art
 Biology
 Mechanical Drawing
 Printing
 Woodshop
 Band
 Chorus
 Orchestra
 Clothing

Restricted Electives

Music Fundamentals
 Agriculture

ELEVENTH GRADE

Required Subjects

English
 Language
 American History
 Health and Physical
 Education

Terminal Electives

Dramatics
 Journalism
 Person Use Typing
 Music Appreciation
 European History
 Public Speaking

Electives

Algebra
 Physics
 Art
 Mechanical Drawing
 Printing
 Woodshop
 Band
 Chorus
 Orchestra
 Clothing

Restricted Electives

Music Fundamentals
 Agriculture
 Creative Writing

TWELFTH GRADE

Required Subjects

English
 American History
 Health and Physical
 Education

Terminal Electives

Homemaking
 Dramatics
 Journalism
 Personal Use Typing
 Music Appreciation
 European History
 Public Speaking

Electives

Chemistry
 Solid Geometry
 (1 semester)
 Trigonometry
 (1 semester)
 Language
 Art
 Mechanical Drawing
 Printing
 Woodshop
 Band
 Chorus
 Orchestra
 Clothing

Restricted Electives

Advanced Mathematics
 Music Fundamentals
 Agriculture
 Creative Writing

GENERAL

TENTH GRADE

Required Subjects

English
European History or
Biology
Plane Geometry or
General Mathematics
Health and Physical
Education

Terminal Electives

Dramatics
Journalism
Music Appreciation
Public Speaking

Electives

Plane Geometry
General Mathematics
Language
Art
Mechanical Drawing
Printing
Woodshop
Band
Chorus
Orchestra
Clothing

Restricted Electives

Music Fundamentals
Agriculture

ELEVENTH GRADE

Required Subjects

English
American History
Health and Physical
Education
Consumer Education
(1 semester)
Employment
Opportunities
(1 semester)
General Mathematics
or Agriculture

Terminal Electives

Dramatics
Journalism
Personal Use Typing
Music Appreciation
European History
Public Speaking

Electives

Language
Art
Mechanical Drawing
Printing
Woodshop
Band
Chorus
Orchestra
Clothing

Restricted Electives

Music Fundamentals

TWELFTH GRADE

Required Subjects

English
American History
Health and Physical
Education
Homemaking
General Mathematics
or Agriculture

Terminal Electives

Dramatics
Journalism
Personal Use Typing
Music Appreciation
European History
Public Speaking

Electives

Language
Art
Mechanical Drawing
Printing
Woodshop
Band
Chorus
Orchestra
Clothing

Restricted Electives

Music Fundamentals

BUSINESS EDUCATION

SECRETARIAL

TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
Required Subjects	Required Subjects	Required Subjects
English	English	English
European)	American History	American History
History) Choose	Stenography	Stenography -
Biology) Two	Typewriting	Transcription
Language)	Health and Physical	Secretarial Practice
Typewriting	Education	Health and Physical
Bookkeeping	Language)	Education
Health and Physical	Business)	Terminal Electives
Education	Organization) Choose	Dramatics
Terminal Electives	Commercial) One	Journalism
Music Appreciation	Law)	Homemaking
Public Speaking	Accounting)	Music Appreciation
Electives	Terminal Electives	European History
Art	Music Appreciation	Public Speaking
Mechanical Drawing	Public Speaking	Electives
Printing	European History	Art
Woodshop	Electives	Mechanical Drawing
Band	Art	Printing
Chorus	Mechanical Drawing	Woodshop
Orchestra	Printing	Band
Clothing	Woodshop	Chorus
	Band	Orchestra
	Chorus	Clothing
	Orchestra	Business Organization
	Clothing	Commercial Law
		Consumer Education
		Employment
		Opportunities
		Restricted Electives
		Music Fundamentals
		Algebra
		Chemistry
		Language
		Creative Writing

ACCOUNTING

TENTH GRADE

Required Subjects

English
 Typewriting
 Bookkeeping
 Health and Physical
 Education
 Biology or
 European History

Terminal Electives

Music Appreciation
 Public Speaking

Electives

Art
 Mechanical Drawing
 Printing
 Woodshop
 Band
 Chorus
 Orchestra
 Clothing

ELEVENTH GRADE

Required Subjects

English
 American History
 Accounting
 Clerical Practice
 Health and Physical
 Education

Terminal Electives

Dramatics
 Journalism
 Music Appreciation
 European History
 Public Speaking

Electives

Consumer Education
 Employment
 Opportunities
 Art
 Mechanical Drawing
 Printing
 Clothing
 Woodshop
 Band
 Chorus
 Orchestra

Restricted Electives

Music Fundamentals
 Algebra
 Plane Geometry

TWELFTH GRADE

Required Subjects

English
 American History
 Business Organization
 Commercial Law
 Accounting
 Clerical Practice
 Health and Physical
 Education

Terminal Electives

Music Appreciation
 European History
 Public Speaking

Electives

Art
 Mechanical Drawing
 Woodshop
 Band
 Chorus
 Orchestra
 Printing

CLERICAL

TENTH GRADE

Required Subjects

English
European History
or Biology
Typewriting
Recordkeeping
Health and Physical
Education

Terminal Electives

Music Appreciation
Public Speaking

Electives

Art
Mechanical Drawing
Woodshop
Band
Chorus
Orchestra
Clothing
Printing

ELEVENTH GRADE

Required Subjects

English
American History
Consumer Education
Employment
Opportunities
Recordkeeping
Clerical Practice
Health and Physical
Education

Terminal Electives

Music Appreciation
European History
Public Speaking

Electives

Art
Mechanical Drawing
Woodshop
Band
Chorus
Orchestra
Clothing
Printing

TWELFTH GRADE

Required Subjects

English
American History
Business Organization
Commercial Law
Clerical Practice
Health and Physical
Education

Terminal Electives

Dramatics
Journalism
Homemaking
Music Appreciation
European History
Public Speaking

Electives

Art
Mechanical Drawing
Printing
Woodshop
Band
Chorus
Orchestra

Restricted Electives

Music Fundamentals
Algebra
Plane Geometry
Chemistry
Language
Agriculture

Students of the senior high school are grouped alphabetically in homerooms, heterogeneously in classes. Homogeneity may result from subject choice. The teacher attempts to give extra assignments to challenge the more gifted students. After school, help classes are scheduled for those who need them. Further individual attention by the teacher is made possible by supervised study periods within the classroom — often 10 to 15 minutes at the end of the class, sometimes the whole class period.

The teacher has some latitude in adapting the course of study to class ability, and may add visual aids or trips. He is free to emphasize certain aspects of a subject provided the basic course of study has been covered. He may enrich the course of study or, on the other hand, he may, with approval, omit more difficult portions. He must obtain special permission before advancing the course of study.

Every graduate of the Nutley High School must have met the standards of the course he has chosen. 70% is the passing grade for each course.

ART

The art program is developed year by year through the school system until the 10th grade by use of more advanced techniques at each level. In the senior high school talent is developed on an individual basis. Whenever possible the art program is intergrated with the course of study. The artistically gifted child is given the opportunity to develop his talents and derive satisfaction from his work by being given special projects.

ELEMENTARY

The art program in the elementary school attempts not only to teach creative skills, but also to develop art appreciation. The program is integrated from grades one through six to introduce new skills, to encourage self expression and to stimulate active participation. Students participate in drawing, modeling, painting, cutting, coloring, designing, pasting, and constructing.

The art teacher directs one period a week in grades 1 to 3, two periods a week in grades 4 to 6. Art is compulsory in the elementary school.

SECONDARY

In the junior high school the art staff consists of two teachers. In the seventh grade art is compulsory with two periods each week. In the eighth and ninth grades art is an elective subject. When selected, there are two periods each week.

In the senior high school the art program is provided as a means of expression for students and to develop talents in those for whom art may be useful in their vocations. Children may work in free hand drawing, painting, charcoal, pencil and water color. Art is an elective in the high school—10% of the students select this subject.

MUSIC

The music program for the entire system is coordinated and supervised by a director of music. The program is developed year by year in sequence by its content, complexity and extent. This development is defined in the course of study and applied by the classroom or music teacher. The musically gifted child usually becomes evident at an early age. Extra attention is given to him by more difficult assignments. Supplementary and private instruction in voice or on an instrument is recommended when warranted.

ELEMENTARY

The program of music education in the elementary schools is formulated to provide enriching experiences for all children through the media of musical activities. These include singing, listening, playing, dramatizing, dancing, studying and discussing music and music makers. In addition to the voice, rhythm instruments, the autoharp, the piano, the flutophone and orchestra instruments are used.

Seashore Measures of Musical Talents are given in fifth grade, to determine a child's accuracy of auditory perception. The results of this test in conjunction with teacher-pupil interviews and student interests are used as a guide for distribution of school owned instruments. Any child who owns or rents his own instrument is admitted to the instrument instruction group.

The general character of the music program in the elementary school is supplemented in the intermediate grades (4, 5, 6) by special activities in chorus, band and orchestra. There is an orchestra in each elementary school composed of fifth and sixth graders plus talented fourth graders. Approximately 23% of each elementary school participates in these activities. These are elective in character and any interested child, who can qualify, may participate.

SECONDARY

On the junior high school level, the music program continues its development in the seventh grade in an exploratory manner. This begins with a study of music in our town and continues with the music of our country, the world, the folk song, the art song, and a study of the music makers. In the eighth and ninth grades, music becomes an elective subject and continues to be so through the senior high school.



The elective program provides for a class in general music on each grade level which is exploratory in character and does not require a technical background. A theory course is offered in the senior high school only and is known as "Music Fundamentals." This is designed primarily for the student who intends to make music a full or part time vocation.

In grades 7 through 12, elective courses are offered in chorus, band and orchestra. There is no senior high school orchestra because student choice and scheduling conflicts limit participation. Competent students, however, are urged to extend their experience by participating in community groups.

In general 34% elect music in the junior high school and 11% in the senior high.

PHYSICAL EDUCATION

The director of health, safety and physical education coordinates and supervises the physical education program for the school system. The program aims to develop physical fitness, sportsmanship, psychological fitness, skills for recreation and skills leading to safe living.

ELEMENTARY

Gym classes on the elementary level are based on the New Jersey course of study and include activities such as the following: rhythmic activities, singing games, dances, exercise activities, low organization games, beginning sports skills. Grades 1 through 4 have two gym periods per week, one under the supervision of the gym teacher, one under the supervision of the regular classroom teacher. Grades 5 and 6 have two gym periods per week under the supervision of the gym teacher.

SECONDARY

In junior and senior high school both boys and girls participate in marching, calisthenics, tumbling and low organization games. Boys develop skills in football, basketball, track, softball and volleyball; girls in field hockey, basketball, softball and dancing.

The physical education teacher plans class activities, adapting the curriculum to interests and abilities of the various grade levels.

SUPERVISION OF CURRICULUM

Curriculum supervision is the direct responsibility of the principals. The superintendent exercises general supervision. There are special directors responsible for the courses of study in music and physical education only.

ELEMENTARY

Interschool meetings are held on common curriculum problems both on grade and subject matter levels.

JUNIOR HIGH SCHOOL

In the junior high school the principal is assisted at present by three department heads in English, mathematics and science. There is no department head in social studies. The principal closely supervises this area as well as art, shop and home economics.

SENIOR HIGH SCHOOL

The curriculum is supervised by five department heads (physics, history, secretarial and clerical practice, Spanish and French, and English), principal, superintendent and, through annual reports, by the State Department of Education. The curriculum is also evaluated periodically by the Middle Atlantic States Association of Secondary Schools and Colleges.

CHARACTER AND PERSONALITY DEVELOPMENT

The schools are concerned, not only with training in the basic skills, but also with the development of each child's character, personality and social acumen. Growth in these areas is measured by the child's behaviour: how he gets along with other children and with his teachers, what work habits he has developed, the degree of self-discipline he has attained, what initiative he manifests, his capacity for making decisions and carrying them through, and his capacity for assuming responsibility for his own behaviour.

Debating Club	Projection Club
Dramatic Club-8th and 9th grades	Public Speaking Club
Foreign Letter Exchange	Student Council
Good Citizenship Club	Talent Club
Junior Red Cross Club	Twirling Club and Squad (girls)
Leaders' Club	Typing Club
Math Club-7th and 8th grades	

A student may join one or two clubs depending upon his scholastic record.

In the **Senior high school** a student may participate in as many of the following activities as he wishes:

Band	Honor Society
Baseball, J. V. and Varsity	Latin Club
Basketball, J. V. and Varsity	Library Committee
Biology Club	Maroon and Gray Chorale
Bowling Club	MAROON AND GRAY
Cheerleaders	Math Club
Chemistry Club	Octet (Boys)
Choralettes (girls)	Office Duty
Crew, J. V. and Varsity	Paleteers
Cross Country, Varsity	Projection Club
Debating Club	Poetry Reading Contest
Dramatic Club	Receptionists
Football, J. V. and Varsity	Rhythmairs
French Club	Rifle Club, Varsity
Future Farmers of America	Secretarial Club
Future Nurses of America	Senior Benefit
Future Teachers of America	Social Program
GAUNTLET	Spanish Club
German Club	Stage Committee and Crew
Girls' Basketball	Student Council
Girls' Field Hockey	Track, Varsity
Girls' Gym Leaders	Twirlers
Girls' Softball	Ushers
Girls' Volley Ball	Variety Show
Golf, Varsity	YEARBOOK

Special Services



The program of special services in Nutley's schools includes guidance, testing, mental health, remedial reading, speech therapy, and several other areas where special education is required. It is under the direction of the assistant to the superintendent in charge of special services, who is also the director of psychological services.

GUIDANCE

There is a guidance folder for each child in the Nutley school system. It contains his records from kindergarten through twelfth grade. Every year teachers enter marks received, results of special tests, and their evaluation of each pupil: his outstanding abilities, special interests, personality patterns, work habits, participation in school activities, home responsibilities and relationships, summer activities, and a summary statement of achievement pointing out reasons for failure or success in class work.

Guidance in the **elementary school** is considered an integral part of teaching; teachers are expected to have a general knowledge of guidance gained through their training. Special problems are called to the attention of the principals who may refer them to the director of psychological services.

In all schools parents are urged to keep informed of their children's progress through visits to the schools. Conferences may be requested by either the parent, the teacher or the principal. In one school a parent-teacher conference for each pupil is held before November first of each year.

In the **junior high school** the guidance counselors attempt to see each child individually twice a year, more often when necessary. There are nine

teacher-counselors who teach four or five periods a day and have one or more periods for guidance. For each period of guidance a counselor is responsible for approximately 85 pupils during a semester. The counselors are teachers trained and certified for part-time guidance work. A full-time director of guidance coordinates the program and is responsible for it under the principal and the director of special services.

Parent-teacher conferences occur when the student is having difficulty, or when parent or teacher requests a conference.

In the eighth grade, after orientation, a student with the guidance of his counselor, may choose the College Preparatory, Business or General course which he pursues from his ninth to twelfth grades. If his choice is not approved by the counselor, a notice is sent to his parents.

There is a director of guidance for the senior high school, who in addition to supervising the program, teaches a course in employment opportunities. Each of eight certified teacher-counselors is scheduled for at least one guidance period a day. Here the pupil load per period of guidance is approximately 50 for each semester. Twice-yearly conferences are held for each student. Seniors have more conferences as needed, and any pupil may request additional interviews. A failure automatically requires a conference. Guidance conferences cover various aspects of a student's proposed career in high school and beyond. There is a re-examination of his course of study, his eventual goals and his current activities other than school (hobbies or jobs). On the basis of these interviews and the guidance record, the counselor makes recommendations. Final decisions can be made only by the student and his family.

Parents are welcome to visit at any time; however, a meeting for parents of junior and senior college-bound students is held each fall. Every parent is urged to have an interview with his child's counselor in the student's eleventh or early twelfth year to discuss his future.

A course in employment opportunities is required for students who choose the Business-Clerical or General courses. For those who do not go on to college there is also a placement counselor. She arranges meetings with representatives from business in this area where students learn of job requirements and opportunities.

Every effort is made to serve qualified college-bound students. They receive assistance in arranging for competitive exams, college interviews, and visits to campuses. Books and catalogs concerning colleges are available. Personal letters of recommendation may be written by members of the faculty, the guidance director and the principal.

Approximately 40 to 50 college admission officers visit our high school annually and meet with senior students. Department heads, the guidance director and the principal visit a number of colleges every year.

In December of each year a meeting is held for students who think they may qualify for scholarships. They are given all possible aid and information. In the last three years National Merit Scholarship Tests have been given here. Three students have received merit certificates.

TESTS AND MEASUREMENTS

Each child is given a variety of tests:

Intelligence Tests — Given in kindergarten through 6th grades annually, and in 9th, and 10th or 11th grade.

Achievement Tests — 3rd through 6th grades annually, and 8th grade.

Aptitude — 9th grade.

Personality — 8th and 10th or 11th grade.

Other tests are given upon the decision of the director of special services. He also administers and evaluates personality and other individual tests upon referral from a principal.

Elementary school teachers and the guidance personnel of the junior and senior high school give the group tests after in-service training by the director of psychological services. Tests are scored either by the teachers or by I. B. M. machines.

Parents may request that special tests be given to their children. They may also inquire about the results of the regular tests. Interpretive findings, rather than numerical scores, are reported to them.

MENTAL HEALTH

The whole school program is intended to contribute to the good mental health of the children. Through experience and training, teachers are often able to recognize a disturbed child. He may then be referred to the school psychologist for testing. The office of special services works with and makes referrals to the Family Service Bureau, the Red Cross, the Cerebral Palsy Center, the Mental Health Association, and other groups.

GIFTED CHILDREN

The gifted child is a child who is far superior to others in his age group in any field. While there is no special provision at present, teachers try to enrich programs for these children through special assignments and projects.

MENTALLY RETARDED

The mentally retarded are divided into two groups, the educables and the trainables. The Beadleston Act of 1954 requires special classes for handicapped children from the ages of 5 through 20. The board of education pays for tuition and transportation for the educable children to special classes in Bloomfield and Passaic. Children may be referred to the office

of special services for testing and are placed in these classes when necessary.

Beginning with a class in 1951, Nutley now has two classes for the trainables in Lincoln School. Specially trained teachers are in charge of these classes. Classrooms have been provided with special furniture, their own lavatories and drinking fountains, and separate school entrances. They are under the daily supervision of the principal of Lincoln School and the entire program is under the jurisdiction of the office of special services. The program tries to enable these youngsters to adjust successfully to a sheltered life.

REMEDIAL READING

Children who are below normal in reading may be referred by their teachers for diagnostic achievement tests and remedial reading instruction. There are two remedial reading teachers for the five elementary schools. One teacher is responsible for Radcliffe, Spring Garden and Yantacaw schools. She sees each child once a day for six weeks, then works in each of the other two schools for six week periods. During the time she is away from the school, the classroom teacher is given special assignments for these students. The teacher for Lincoln and Washington Schools spends the mornings in one school and the afternoons in the other throughout the year.

In the junior high there are two remedial reading teachers, one for 7th and one for 8th grade. They instruct the students in English and social studies as well as reading. Classes are kept small and flexible so that pupils may rejoin their regular classes when they show sufficient improvement.

The entire remedial reading program is under study for revision.

The state requires only an elementary teacher's certificate to teach remedial reading. All of Nutley's remedial reading teachers have had additional special reading courses and training in a reading clinic.

SPEECH THERAPY

Special speech training is given to those with speech difficulties by a trained and state-certified speech therapist. It is available from kindergarten through 6th grade and on special referral in the secondary schools. This special service is optional (parents may refuse it).

PHYSICALLY HANDICAPPED

Each community is required by state law to provide appropriate class training for the physically handicapped. The children so classified are: cerebral palsied, amputees, blind, deaf, cardiac, or crippled. Whenever possible they are integrated into our school system. Otherwise, they are transported to special schools throughout the county, such as the Cerebral Palsey Center in Belleville, the Branch Brook School for orthopedics and the Bruce Street School in Newark for the hard of hearing.

BEDSIDE TEACHING

Bedside teaching is available from the early grades through the twelfth year. There are four trained teachers assigned daily on a contingency basis. Parents may request this service and must present a medical statement attesting to the need. State law requires provision for bedside teaching.

HEALTH PROGRAM

The health needs of Nutley's public schools are met by three local physicians, a dentist, and an optometrist who are on call and who, as part-time employees, conduct periodic health examinations. There is one nurse for the five elementary schools who is always on call. Two teacher-nurses for the junior and senior high teach health classes and serve as school nurse. One of the physicians is team doctor; he is in attendance at every football game and is on call for all other sporting events.



State law requires that every child be examined by a medical inspector to learn whether he has any physical defects, or communicable disease. Exception is made when such an examination is contrary to the family's religious beliefs. Notices are sent home reporting the results of these examinations; no referrals are made to private physicians, dentists or clinics. The school may insist that children be treated if their condition endangers the health of other children, and may exclude those who seem to have a communicable disease.

Following is a schedule of the health examinations. Records of these examinations become the property of the board of education.

HEALTH EXAMINATIONS

MEDICAL EXAMINATION

Administered by school physicians assisted by school nurses

Grades: Kindergarten, 1, 4, 7, 10, 12

Also any cases called to the attention of the school doctor by the school nurse

Safety patrol members examined in September

Students who wish to join the Red Cross swimming classes

Candidates in all interscholastic sports

HEARING TESTS

Administered with Maico Audiometers by the school nurses under the direction of the school physician, nurses instructed in the use of the instrument by a representative of the manufacturer

Grades: 1, 3, 7, 10, and on referral

PATCH TESTS AND X-RAYS

Patch test—Administered by school physician and nurses

Grades: 9, 10, 11, 12

X-Rays—Administered and paid for by the Nutley-Belleville TB Association under the supervision of school physicians and nurses, given to all employees annually and to students with positive reactions to the patch test

WEIGHING AND MEASURING

Conducted by the school nurse as directed by the school physician

Grades: Kindergarten through 12th

WOODS LAMP EXAMINATION (for ringworm of the scalp)

Administered by the school physician

Grades: Kindergarten through 12th

VISION TESTING

Snellen Test

Administered by the school nurse under the supervision of the vision examiner (a local optometrist)

Grades: 1, 5, 7, 10, 12, and on referral

TELEBINOCULAR TEST

Under the supervision of the school vision examiner assisted by school nurses

Grade 3 in all elementary schools and all pupils with defective vision

DENTAL EXAMINATIONS AND TREATMENTS

Examinations are administered by the school dentist assisted by a dental assistant

Grades: 2, 3, 4, 5, 6, 7, 10, 12 and on referral

Treatment: First aid in emergency cases by the school dentist

SAFETY PROGRAM

Children in all grades of Nutley elementary schools are taught rules for safety based on lessons prepared by the National Safety Council. In the classroom the teacher often combines safety and health lessons. In the seventh grade the pupils are taught health education one period a week,

in the eighth first aid, and in the ninth safety. At all levels instruction is given in fire drill and air raid drill procedure.

The Safety Patrol system is under the supervision of the director of health safety and physical education. The police department supervises the program and provides necessary equipment such as belts and slickers for the patrol boys. In each school a teacher is appointed advisor to the patrol, whose members are usually sixth graders. Meetings are held at least once every two weeks to discuss common problems. The boys help youngsters to cross the street, but do not direct traffic. Indoor patrols are usually girls.

DRIVER EDUCATION

A course in driver education is required by the Nutley school system for all pupils in the eleventh grade. The course, one hour per week for a year, is taught by physical education teachers. It is based on a text and the State Motor Vehicle Driver's Manual. A written examination is given by the Motor Vehicle Department at the conclusion of the course. A student passing the course receives one credit, (included with physical education) toward graduation, and when applying for a New Jersey driver's license does not have to repeat the written portion of the examination.

Behind-the-wheel driver training, for which no credit is given, is an elective course. Three Nutley High School teachers who are certified by the state in driver education, teach the course before and after school hours. The teachers are paid for the extra time.

VOCATIONAL EDUCATION

Students in Essex county desiring specialized vocational education, may apply at any of this county's public vocational schools. There are boys' vocational schools in Newark, Irvington and Bloomfield, and a girls' vocational school in Newark. In October 1957, there were 32 boys and 22 girls from Nutley attending vocational schools. If a student lives more than two and a half miles from the school, free bus service is provided.

Nutley gives some classes in subjects which may be considered vocational. There are classes in agriculture, woodworking, printing and mechanical drawing, as well as the Business Education Course.

WORKING PAPERS AND DROP-OUTS

A child may legally leave school at the age of 16. In the last several years the percentage of students who left school before graduation has fluctuated roughly from three to six percent.



Working papers are required under the age of 18.

Working papers are required for minors between the ages of 14 and 18. The necessary forms and full information may be obtained from the office at the junior high school. When a student has found employment, the employer must fill out a promise of employment. The student then obtains a school record from his principal. He must also have a medical examination and submit his birth certificate. The promise of employment, school record and doctor's certificate are all state forms given the student. When all forms are completed and birth certificate submitted to the office at the junior high school, he is issued the proper working certificate subject to the approval of the State Labor Department. New certificates must be secured for each job held. The following certificates are issued:

- | | |
|-----------------------|--|
| Vacation Certificates | — Part-time after school hours and weekends not to exceed 20 hours weekly. |
| Regular Certificates | — Full-time over 16 or after graduation not to exceed 40 hours weekly. |
| Street Trades | — Part-time not to exceed 20 hours weekly. |
| Agriculture | — Part-time 20 hours. Summer recess 48 hours. |

Beyond High School

HIGHER EDUCATION

Most qualified Nutley graduates, who have applied, have been admitted to institutions of higher education. Graduates of 1955-1958 were admitted to the following institutions:

UNIVERSITIES

Boston	1	Syracuse	2	Kings	1
Bucknell	4	Susquehanna	2	Lafayette	6
Buffalo	1	Tennessee	1	Lake Forest	1
Cincinnati	1	Tufts	1	Lees McRae	1
Columbia	1	Vermont	4	Marywood	1
Connecticut	1	Villanova	1	Middlebury	2
Cornell	2	Yale	1	Montclair State	26
Delaware	2	COLLEGES			
Drew	1	Allegheny		Muhlenberg	2
Fairleigh Dickinson	28	Amherst	2	National Agricultural	3
Fordham	1	Bates	1	Nasson	1
Georgetown	1	Beaver	1	New Rochelle	2
Indiana	1	Bethany	3	Newark Engineering	16
Lehigh	8	Bloomfield	1	Newark State (Union)	8
Louisiana State	1	Bryant	6	North Park	1
Maine	1	Bryn Mawr	1	Oberlin	3
Maryland	1	Caldwell (Women)	2	Oklahoma A & M	1
Miami, Ohio	1	Ceder Crest	1	Paterson State	7
North Carolina		Clarkson	1	Pembroke	2
(Women's)	3	Clemson	3	Rider	1
Northeastern	3	Dartmouth	1	Roanoke	1
Northwestern	3	Davis & Elkins	1	Russell Sage	1
Ohio	1	Douglass	5	St. Elizabeth	1
Ohio Wesleyan	1	Elmira	1	St. Peters	1
Penn State	2	Franklin & Marshall	5	San Jose' State	1
Pennsylvania	4	Gettysburg	1	Skidmore	2
Princeton	5	Glassboro State	2	Smith	1
Rochester	6	Goucher	4	Swarthmore	1
Rutgers (Newark)	13	Holy Cross	2	Trenton State	2
Rutgers		Hood	2	Upsala	10
(New Brunswick)	16	Hope	1	Wagner	2
St. Lawrence	2	Houghton	3	Western Maryland	1
Seton Hall	2	Ithaca	1	West Virginia	
South Carolina	1	Jersey City State	1	Wesleyan	2
Southern Methodist	1		3	William & Mary	2

INSTITUTES		SCHOOLS OF NURSING		OTHERS	
California Polytechnic	1			Fashions Institute of	
Carnegie Tech.	1	Albert Einstein		Merchandising	2
Columbia Bible	2	Medical	1	Julliard School of	
General Motors	1	East Orange General	1	Music	1
Long Island		Fitkin Memorial	1	McAllister School of	
Agric. & Tech.	1	Grand View	1	Embalming	1
Lowell Tech.	1	Martland	1	Manhattan School of	
Rensselaer Polytechnic	6	Mountainside	4	Music	1
Stevens	8	Muhlenberg	1	New York School of	
Worcester Polytechnic	5	Orange Memorial	3	Interior Design	1
JUNIOR COLLEGES		Passaic General	2	Phoenix School of	
		Presbyterian	5	Design	2
Averett	1	St. Francis	1	U. S. Merchant	
Centenary	4	St. Luke's	2	Marine Academy	1
Colby	1	St. Mary's	4		
Endicott	2	St. Michaels	3		
Green Mountain	1	St. Peter's	1		
Keystone	1				
Marjorie Webster	3	SECRETARIAL SCHOOLS			
Marymount	1				
Monmouth	1	Berkeley	14		
Nichols	3	Drake	1		
Windham	2	Katherine Gibbs	8		
		Latin American			
		Institute	2		
		Washington	1		

The following chart, covering the 1955-1958 classes, shows the proportions of graduates who continued their formal education, and the distribution of the marks they received in their freshman year.

	Percentage continuing higher education	Distribution of marks received by freshmen	
		A & B	Failure
1955	46%	47%	1.6%
1956	49%	48%	none
1957	44%	Not available	
1958	41%		

OTHER DESTINATIONS

The following plans of graduates, who do not intend to go to college at this time, were reported in a survey conducted by the Maroon and Gray, the high school newspaper.

	1957	1958
Military service	21	4
Technical or vocational school	5	10
Prep school	4	2
Work to further education		4
Insurance companies	23	23
Other office work	26	18
Dental assistant		4
Mechanic	2	2
Factory worker		2
Barber	1	1
Hotel work		2
Carpenter		1
Bakery	1	
Funeral home		1
Artist		1
Homemaker	1	2
Unspecified work	28	29
Indefinite	11	17



Community - School Relations

HOW DO OUR COMMUNITY AND SCHOOLS WORK TOGETHER?

Many of the town's service, social, educational and business organizations make contributions to the schools. Students visit industrial plants, museums, parks, the library, and the post-office. A nearby industry and the high school exchanged talents for a day, with scientists speaking to classes while the teachers toured the plant.

PARENT - TEACHER ASSOCIATIONS

The PTA is designed to bring the home and school into closer relation, and is effective in proportion to the active participation of teachers and parents. Membership and attendance vary widely. The PTA offers educational and social programs at its meetings. It sponsors scouting activities, conducts fund-raising projects, and makes donations to the school for special equipment. Some schools also have mothers' clubs which unite mothers in a program of service, study and fellowship.

The PTA in each school follows its own by-laws. All are governed by an executive board, consisting of the elected officers, either the principal or a representative appointed by him, and members at large. This board is responsible to the membership for its actions. In most cases officers are elected for a term of one year. The associations and their executive boards have regular meeting dates which are subject to change.

The Nutley PTA Council acts in a liaison and advisory capacity to member associations. Council membership is composed of the superintendent of schools and four members from each PTA. Funds for council activities come from the various PTAs for which it acts as a clearing house for program dates. With special funds donated by the individual associa-

tions, the council gave a scholarship of \$300 to a 1958 graduate for tuition to a teacher's college. The council established the Nutley Adult School.

ADULT SCHOOL

The adult school provides an opportunity for residents of Nutley and surrounding communities to participate in an adult educational program. The more popular courses are cultural, followed by educational "do-it-yourself", and self-improvement for the foreign born. A certificate of completion is given upon request of the student for tuition refund by his employer.



Originally organized in 1936 by the PTA council, the adult school was revived by the council in 1950. Enrollment has more than tripled since 1952 and presently averages between 1500 to 1600. The Nutley Adult School is a member of the New Jersey Association for Adult Education and, except for reduced cost of school facilities, is self-supporting from tuition fees.

The adult school committee is the administrative body. Members of its board of directors are appointed by the PTA council and the board of education, and are elected from the committee; the superintendent of schools and all principals and past presidents of the adult school committee are ex-officio members of the board of directors.

Classes, held in the Nutley Junior High School, are taught by paid instructors. The executive director, also paid and preferably a member of the Nutley school system, is selected on the basis of his experience, education and personal qualifications. He administers the operation of the school, is adviser to the committee and acts as liaison between the committee and the instructors.

TOWN RECREATION PROGRAM

The Town Recreation Committee uses school facilities for part of its program. The school playgrounds are used without charge for eight weeks in the summer (details of this program may be obtained from the Nutley Department of Parks and Public Property, Town Hall). Other school facilities are rented at a nominal fee (custodial service) for activities such as teen-age roller skating and basketball.

Starting in 1958-59 both the junior and senior high school gyms will

be used for dances sponsored by the recreation committee with the cooperation of the Junior High School PTA.

OTHER GROUPS

The Boy Scouts, Girl Scouts and Band-Parents Association are allowed use of school facilities without cost.

New Jersey Standards For High Schools

Partial List of Standards for Evaluating New Jersey High Schools
Established in 1954 by the State Department of Education*.

These are classified in five levels of which we are listing three:
1 — excellent, 3 — fair, 5 — unsatisfactory.

PERSONNEL

- A.
 - 1. At least 75% of teachers with two years or more total experience, in addition to this year.
 - 3. At least 30% of teachers with this experience.
 - 5. No experienced teachers.
- B.
 - 1. Staff-pupil ratio of 1 to 15 or less.
 - 3. Staff-pupil ratio between 1 to 21 and 1 to 25.
 - 5. Staff-pupil ratio of 1 to 30 or over.
- C.
 - 1. Most teachers show the desire for continued professional growth as evidenced by their recent enrollment in organized college courses or by other programs of planned study. (75 to 100%.)
 - 3. Some show evidence of this kind. (15-49%.)
 - 5. Very few show any evidence.
- D.
 - 1. The attitude of the community expresses itself through active interest in the school as evidenced, for example, by attendance at school affairs, provision for adequate financial support, cordial reception of teachers into community, co-operation in school projects.
 - 3. Attitude of community is complacent.
 - 5. Community hostile.

PROGRAM

- A.
 - 1. Liberal curricula, including ample offerings in music, art, shopwork, mechanical drawing, home making, and other subjects. Work study co-operative program.

*Complete criteria available from the State Department of Education, 175 West State Street, Trenton.

3. Curricula restricted through lack of offerings, or lack of space, or because of regulations which prevent pupils from selecting courses which best fit their needs and interests.
 5. Curricula out - of - date or lacking completely in offerings of enrichment.
- B.
1. Organized plan of curriculum development in effect for some years which gives continuous attention to needed changes; co-operative development by administrators, faculty committees, individual teachers and community members; consultant service utilized; evaluation of success.
 3. Recent changes in the curriculum have been made to meet obvious needs.
 5. No systematic study of curriculum needs.
- C.
1. Guidance plan studies and reaches all pupils, places responsibilities upon all members of teaching staff as well as those particularly designated as guidance officers, provides job placement service, makes follow-up studies of graduates and drop-outs.
 3. The guidance plan comprehends some of the activities above; service is used by most pupils.
 5. No provision for guidance.
- D.
1. Community contacts have been developed over a lengthy period of time through a comprehensive program for supplying continuous information about the school.
 3. Program for developing community contacts and supplying continuous information begun.
 5. All contacts with community accidental.

INSTRUCTION

- A.
1. Teaching procedures stimulate pupils to participate actively in classes; make many proposals for furtherance of work at hand; often seek assistance from teacher. Much original work.
 3. Pupils work but with little apparent interest beyond the task immediately at hand.
 5. Classes without effective control.
- B.
1. Evaluation of the pupils' growing interests, ability and achievement is frequent and comprehensive; uses objective measures where available.
 3. Evaluation of the outcome of instruction is recognized as a responsibility of the school but is undertaken chiefly to fur-

nish parents with periodic reports of their children's accomplishment. Some objective devices.

5. No evaluation of the school's success.
- C.
1. The program of supervision functions as a clearly organized co-operative plan to promote the improvement of instruction; long-term and immediate projects; teacher participation; use of recent professional literature, experimentation, classroom visitation, inter-school visitation, case studies, analysis of purposes, and evaluation of success.
 3. Supervision is limited to the use of a few supervisory techniques or planning is largely in developmental stage.
 5. Supervision is lacking.

ADMINISTRATION

- A.
1. Reasonable teacher load, including activities and non-classroom duties, for all teachers; local studies available.
 3. Teacher load unequally distributed.
 5. Overload for nearly all teachers.
- B.
1. The school studies the school load of all pupils in order that it may be adjusted with regard to all aspects of the pupil, in school and out.
 3. Obvious cases of maladjustment are studied.
 5. No consideration is given.
- C.
1. All pupils study under conditions which are conducive to effective work; adequate seating, table space, illumination, ventilation, heating; quiet; supervision; easy access to reference material.
 3. In general, study conditions are not fully conducive to effective work.
 5. Little or no study possible.
- D.
1. Student participation in the administration of the school is extensive, continuous and organized; the student body recognizes its opportunities and responsibilities.
 3. Student participation is limited mainly to routine matters.
 5. No student participation.

Persons Interviewed

Edward J. Lenihan, President, Board of Education
Everett Zabriskie, Secretary - Business Manager
Anson B. Barber, Superintendent
Hirsch L. Silverman, Assistant to the Superintendent in Charge of
Special Services
Ernest J. Ersfeld, Director of Music
Norman E. Risser, Director, Health, Safety and Physical Education
Edward Assmus, Principal, Senior High School
William H. Gilligan, Principal, Junior High School
Thomas J. O'Rourke, Principal, Yantacaw School
Ehud Priestley, Principal, Washington School
M. Agnes Kelly, Principal, Lincoln School
Garrett Vander Els, Principal, Spring Garden School
Eleanor Woodruff, Principal, Radcliffe School
Katherine Sonne, Guidance Director, Senior High School
George Novak, Guidance Director, Junior High School
Florence Brown, Remedial Reading
Emma Stoddard, Remedial Reading
Rosalie Brunoski, Remedial Reading
Robert Taylor, President, PTA Council and President, Yantacaw PTA
Herbert Ohlandt, President, Junior High School PTA
Samuel Gordon, President, Washington School PTA
William Tensen, President, Lincoln School PTA
Anthony Cuffari, President, Spring Garden School PTA
Alfred B. Mancuso, President, Radcliffe School PTA
Bertram Kramer, President, Adult School
David Broffman, President, Teachers Association
Mrs. C. J. Fruehan, Secretary to the Commissioner of Parks and Public
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Mrs. Charles Bair

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Mrs. Frank Leo

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Mrs. Charles Bryan

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Mrs. John F. Crane

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Mrs. Ira M. Williamson

Student Activities

Mrs. Ira M. Williamson

Special Services

Mrs. Donald Trawin

Beyond High School

Mrs. Donald Trawin

Community School Relations

Mrs. Robert G. Young

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* * *

Mrs. Bert N. Obrentz, President 1956-1958

Mrs. Robert G. Young, President 1958-1960

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NU 2-2563

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WHERE TO VOTE In School Elections

LINCOLN SCHOOL
Districts 1 & 2 of the First Ward

RADCLIFFE SCHOOL
District 6 of the First Ward

JUNIOR HIGH SCHOOL
Districts 3, 4 & 5 of the First Ward

YANTACAW SCHOOL II
Districts 1, 5 & 6 of the Second Ward

YANTACAW SCHOOL III
Districts 3, 4 & 5 of the Third Ward

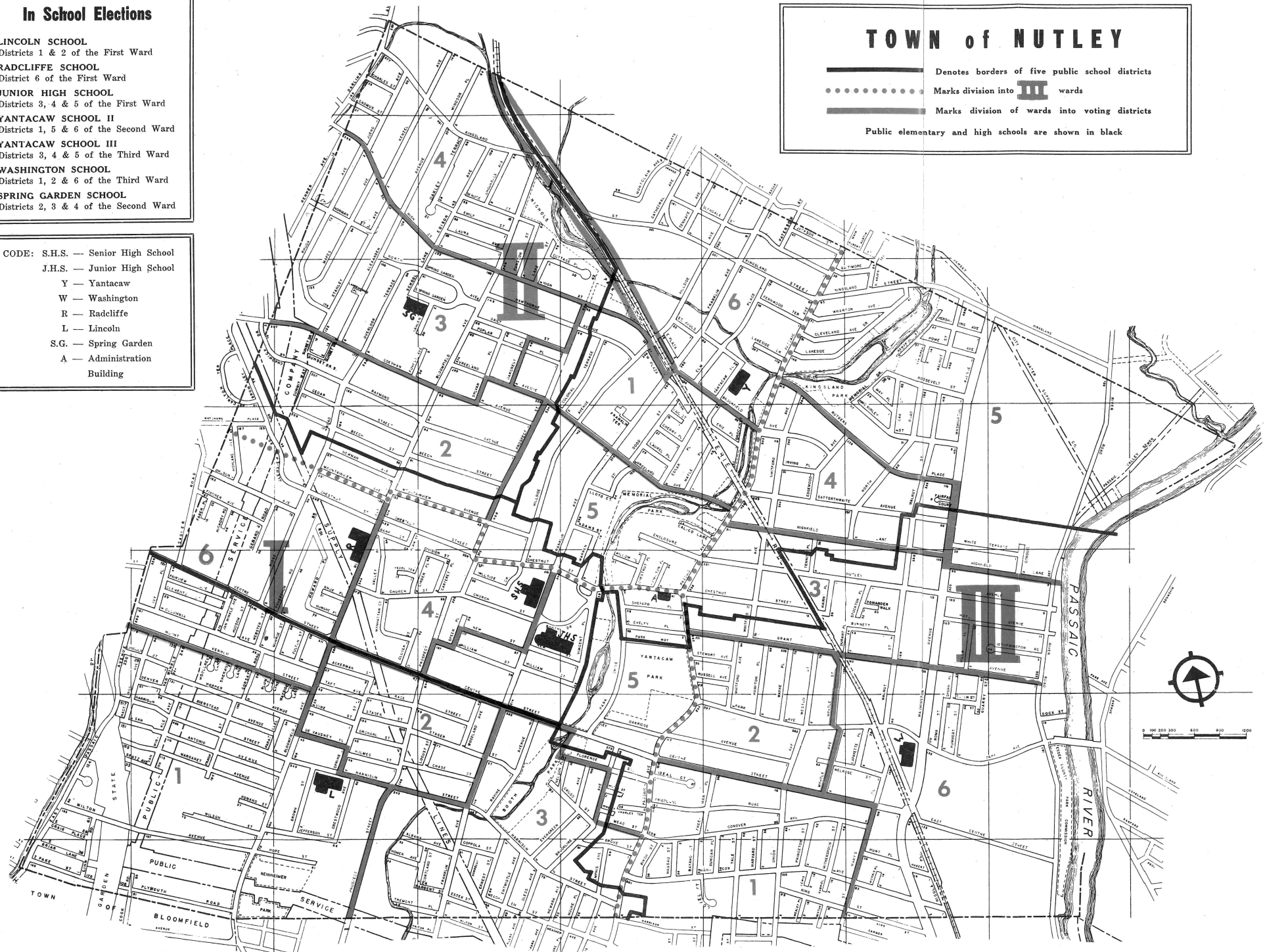
WASHINGTON SCHOOL
Districts 1, 2 & 6 of the Third Ward

SPRING GARDEN SCHOOL
Districts 2, 3 & 4 of the Second Ward

CODE: S.H.S. — Senior High School
J.H.S. — Junior High School
Y — Yantacaw
W — Washington
R — Radcliffe
L — Lincoln
S.G. — Spring Garden
A — Administration Building

TOWN of NUTLEY

— Denotes borders of five public school districts
..... Marks division into **III** wards
— Marks division of wards into voting districts
Public elementary and high schools are shown in black



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