

PLAINFIELD PUBLIC LIBRARY



HIGH SCHOOL SURGICAL DRESSINGS UNIT

Report of the Board of
Education of the City of
Plainfield, New Jersey,
for the Year Ending on
June the Thirtieth, 1917



PLAINFIELD PUBLIC LIBRARY

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BOARD OF EDUCATION, 1917

OFFICERS

| | |
|-------------------------|----------------|
| ARCHIBALD COX | President |
| FLOYD T. WOODHULL | Vice President |
| ALBERT A. TILNEY | Secretary |

MEMBERS

| | |
|---|------|
| FLOYD T. WOODHULL, 205 Stelle Avenue | 1917 |
| ARCHIBALD COX, 1415 Watchung Avenue | 1918 |
| ALBERT A. TILNEY, 966 Central Avenue | 1919 |
| FRANK J. HUBBARD, 109 West Fifth St. | 1920 |
| DR. B. VAN D. HEDGES, 518 Watchung Avenue | 1921 |

SUPERINTENDENT OF SCHOOLS

HENRY M. MAXSON

Office in High School Building, West Ninth Street
and Arlington Avenue. Tel. 2361.

Office Hours: 8.30 a. m. to 9.00 a. m. on school days.

BOARD OF EDUCATION OFFICE

Office in High School Building. Telephone 2361

Office Hours: 8.30 a. m. to 5 p. m.

| | |
|-------------------------|-----------------------------|
| BENJAMIN W. EVANS | Clerk of the Board |
| 974 Prospect Avenue | Telephone 605-J |
| HUGH B. SWEENEY | Assistant to Clerk |
| 439 East Seventh Street | Telephone 2044-W |
| A. MILDRED GREENE | Secretary to Superintendent |
| 447 West Fifth Street | Telephone 2264-M |
| HELEN L. EDWARDS | Stenographer to Clerk. |
| 123 Netherwood Ave. | Telephone 1043-M |

MEDICAL INSPECTOR

A. F. VAN HORN, M. D., 514 Central Avenue

SCHOOL NURSE

MISS HELEN R. BOICE
145 East Sixth Street

DENTAL INSPECTOR

DR. GUY H. HILLMAN, 525 Park Avenue

CUSTODIAN OF SCHOOL MONEYS

ARTHUR E. CRONE, City National Bank, Telephone 1576

COUNSEL TO THE BOARD

CHARLES A. REED, 203 Park Avenue, Telephone 2091

ATTENDANCE SUPERVISOR

MARGARET C. HOLLY
Office in High School Building, Telephone 2361

STANDING COMMITTEES

SCHOOL

ARCHIBALD COX, B. VAN D. HEDGES FLOYD T. WOODHULL

BUILDING

FRANK J. HUBBARD ARCHIBALD COX ALBERT A. TILNEY

FINANCE

ALBERT A. TILNEY FRANK J. HUBBARD B. VAN D. HEDGES

APPOINTMENT OF BOARD MEMBERS

One member is appointed by the Mayor in January each year for a term of five years.

ELECTION OF OFFICERS

February first or on the following day if this be a Sunday.

TUITION FEE FOR NON-RESIDENTS

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

| | |
|---|---------|
| High School, per quarter (ten weeks) | \$14.00 |
| Grammar School, per quarter (ten weeks) | 9.00 |
| Primary School, per quarter (ten weeks) | 6.00 |

BOARD MEETINGS

Stated meetings of the Board second Tuesday of each month at 8 p. m. Rooms, High School Building. Bills should be in the hands of the Clerk not later than the 28th day of the month preceding that in which the bills are to be paid.

SCHOOL SESSIONS

| | |
|-----------------------|--|
| High School | From 8.30 a. m. to 2 p. m. |
| Grammar School | From 8.30 a. m. to 2 p. m. |
| Whittier School | From 8.30 a. m. to 2 p. m. |
| Primary Schools | From 9 to 11.45 a. m., 1.30 to 3 p. m. |

PRIMARY DEPARTMENT

On one-session days, closes at 12.30 p. m.

SCHOOL CALENDAR, 1917-1918

Fall Term—

Begins Tuesday, September 11, 1917
Ends Friday, December 21, 1917

Winter Term—

Begins Wednesday, January 2, 1918
Ends Thursday, March 28, 1918

Spring Term—

Begins Monday, April 8, 1918
Ends Friday, June 21, 1918

Fall Term—

Begins Tuesday, September 10, 1918
Ends Friday, December 20, 1918

REPORT OF SUPERINTENDENT

To the Board of Education:

GENTLEMEN: I have the pleasure to submit to you my annual report for the schools under your charge for the school year 1916-17, the twenty-fifth that I have submitted for the Plainfield Public Schools.

The general statistics are as follows:

| | |
|--------------------------|-------|
| Total Enrollment | 4,720 |
| Average Enrollment | 4,133 |
| Average Attendance | 3,704 |
| Number of Teachers | 161 |

This shows a gain in enrollment of 235 pupils, which is somewhat larger than the gain in previous years. It is, however, probably indicative of a growth of about 200 pupils, which we may expect each year unless war conditions draw out large numbers of our older boys and girls.

EMERSON SCHOOL

Our school plant was increased by the opening of the new Emerson School, on Emerson Avenue, which gave us six additional class rooms. As overflow classes were already organized waiting for the completion of the building, every class room was filled at the opening of the building. Plans should at once be made for its enlargement to meet the growth in that section of the city.

In looking back through the school reports, I find twenty-six years ago this statement: "One of our constant and serious problems is the accommodation of our rapidly increasing school population." It might have been written with truth in practically every report since. The enrollment then was 1,800; now it is 4,700. Most of the time there has not been a vacant school room in the city and often there has been a "doubling up" in some of the schools, awaiting the time when new accommodations shall be ready.

This condition occurs in nearly all growing cities. It is difficult to forecast growth and secure appropriations in anticipation of their apparent need. It is, however, desirable to meet needs as soon as they are clearly apparent, since postponement simply increases the size of the problem later.

INFANTILE PARALYSIS

The schools were delayed three weeks in opening, in the fall, by an epidemic of infantile paralysis. The teachers were on duty a part of this time attending institutes and making plans for the year's work.

To make up the time lost by the pupils, school was held on several holidays, with great willingness on the part of all teachers and pupils,

although by law no one was compelled to attend on those days. Work was further adjusted and application was intensified, so that the delay in opening caused no real loss.

THE JUNIOR INDUSTRIAL ARMY

The great event of the year was the national movement for increase in food production. Practically all school children who were old enough showed eagerness to participate in the work. It was mainly a question how to utilize their labor. Large numbers undertook home gardening. Others took plots in the Kenyon School Gardens. All these were under the general oversight and encouragement of teachers who visited the gardens and approved the work. Some boys were excused from school in May to work out on farms; many others enrolled at the Holly Farm colony or at the Froh Heim Farm at Far Hills, where they stayed until the opening of school in the fall.

Aside from the value of this work in increasing food production, it has been of inestimable benefit to the boys and girls engaged in it. The entire work was under the direction of Mr. A. F. Hopper, Supervisor of Manual Training, who gave it special attention and rendered valuable service, both in school term time and in the summer.

IN MEMORIAM

Again we have lost one of our valuable teachers, through retirement, Miss Noel J. Bullock, having been given a pension by the State after forty-five years of teaching. For thirty-two years she was principal of the Franklin School. When the new Evergreen School was opened, that school also was placed under her charge, and for a year and a half she was principal of both schools, performing the large duties of the position with great success.

Miss Bullock might have retired on a pension of half salary eight years ago, but so great was her devotion to her work that she was unwilling to give it up until failing health made it impossible for her to continue.

She was eminently successful as a teacher and as a principal, and we suffer a distinct loss in her retirement from our teaching corps. Through her influence on the thousands of children that have been under her care and the excellent training which she gave them, she has conferred an inestimable benefit upon the city.*

TWENTY-FIVE YEARS OF SERVICE

In many delightful ways I have been reminded by the Board of Education, by teachers and by citizens, that this year I completed twenty-five years of service in the Plainfield Schools. It is a great pleasure to know that my work has been appreciated. I count it a

*Miss Bullock passed from this life on November 10th, 1917.

great privilege that I have had such complete support from the Board of Education and all others concerned in our school work.

At the completion of twenty-five years of service, one's mind naturally runs back to the small beginnings and then slowly works forward to the present, noting the growth, achievements, and increasing efficiency which the passing years have brought. But the thing that most interests the parent and the citizen is not what the schools were twenty-five years ago, but what they are now. For such, it seems to me that it would be interesting to take an account of stock, as it were.

THE BOARD OF EDUCATION

Plainfield has always had the advantage of having what is generally considered the ideal number of members in its Board of Education (five). It has the further advantage of having the term of only one member terminate each year, so that the Board changes slowly, and there is, therefore, continuity of policy, and an absence of the sudden changes and revolutions that occur in some other cities. Since there has never been any politics, favoritism, or serving of personal ends, the action of the Board has been uniformly harmonious and solely in the interests of the children, for whom the school system exists. These conditions in the Board have been inevitably reflected in the schools and have created a school system that is notable for its spirit of mutual respect, loyalty and co-operation among all its employees and the happy, natural relations between teachers and parents and pupils.

The Board's executive for carrying out its purposes is the Superintendent of Schools. The Board has regarded him as its technical expert and has held him responsible for results, a principle which gets the fullest possible value out of the men who hold the position and which is the essential characteristic of the best school systems. The following of the principle by the Board has had much to do with creating the high excellence of the Plainfield schools.

THE BUSINESS MANAGEMENT

In its business office, the Board has achieved the best school financial department of which I know. Its accounts are kept by an expert, according to a carefully worked out plan prepared by a firm of public accountants, which shows each month the condition of the various departments and the financial situation as a whole. Expenditures are made on vouchers issued by authorized committees, and bills are paid only when examined and endorsed by such committees. The annual budget is prepared with great minuteness, showing the needs in different departments, based on the financial records of previous years, accompanied by full information on the various items. The amounts asked in the budget have been reduced to the lowest minimum consistent with a school system of the highest excellence. The



FIFTH GRADE KNITTING FOR JUNIOR RED CROSS

conduct of the purchase of school supplies, the making of repairs and the upkeep of the system is a model of efficiency and economy. The management of the office, the purchase of supplies, the repairs and the supervision of janitors are under the care of one man who devotes his whole time to it in co-operation with the Superintendent of Schools.

THE JANITORS

Our corps of janitors deserve very high praise. They have been chosen solely with a view to efficiency. Politics and personal pull have been absolutely eliminated. Their aim, therefore, is solely to give the best of service, and their efficiency is very high. I seldom find buildings that are kept in such complete repair and in such clean, hygienic condition as those of Plainfield. The janitors' efficiency and their cordial co-operation with the principals is a great aid in the school administration, and adds distinctly to the value of our schools.

THE SCHOOL PLANT

Our school plant consists of eleven buildings, the school property being valued at \$971,750.00. The oldest of these buildings, the Stillman, is not in use for regular school work, since its rooms are not large enough to meet present requirements of the State Board of Education, for classes of thirty or more pupils. It is, however, of great value for our opportunity classes that cannot number more than fifteen pupils each. The Irving, the Franklin, and the Bryant, though built thirty years ago, were so well constructed that we have been able to improve them to such an extent that they are better than some of the buildings being today constructed elsewhere. Considerable attention has been given to fitting them with fire walls, panic bolts, fire escapes, and in other ways making them practically fire-proof as far as safety of the children is concerned. Our newer buildings are models of convenience, adaptability and hygienic completeness, fire proof and created at a moderate cost. Our High School has been universally admired by visiting schoolmen and boards of education, and has furnished valuable suggestions for the erection of many new buildings in other cities. All our buildings are equipped with single desks adjustable to the size of the pupils, the later buildings having movable seats that equip the rooms admirably for use for the civic activities by adults in the evening. All have hygienic drinking fountains, the best of modern toilets, wash bowls, paper towels, fine blackboards, and thorough fire protection. The city may well be proud of its school houses.

HYGIENE

Plainfield is notable for the provisions it makes for promoting the health of its children. It long ago abandoned the old idea that the business of school is simply to train the mind. It believes in

"a sound mind in a sound body." It was one of the first cities in the State to adopt medical inspection, dental inspection, the use of a school nurse, and physical training.

The *medical inspector* carefully examines each child annually to discover any physical defects and at once calls the attention of the home to anything about the child that needs the attention of the family physician. If any case of contagious disease occurs in a school, he at once gives that school special inspection, examining the pupils of the class daily to prevent spread of disease, with the result that we scarcely ever have a second case in the same class. The hygienic conditions of the buildings and surroundings are his constant study and care. He also examines all members of the various athletic teams of the school to see that they may safely enter the games.

The *school nurse* is the executive aid of the medical inspector. In schools where there is no school nurse, the doctor examines the children, excludes certain ones because of contagious troubles, sends notices to parents or health officers, and there his usefulness ends. He cannot find out what attention is paid to his recommendations, whether the children are helped, whether they are kept at home and treated or whether they merely have a holiday and run the streets scattering contagion. He does not know whether parents pay any attention to his notices or not. As a matter of fact, in a large majority of cases, they do not. With the appointment of a school nurse, this entire situation is changed. The inspector has a trained woman to follow up all recommendations and see that they work out to the benefit of the child. By her aid 80 to 90 per cent. of the parents are induced to secure for their children the medical attention advised by the medical inspector, instead of only 10 per cent. in the cities where there is no school nurse.

She is also a great aid in the prevention of disease, since she inspects all the younger children regularly once a week, and the older children every two or three weeks, as to eyes, throat, skin and scalp, to detect symptoms of disease or unsanitary conditions that have escaped the notice of the home.

The school nurse is of great help to the home, showing the parents how to give proper treatment in the case of sore eyes, suppurating ears, sore hands; how to care for the teeth; how to clean heads; how to give the children proper nourishment; in a word, how to do the things that the home should do to put the child in the best possible physical condition, not only for school, but for life.

The *dental inspector* examines the teeth of all children each year, notifying the home of the attention needed, instructing the child as to mouth hygiene and urging regular careful attention to the teeth. Great improvement has been secured by his work.

The work of the medical department in improving the health and physique of the children is greatly aided by the work of the *physical training department*, which now includes three teachers. Our schools

are particularly strong in "corrective work," eliminating uneven shoulders, spinal curvatures and other physical defects and creating the habit of correct, easy carriage of the body. Twice a year each pupil from the fifth grade up through the High School is carefully examined and measured by the physical instructor. The results are compared with those of the normal child of that age, exercises calculated to cure the defects are prescribed and the pupils stimulated to work for improvement. Pupils are taught how to sit, how to stand and how to walk, and trained in the right carriage of the body. The results of this training show in our High School pupils.

In addition to this, the physical training department is responsible for the supervision and encouragement of the games and athletic sports of the school. In this we aim not only at the promotion of the physical welfare of the pupil, but also at establishing right ideals of fair play. We have been very successful in creating among our pupils the spirit of true sportsmanship.

Physical training is now made compulsory by State law and the excellence of the work we have been doing is emphasized by the fact that practically the only change needed to meet the requirements of the new law is the devotion of more time to the work.

ATTENDANCE OFFICER

With many people, the first thought as to the duties of the attendance officer is that it is to hunt up boys who have "run away from school." As a matter of fact, this is but a small part of her duties. It is her business to study the whole matter of absence from school and devise ways and means to remove the evil. Only a small part of the absence is truancy. For much of it, the parent is more to be blamed than the child.

In the performance of her duties, the officer works with the parent to secure co-operation, to improve the home conditions, to secure clothing for the needy child, food for the poorly nourished, medical attention for those that need it, vaccination, prompt return after quarantine, and proper hygienic conditions. She also gives much attention to the misfits, securing transfers to the opportunity classes, finding entrance at Vineland for the feeble-minded and at Jamesburg and other disciplinary institutions for the incorrigible. Her work is closely dovetailed into that of the school nurse and the Charity Organization Society. In short, the effective attendance officer is one of the most valuable agencies for civic improvement.

THE HIGH SCHOOL

It is no longer necessary for any Plainfield boy or girl to go elsewhere to fit for college. He can get what he needs, free of cost, in the High School. Our certificate is accepted by all colleges and higher institutions that admit students on certificates, and a pupil of good ability and industry can be fitted for any of the colleges

or universities if he makes his decision early enough in the course. The reports that come back to us from the colleges say that the Plainfield students are well prepared.

Equally important are the other five courses of the High School, specially adapted to those pupils who are not to go to college:

The Commercial Course is a strong vocational course preparing students to earn their living in stenography, typewriting, bookkeeping and other clerical pursuits.

The Industrial Arts Course appeals to those boys who have a strong mechanical instinct, giving them work that develops that endowment, while the Home Arts Course appeals to the girls in a similar way, giving them instruction in those matters that pertain to home-making and the housewife's art.

The General Course is, in a way, a preparatory vocational course for those pupils who intend to enter the profession of teaching, fitting them for entrance to the normal school. It also appeals to those who want mainly the cultural effect of four years in the High School.

Large freedom is given pupils to take work outside of the course they are pursuing, and many of them are taking lines of industrial work in addition to the regular work required by their course. All pupils have work in English every day through the four years, that is the equivalent of many college courses in that subject.

It is our belief that the school should enter into the whole life of the pupil; therefore our school organization participates in and promotes various organizations outside of the class-room that give an outlet for the pupil's social and athletic desires, such as debating societies, dramatic clubs, class receptions, athletic teams, etc. Participation in these organizations gives the pupil a valuable training in many ways not touched by the ordinary class work. Through them we have developed a school atmosphere that is unusually happy and wholesome and very helpful in developing level-headed, self-governed citizens.

As the culmination of the school system of the city, the High School gives the pupil a sound, strong education of very high quality, mentally, physically and morally.

Every department in the High School has changed greatly in the past twenty-five years in the character of the teaching and in the ground covered. The following description of the work of our science department will indicate some of this change:

Twenty-five years ago we had no laboratory, and little equipment. Science was mainly book study and commanded only part of the time of one teacher. We now have a laboratory equipment that would have been the envy of many colleges twenty-five years ago. The work is intensely practical and four teachers devote their whole time to it. A new field of science has grown up which goes by the name of general science, which gives a survey of chemistry, physics, and biology, with particular reference to their practical



HIGH SCHOOL SEWING UNIT

applications to everyday life and only such theory as is absolutely necessary to gain a conception of the proper explanation of facts. Every freshman, except those directly engaged in college preparation, has to take a course of this kind, and the college pupils get this work in later years of the course, so every pupil who now goes through our schools has the opportunity to get something of the important scientific facts which are so bound up with our everyday life.

In addition to the regular courses in physics, chemistry and biology, we now have courses in general science for freshmen, a course in household chemistry for girls, to give them the practical application of chemistry to everyday life, and a course in industrial physics, which gives more intensive practical applications of physics than the regular course.

A few of the many practical applications of chemistry to daily life which are taken up are the treatment of acid and alkali burns, the treatment of irritations of the hands, caused by cheap soaps, the explanation of combustion, the action of stove dampers, air inlets in lamps and gas stoves. Pupils learn why baking powders fizzle when water is put on them, how a fire extinguisher works and why the fire extinguisher should not be turned upside down until one arrives at the fire. The antidotes for certain poisons are simple chemical actions, and pupils learn what some of the common poisons and their antidotes are. They learn some of the principles of dyeing and why some colors will dye wool directly, but will not form fast colors with cotton without special treatment, and what that treatment is. Why water is hard and how it may be softened, together with the action of soap on hard and soft water, is taught.

In connection with the application of physics, may be mentioned water pressure in city water systems, the action of a siphon in removing liquids from a receptacle too heavy or inconvenient to lift, the action of pumps of various kinds, vacuum cleaners, etc. The pupils learn the physical principles that lie back of the design of familiar household appliances, such as shears, tack pullers, pliers, lemon squeezers, ice cream freezers, coffee grinders, bread mixers, meat choppers, etc. They learn why it is not necessary to keep the gas stove turned on full after the water begins to boil, why it takes so long to boil milk and syrups, why it is so easy to burn them, why woolen clothes are warmer than cotton, and how a thermos bottle acts. They study the different heating systems, stoves, hot air, hot water, and steam, keeping proper ventilation and humidity in homes, reading meters, etc. The use of electricity is almost universal, and the pupils are taught the construction of the common electric batteries, how electric bells are wired, and some of the things to look for when the bell doesn't ring, why Tungsten lights are more economical than carbon lights, the cost and method of construction of some of the common electric heating appliances, such as the electric flatiron and electric toasters.

Under the head of biology, the pupils learn about useful plants and animals, the study of harmful and harmless bacteria with their relation to disease and its prevention, yeasts and molds, the fertility of soils and the determination of the proper kinds of fertilizers and manures, shade trees and their care, harmful insect pests and methods of getting rid of them, and different kinds of lumber useful for decoration, rough work, etc. The proper care of the person is one of the most important parts of the subject, and the pupils are taught the chemical and physical applications of science to human life, such as digestion, care of the teeth, the necessity for fresh air, pure water, the most effective combinations of food stuffs, the dangers of drugs and other dangerous habits, together with elementary first aid. The work of the various municipal boards, such as the Board of Health, Water Commission and Shade Tree Commission is studied to enable the pupils to take a more intelligent interest in the good work which is being done by these boards in the community.

In chemistry, they study the comparative heat values of different kinds of solid fuels, efficient types of kerosene stoves and a comparison of the cost and fuel value of grain alcohol and denatured alcohol, how to obtain the maximum heat from gas stoves at minimum cost, the reason for the inefficiency of a sooty flame, and how to prevent it, efficient and economical methods of lighting, comparative cost of lighting by gas and acetylene and the reason for the superiority of the Welsbach mantle over the common gas burner. The nature of metal tarnishes is studied with methods of removal, the prevention of rusting of iron and steel utensils, how to clean utensils covered with encrusted solids, plating of metals and etching of metals. The subject of the chemistry of foods is taken up, the general composition, food values and relative cost of animal and vegetable foods, preserving foods, sterilizing and pasteurizing, action of baking powders containing adulterants and the detection of the most common ones in foods by simple methods that may be applied in the home.

In physics, in addition to the elementary facts mentioned above, the method of operation of many familiar appliances, such as air compressors, pneumatic tools, sand blasts, water traps, gas and water meters are studied; also the strength of different kinds of building materials and the most economical shapes for given strength. In electrical work, we have the action of motors and their application to simple household machines, their cost of operation and efficiency, the cost of electric power for heating and lighting, the most effective arrangement of lighting fixtures, and many other of the familiar applications of electricity to daily life.

SCHOOL INSTRUCTION

The class work in the grades has been greatly improved in recent years. The course has been reduced to eight years instead of nine and a portion of the pupils complete the work in seven years.

Language and composition have been greatly strengthened. Study of technical grammar has been reduced and more time is given to letter writing, business forms, and expression of thought in good English.

Arithmetic has been revised, omitting many of the old arithmetical puzzles that the pupils will never meet in life. More time is now given to drill on the fundamental essentials, with the aim to absolutely fix them, if possible, and more attention to important elements, such as saving and investing, banking, renting, taxing, etc.

History now begins low down in the grades in the form of stories and runs through each grade with a strong four years' course in the High School for those who choose it.

Manual Training. From the kindergarten up to the High School, each pupil has manual work of one kind or another, suited to his age, culminating in the higher grades in the use of woodworking tools for the boys and in cooking and sewing for the girls. This is proving of great use at the present time in the Junior Red Cross work.

In the High School, manual work is expanded into regular four-year courses, both for boys and for girls, in which manual training or industrial arts is dominant.

Much of the work done by the older pupils is of the type done in vocational schools, but with our conditions it has seemed to me wiser to retain it as a part of the high school organization rather than to attempt the creation of a separate vocational school.

Physical Training. Above all, in each grade there is daily a half hour of physical training, sometimes in the form of calisthenics, sometimes as organized play or in other ways that will create more perfect bodies, better health and greater physical vigor. When the weather permits, much of this exercise is out of doors.

Graduation from the Grammar School entitles the child to admission to the High School without examination, and nearly all the grammar graduates avail themselves of this privilege.

Summer schools are provided for those who need special attention to make their grade or to get better adjustment to the work. These schools have resulted in helping many children to save the loss of a year.

OPPORTUNITY CLASSES

One of the important elements of our school system is the opportunity class for children who cannot advance as fast as the normal child, or who do not profit from ordinary school work. We have six of these classes, five of them grouped in the Stillman building. The removal of these children from the regular classes adds much to the efficiency of those classes, since when with those classes they absorb much time of the teacher and retard the work of the class.

When in small classes by themselves, they get more individual attention, the work is suited to their needs, they are far happier and get more out of school.

Grouping these classes in the Stillman School makes the distance to school rather long for some pupils, but this arrangement adds greatly to the opportunities we can offer. We now have a good equipment for woodworking for the boys and for household work for the girls. The older girls get an expert knowledge of sewing, washing, cooking, setting tables and general housework that will be of the greatest benefit. Our work in this line has been very highly praised by the experts who have seen it.

WIDER USE OF SCHOOL BUILDINGS

The Board has wisely adopted the policy of permitting school rooms to be used by responsible groups of citizens at the cost of opening them. This is in direct accord with the general tendency regarding school buildings in progressive communities. It gives the city a greater return on its investment, it gives pleasure and profit to the community, and by making the school an important element in community life, it strengthens school interests.

The extent to which people are using the buildings without interference with their regular use for school classes is not realized by those not connected with the work. In the month of January, there were nearly 9,000 people using the buildings in one way or another, including rentals, lectures, evening schools, library use, and recreation interests. Outside of the recreation classes and evening schools, there were some twenty different interests that used the auditorium or other class-rooms during that month. In all there were eighty-eight different meetings besides the evening school classes.

In many cases, the auditoriums and school-rooms supply a need that cannot be satisfactorily met in any other way.

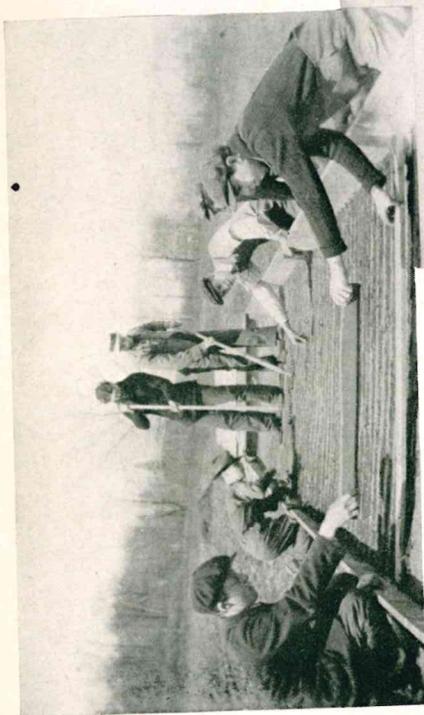
The High School is becoming the civic center of the city and furnishes conveniences for many occasions that could not otherwise be supplied. During the year, there were nearly one thousand meetings of various organizations, not counting evening schools, with an attendance of nearly 38,000 people.

PARENT-TEACHER ASSOCIATIONS

Each school has an active parent-teacher association. This is a benefit to the school, to the home and to the community. It increases harmony and co-operation between parent and teacher, it broadens the vision of the home, it creates a stronger community spirit among the people of the district. It is one of the efficient causes of the splendid spirit that prevails in our schools.

THE TEACHING CORPS

It goes without saying that the most important factor in producing the high excellence of our schools is the teachers. The Board may



SOWING TOMATO SEED



PLANTING POTATOES

work out all sorts of plans for producing the best school system and may supply the best and most complete equipment, but without the best of teachers it could not secure the best of results. If there is any one thing more than another in which I take satisfaction, as I make this review, it is our corps of teachers. They are of unusual excellence, both for their professional ability and as a body of men and women of character and culture. Practically all of them have been trained for the work, in normal schools, colleges, or professional schools of various kinds. By their unselfish, earnest devotion to the interests of their children, they have given us schools of very high standing, and by their high professional spirit they have made Plainfield notable among school systems for the happy spirit of cordial co-operation and loyalty that prevails everywhere in our schools.

THE FUTURE

While we have excellent schools, there is still much room for growth. If our schools were perfect today, there would be room for change tomorrow. As methods and conditions change in business, in civic affairs and in the home, so the school must change to meet the new conditions, to fit its pupils better for the life conditions they are to meet.

We shall always be needing new school houses and always studying how to make them more perfect and better equipped for conserving the health of the child and increasing the efficiency of his work. The courses of study will be always changing to meet new needs and to connect still more closely with the child's life.

The experience of the last year indicates a need to enlarge the scope of our industrial work, so as to include work pertaining to gardening and agriculture. Extension of the summer school work is needed. School work should be so extended by evening schools that any man or woman can find whatever he needs to make him more efficient as a worker or as a citizen.

Doubtless these will come in time when the financial stringency of war times has passed.

Respectfully submitted;

HENRY M. MAXSON.

Superintendent of Schools, Plainfield, N. J.

DEAR SIR: Following is my second annual report of the manual arts work:

Of the many changes now being advocated in connection with the education of children, few if any have greater significance than the new type of manual training now being endorsed by leading educators throughout the country. It is not very many years ago that manual training was first introduced in the public schools of St. Louis. The courses then consisted of making a series of joints, the principal aim being to give the pupil eye and hand training with a view to developing skill. The idea was received with approval and the movement spread until today it is hard to find a public school that does not give some type of manual training. The important part that this form of education was to take was not apparent at the time. It is only in recent years that we have begun to realize its possibilities. A good deal of misunderstanding still exists as to the aim of manual training. When first introduced into the public schools many people were under the impression that its chief object was for the preliminary training of carpenters and woodworkers; even at the present time it is not uncommon to hear the statement made. Manual training in its broad sense is no more intended to produce carpenters or woodworkers than blacksmiths or machinists. The acquiring of skill is not the function of the manual training shop; it must be left to the trade and vocational schools to develop skill.

The broader idea of manual arts as now understood is to give the pupil an intelligent understanding of as many branches of industrial arts as is possible with the limited school equipment at our disposal, so that he may have some basis on which to choose his life career. The work must be so arranged that it gives opportunity for the development of initiative, power of reasoning and expression, and to establish in the pupil's mind a fund of valuable information of facts, principles and processes. This means that schools will have to be equipped in such a way that some introduction may be given to the various trades and professions. Of course, the amount of equipment will necessarily vary with the size of the school system. In cities the size of Plainfield, opportunity should be given for work in printing, metal work, machine shop work, pattern making, cement work, electrical work, agriculture, mechanical and architectural drawing, etc. The need for these diversified activities is apparent when we consider the industrial age in which we are living. More than ninety per cent. of the graduates of our public schools will be either directly or indirectly connected with some form of industry.

In order that pupils of the grammar grades may more intelligently choose the high school course for which they are best fitted, some scheme of vocational guidance or counselling should run par-

allel with the diversified courses of manual training. A plan of this kind properly worked out would undoubtedly be the means of keeping many in school who now drop out in the sixth, seventh and eighth grades and first year of the high school.

In view of the above statements, I would like to respectfully recommend for your consideration that the following changes be made just as soon as funds are available:

(1) A mechanical drawing room that will take care of all the pupils of the eighth grades. The one we have now is equipped for only twenty pupils, and the room is too small for any additional equipment. This means that when we have an eighth grade class of more than twenty boys, the overflow have to miss their drawing lesson. A good part of the work has to be done with artificial light. This is a very bad feature, because the strain on the eyes of the pupils is severe.

(2) The installment of a printing equipment. Other cities not as large as Plainfield have already adopted this work.

(3) Additional equipment for the machine shop. With our present equipment we are limited to classes of six, the result being that the shop is idle a good part of the time.

(4) Equipment for the teaching of the elements of electricity.

I would like to mention that the Manual Arts Department fully appreciates the changes the Board of Education have made possible by giving us the equipment asked for during the past two years. It is not expected that we can get all of the improvements mentioned in any one year, but additions might be made every year, so that we may gradually build up the work. The additional expenditures outlined in this report have been suggested with a view to giving Plainfield schools an opportunity to hold the same high place in educational work in the future that they have always held in the past.

AGRICULTURE

The call for volunteer workers for enlistment in the Junior Industrial Army met with splendid response in our high school. Seventy boys enrolled for Holly Farm and twenty-eight for Froh Heim Farm. These boys spent part or all of the summer on the farms, and both they and the supervisors of the work are deserving of the highest praise for the patriotic duty they performed. Each farm consisted of about seventy acres, and some very valuable first hand farming experience was attained, that will be of great benefit should it become necessary to continue the work next year.

Those who financed the two schemes are to be commended for their public spirited action, as, without their aid, the work would not have been possible. As a scheme to produce profit in dollars and cents, it could hardly be expected to be successful the first year, but it must be remembered that the object was to raise crops at all costs

in order that threatened food shortage might be met. In this sense it was highly successful. It was never intended to be a profit-making scheme. If we consider the result in terms of industry, thrift, initiative, economy, physical development and patriotic service, the work was very much worth while, and could with advantage be carried on another year.

HOME GARDENS

The home garden project was carried out under the direction of the primary and grade teachers, with Miss Holly as supervisor during the month of July. The following brief statement taken from Miss Holly's report shows that the work was well worth while: Three hundred and twenty-five gardens were marked excellent, 228 good, 145 fair, 118 poor, 42 failures.

When we consider the limited direction and supervision, the above results are excellent and speak well for the enthusiastic endeavor of the pupils of the various schools.

Next year, more definite instruction might with advantage be given out, either in the form of printed matter or lectures, as most of the unsuccessful gardens were due rather to the lack of knowledge than lack of enthusiasm.

1ST, 2ND, 3RD AND 4TH GRADE HANDWORK

Plans have been made for a more definite course in these grades. The cost of material, however, is now so excessive that it will not be possible to make any changes until such times as handwork supplies can be purchased at more reasonable rates. These grades are now doing considerable work for the Junior Red Cross Auxiliary, such as snipping for ambulance pillows, making picture and story books for use in hospitals, knitting, etc.

ELEMENTARY SEWING

This year an attempt has been made to introduce a more practical type of sewing, such as the making of full sized garments, etc. This new work is meeting with considerable success and is much appreciated both by pupils and parents.

ELEMENTARY COOKING

All the cooking courses have been changed in order to meet the demand for the conservation of food. Considerable time has been devoted to canning and the various methods of food preservation.

ELEMENTARY WOODWORK

We are gradually introducing more variety into this work. More time is now devoted to cement work, electrical and mechanical models, etc. A new type of work is being introduced in the fifth grade in the form of elementary industrial arts. Among the subjects

taken up are paper making, book making, printing, transportation, development of the steam engine, telephone, etc.

HIGH SCHOOL WOODWORK

Here, as in the elementary schools, an attempt is being made to break away from the strictly woodworking course. Before, however, very much can be accomplished, certain electrical equipment will be necessary. Some time is now being devoted to cement work, electrical apparatus and mechanical models.

MACHINE SHOP

As stated in another part of this report, additional machinery will be necessary before this work can be developed very far. At the present time it is practically impossible to purchase either the machines or the machine tools.

MECHANICAL AND ARCHITECTURAL DRAWING

This work is proving to be very popular. Many pupils work in drawing offices after leaving school, others take the work in order that they may obtain credit when entering colleges or technical schools. The old type of high school drawing has been abolished and the latest drafting room practice is now followed.

ARTS AND CRAFTS

It has been found necessary to insist on pupils taking at least two consecutive periods in this work. This has caused a dropping off in the number of pupils enrolled. Some who would like to take the work in the seventh and eighth periods are unable to do so on account of the many other activities taking place immediately after school closes. The clay work is proving to be a valuable addition to our Arts and Crafts.

HIGH SCHOOL SEWING AND COOKING

A number of pupils who are enrolled in the Home Arts Course are receiving the benefit of this work. Others, however, who would like to take sewing and cooking as elective subjects are experiencing difficulty in arranging their work so that they may obtain the two consecutive periods necessary. In practically all cases the only solution is taking the work after school hours and this conflicts with various school activities that take place in the afternoons.

Many schools now require that pupils taking classical, general or commercial courses elect one year of sewing and one of cooking. This would no doubt be difficult to arrange for the pupils taking the classical course on account of college entrance requirements. It might, however, be possible to plan the general and commercial courses in such a way that pupils could take advantage of the opportunities this department offers for the instruction in subjects which

are now, in our modern education, considered a very necessary and essential part of a girl's training.

OPPORTUNITY CLASSES

The progress made by these classes during the past year is quite noticeable. Many of the girls are now very proficient in cooking and sewing. The boys are becoming skillful in chair caning and other forms of handwork. During the year a large number of teachers have visited the school, all of whom have commented very favorably on the manner in which the work is being developed.

JUNIOR RED CROSS WORK

In the elementary schools a considerable amount of the time allowed for manual training is being devoted to Red Cross work. The courses have been so arranged that there has been a gain in educational value rather than a loss. Moreover, the additional motive back of this type of work makes it distinctly worth while. Some idea of the interest and energy thrown into the work may be gained from the following list of articles made during a period of less than three months. (The list includes work of high school pupils, which is mostly done by volunteer workers after school hours.)

| | |
|--------------------------------|------------------------------|
| 77 Sweaters | 12 Surgical dressing tables |
| 56 Wristlets | 27 Pillow cases |
| 120 Scarfs | 90 Ambulance pillows |
| 14 Helmets | 22 Scrap books |
| 215 Face cloths | 7 Shirts |
| 613 7-in. Squares for blankets | 125 Christmas bags |
| 50 Abdominal bands | 40 Table horses |
| 14 Blankets | 20 Packing cases |
| 27 Pairs of socks | 18 Pairs knitting needles |
| 5716 Surgical dressings | 57 Picture puzzles |
| 54 Surgical dressing frames | 25 Red Cross Bulletin Boards |

EMERGENCY WORK IN DOMESTIC SCIENCE

Soon after war was declared, the regular courses in domestic science gave way to emergency work. Our teachers, together with several experts from the State Agricultural College, gave numerous lectures to both pupils and parents on the preservation of food. These lectures were given at several centers, so that all might have an opportunity to attend.

From July 6th to September 7th, inclusive, the Whittier School domestic science room was used five days a week by the Community Canning Committee. Miss Gardner, of the Housekeeping Center, instructed about forty women during June in the "cold pack" Government process; and these women, in groups of from three to five, undertook to act as supervisors over groups of volunteer workers. The Community Canning Committee, under the able direction of Mrs. Allan Cowperthwaite, who acted as chairman, is

to be commended for the efficient manner in which the work was carried on.

NIGHT SCHOOL

The evening classes in mechanical drawing were the most successful we have had. In two years the classes were built up from about twelve to over sixty students. It is unfortunate that it was not found possible to continue the work this year. Many of the pupils enrolled were Plainfield boys, who for financial reasons were obliged to leave school early in life. These young men are now working in industrial plants and are handicapped through a lack of the knowledge of drawing. When we consider that Plainfield is put to absolutely no expense in the form of vocational training, and that these boys, if they had gone through high school, would have done so at considerable expense to the city, the comparative cost of a short course in drawing is very slight. Judging from the excellent results obtained in all parts of Europe and America, where well organized night school systems are in vogue, the evening continuation school is one of the very best assets a city can possess. Not only is the earning power of the individual increased, but a better and more efficient citizen is produced. In these strenuous times this is a fact that we cannot afford to overlook.

I take this opportunity to express my appreciation for the support given the manual arts department by members of the Board of Education, to the Superintendent of Schools for his many helpful suggestions and advice, to the principals and teachers for their helpful co-operation, and to the members of the manual arts department for their progressive attitude and willingness to embrace newer types of work, which are now being introduced.

Respectfully submitted,

ARTHUR F. HOPPER,
Director of Manual Arts.

REPORT OF ATTENDANCE SUPERVISOR

To the Board of Education.

GENTLEMEN: The result of this year's work, 1916-1917, is stated here below:

The attendance department in Plainfield has inherited somewhat of the visiting teacher's work now being done in other cities of our size, and if this department had the use of an assistant, much more efficient work could be accomplished, thus obtaining better co-operation of the home with the school.

There were 1,883 cases reported by the following schools in our city:

| | 1915-16 | 1916-17 | Inc. | Dec. |
|---------------------------------|---------|---------|------|------|
| Bryant School | 243 | 216 | | 27 |
| Lincoln School | 330 | 199 | | 231 |
| Franklin School | 346 | 269 | | 77 |
| Evergreen School | 3 | 45 | 42 | |
| Whittier School | 167 | 83 | | 84 |
| Plainfield Grammar School | 264 | 228 | | 36 |
| High School | 35 | 60 | 25 | |
| Washington School | 304 | 273 | | 31 |
| Open Air School | 25 | 25 | | |
| Jefferson School | 106 | 56 | | 50 |
| Opportunity Classes | 284 | 258 | | 26 |
| St. Mary's School | 78 | 30 | | 48 |
| Emerson School | | 61 | 61 | |
| Irving School | 94 | 80 | | 14 |

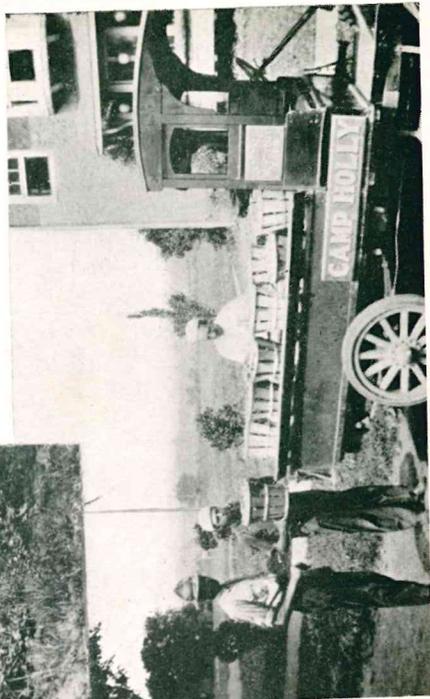
Chief causes of non-attendance obtained by visiting in the home:

| | 1915-16 | 1916-17 | Inc. | Dec. |
|--|---------|---------|------|------|
| Illness in home | 144 | 109 | | 35 |
| Illness of pupil | 602 | 411 | | 191 |
| Truancy | 238 | 179 | | 59 |
| Clothing | 106 | 100 | | 6 |
| Toothache | | 22 | | |
| Pediculosis | 8 | 12 | 4 | |
| Tardiness | 72 | 63 | | 9 |
| Working under school age | 155 | 132 | | 23 |
| Delinquent parents | 218 | 140 | | 78 |
| Vaccination | 54 | 42 | | 12 |
| Out of town with parents | | 47 | | |
| Bad behaviour | 80 | 69 | | 11 |
| Left city without notifying school | 79 | 58 | | 21 |
| Moving | 35 | 35 | | |
| Attending funerals | 18 | 14 | | 4 |
| Returned before calling | 168 | 235 | 67 | |
| Helping in the home | | 43 | | |
| Died | | 5 | | |
| Miscellaneous | 163 | 178 | 15 | |

PLAINFIELD PUBLIC LIBRARY



PICKING PEAS



GETTING READY FOR MARKET

Disposition of cases:

| | 1915-16 | 1916-17 | Inc. | Dec. |
|------------------------------|---------|---------|------|------|
| Report to School Nurse | 89 | 58 | | 31 |
| Charity Organization | 38 | 26 | | 12 |
| Tuberculosis Society | 3 | 4 | 1 | |
| Board of Health | 6 | 2 | | 4 |
| Day Nursery | 1 | 1 | | |
| Nursing Bureau | 1 | 4 | 3 | |
| Y. M. C. A. | | 1 | 1 | |
| Boy Scouts | | 4 | 4 | |

Pupils entered

| | 1915-16 | 1916-17 | Inc. | Dec. |
|---|---------|---------|------|------|
| Not attending school | 31 | 38 | 7 | |
| Transfers to out-of-town schools | 127 | 99 | | 28 |
| Found incorrigible | 4 | 1 | | 3 |
| Pupils on observation | 45 | 58 | 13 | |
| Number of legal notices to parents.... | 137 | 146 | 9 | |
| Number of medical legal notices to Parents | 4 | 7 | 3 | |
| Number of vaccination papers given.... | 79 | 76 | | 3 |
| Number of age and schooling certificates granted to pupils under 16 and over 14 having finished fifth grade | 99 | 121 | 22 | |
| Number of age and work certificates granted to pupils over 10 attending school | 141 | 228 | 87 | |
| Positions obtained for pupils | 9 | 12 | 3 | |
| Notice to employers to discontinue employing children of school age | 17 | 20 | 3 | |
| Cases investigated for Emigration Bureau | 9 | 20 | 11 | |
| Cases referred to police | 11 | 19 | 8 | |
| Cases taken to school by Attendance Supervisor | 21 | 9 | | 12 |

Court Cases and Complaints:

| | |
|-----------------------------------|----------|
| Truancy | 19 |
| Delinquent parents | 29 |
| Working during school hours | 7 |
| Incorrigibility | 6 |
| To re-enter school | 7 |
| | <hr/> 68 |

Disposition of Court Cases:

| | |
|---|----------|
| Placed in charge of parents | 17 |
| Parents fined | 6 |
| Parents fined and sentence suspended | 14 |
| Held for Juvenile Court | 2 |
| Placed on probation | 3 |
| Placed on Berkshire Farm | 1 |
| Return to school | 21 |
| Return to Children's Home in Brooklyn | 1 |
| Referred to Scout Master | 1 |
| Excused by doctor's certificate | 1 |
| Referred to hospital | 1 |
| | <hr/> 68 |

Disposition of Juvenile Court Cases:

| | |
|---|----|
| N. J. State Home for Boys, Jamesburg | 2 |
| Number of children placed under special environment during the year | 10 |
| State Home for Girls | 1 |
| N. J. State Home for Boys | 5 |
| N. J. State Home for Feeble-minded People | 2 |
| Berkshire Industrial Farm, Canaan, N. Y. | 1 |
| Children's Home, Brooklyn | 1 |
| — | 22 |

| | 1915-16 | 1916-17 | Inc. | Dec. |
|---|---------|---------|------|------|
| Visits made in schools, factories, shops and census calls | 1698 | 4270 | 2572 | |
| Telephone messages to schools and homes | 1235 | 946 | | 289 |
| Office Interviews | 715 | 1393 | 678 | |
| Letters written | 967 | 760 | | 207 |

Record of pupils leaving school:
(Including only the grades)

| | Oct. 1916 | Jan. 1917 | June 1917 | Total 1916-17 | Total 1915-16 | Inc. | Dec. |
|---|-----------|-----------|-----------|---------------|---------------|------|------|
| Have left city..... | 214 | 74 | 147 | 433 | 468 | | 35 |
| Deceased | 14 | 2 | 2 | 8 | 10 | | 2 |
| Private school | 11 | 0 | 0 | 11 | 21 | | 10 |
| Ill health | 21 | 4 | 13 | 38 | 52 | | 14 |
| Left to work | 80 | 0 | 71 | 151 | 173 | | 22 |
| Not finishing Eighth Grade under 16 years of age: | | | | | | | |
| Admitted to institutions | 2 | 2 | 6 | 10 | 11 | | 1 |

During July 858 home gardens, carried on by the pupils in response to the Government appeal, were inspected with the following results: 325 excellent, 228 good, 145 fair, 118 poor, 42 failures.

Respectfully submitted,
MARGARET C. HOLLY.

REPORT OF MEDICAL INSPECTOR

Board of Education, Plainfield, N. J.

GENTLEMEN: The following is the report of the work of the Medical Inspector for the school year 1916-17:

| | |
|---|------|
| Pupils examined | 4221 |
| Pupils examined for athletics | 222 |
| Visits to schools | 808 |
| Visits to rooms | 325 |
| Permits granted after contagious diseases | 350 |
| Pupils examined for working papers | 574 |
| Unvaccinated pupils | 791 |
| Cases of enlarged tonsils | 246 |
| Cases of adenoids | 38 |
| Cases of defective hearing | 192 |
| Cases of defective vision | 165 |
| Cases of pediculosis capitis | 69 |
| Cases of inflamed eyelids | 33 |
| Cases of divergent strabismus | 2 |
| Cases of convergent strabismus | 18 |
| Cases of enlarged glands | 396 |
| Cases of anemia | 1 |
| Cases of malnutrition | 2 |
| Cases of organic heart disease | 7 |
| Cases of functional heart disease | 16 |
| Cases of deviated nasal septum | 3 |
| Cases of perforated nasal septum | 1 |
| Cases of cleft palate | 2 |
| Cases of tumor of orbit | 1 |
| Cases of chronic keratitis | 1 |
| Cases of atrophic rhinitis | 2 |
| Pupils excluded on account of contagious diseases | 350 |

Respectfully submitted,
A. F. VAN HORN, M. D.,
Medical Inspector.

DEPARTMENT OF SCHOOL HYGIENE

Plainfield Public Schools, 1916-1917

PHYSICALLY DEFECTIVE.

Defective Vision:

| | |
|--|-----|
| Number of cases reported | 169 |
| Secured glasses | 45 |
| Promised to consult optician | 49 |
| Disapprove of treatment | 37 |
| Left school | 11 |
| Consulted optician, vision improved | 7 |
| Not wearing glasses at time of examination | 20 |

Enlarged Tonsils:

| | |
|-------------------------------------|-----|
| Number of cases reported | 243 |
| Operations | 29 |
| Treated | 53 |
| Promised to consult physician | 55 |
| Disapprove of treatment | 95 |
| Left school | 11 |

Nasal Obstruction:

| | |
|---------------------------------------|----|
| Number of cases reported | 37 |
| Operations | 7 |
| Treated | 8 |
| Disapprove of treatment | 7 |
| • Promised to consult physician | 12 |
| Left school | 3 |

Defective Hearing:

| | |
|-------------------------------------|-----|
| Number of cases reported | 199 |
| Treated | 73 |
| Promised to consult physician | 29 |
| Improved | 54 |
| Dissapprove of treatment | 24 |
| Left school | 19 |

MISCELLANEOUS.

Eye Lids, B. M.:

| | |
|-------------------------------------|----|
| Number of cases reported | 35 |
| Treated | 21 |
| Promised to consult physician | 4 |
| Disapprove of treatment | 2 |
| Improved | 2 |
| Left school | 6 |

Crossed Eyes:

| | |
|-------------------------------------|----|
| Number of cases found | 19 |
| Secured glasses | 8 |
| Disapprove of treatment | 6 |
| Promised to consult physician | 5 |

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THE BOARD OF EDUCATION

29

CASES OF EXCLUSION

Excluded by the School Nurse

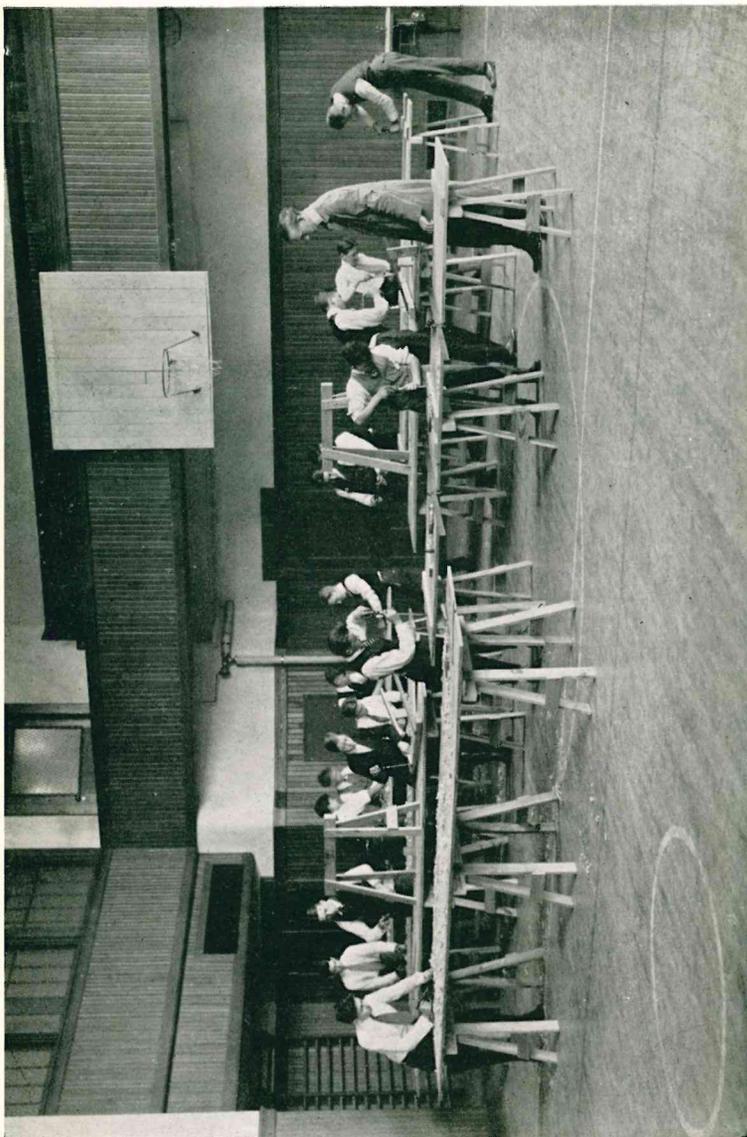
| | |
|--------------------------------|----|
| Suspected measles | 15 |
| Suspected German measles | 97 |
| Suspected chicken pox | 73 |
| Suspected whooping cough | 34 |
| Suspected mumps | 8 |
| Suspicious throats | 23 |
| Suspicious skin trouble | 33 |
| Pediculosis capitis | 69 |
| Conjunctivitis | 17 |

CHILDREN REFERRED TO CLINICS.

| | |
|--|-----|
| Ear, eye, nose and throat clinic | 51 |
| Skin clinic | 24 |
| General clinic | 11 |
| Dental clinic | 109 |

HELEN R. BOICE,

School Nurse.



MAKING SURGICAL DRESSING TABLES

REPORT OF DENTAL INSPECTOR

| | High School | Grammar School | Whittier School | Franklin School | Bevergreen School | Washington School | Bryant School | Lincoln School | Irving School | Jefferson School | Stillman School | Total | |
|---------------------------------------|-------------|----------------|-----------------|-----------------|-------------------|-------------------|---------------|----------------|---------------|------------------|-----------------|-------|-----|
| Number of pupils examined | 653 | 255 | 95 | 420 | 341 | 509 | 277 | 285 | 399 | 304 | 78 | 3616 | |
| 1. Visited dentist | 653 | 225 | 68 | 211 | 259 | 251 | 107 | 87 | 226 | 206 | 37 | 2330 | |
| 2. Condition of mouth: | 530 | 167 | 38 | 106 | 26 | 288 | 156 | 124 | 180 | 148 | 32 | 1795 | |
| Fair | 81 | 55 | 13 | 155 | 78 | 145 | 61 | 38 | 106 | 79 | 23 | 834 | |
| Poor | 42 | 33 | 45 | 159 | 237 | 76 | 60 | 36 | 113 | 77 | 23 | 901 | |
| 3. Need Cleaning | 51 | 21 | 21 | 65 | 29 | 74 | 29 | 59 | 58 | 38 | 14 | 459 | |
| 4. Use toothbrush | 637 | 247 | 71 | 335 | 292 | 350 | 212 | 244 | 339 | 235 | 64 | 3026 | |
| 5. Use toothbrush daily | 586 | 200 | 40 | 228 | 253 | 203 | 156 | 149 | 248 | 184 | 31 | 2278 | |
| 6. Use toothbrush occasionally | 51 | 47 | 31 | 107 | 39 | 147 | 56 | 95 | 91 | 51 | 33 | 748 | |
| 7. Cavities permanent teeth | 1258 | 599 | 303 | 869 | 403 | 828 | 69 | 428 | 691 | 357 | 262 | 6067 | |
| 8. Cavities temporary teeth | 21 | 29 | 47 | 1198 | 398 | 1059 | 155 | 873 | 1233 | 784 | 46 | 5843 | |
| 9. Fillings permanent teeth | 4575 | 1016 | 172 | 221 | 592 | 270 | 31 | 97 | 994 | 363 | 47 | 8378 | |
| 10. Fillings temporary teeth | 14 | 40 | 4 | 105 | 398 | 74 | 31 | 81 | 192 | 217 | 0 | 1156 | |
| 11. Abscesses | 22 | 6 | 9 | 64 | 10 | 32 | 30 | 29 | 82 | 56 | 30 | 370 | |
| 12. Extraction permanent teeth needed | 102 | 28 | 29 | 14 | 15 | 44 | 2 | 12 | 24 | 25 | 21 | 316 | |
| 13. Extraction temporary teeth needed | 11 | 34 | 44 | 266 | 113 | 153 | 71 | 147 | 268 | 199 | 30 | 1336 | |
| 14. Exposed pulps | 114 | 57 | 31 | 91 | 46 | 90 | 33 | 63 | 63 | 9 | 64 | 30 | 628 |
| 15. Mal-occlusion | 55 | 9 | 7 | 6 | 19 | 13 | 16 | 14 | 17 | 9 | 12 | 177 | |
| 16. Not in need of immediate service | 277 | 101 | 26 | 58 | 141 | 98 | 90 | 87 | 71 | 63 | 18 | 1030 | |

GUY H. HILLMAN, D. D. S.,
Dental Inspector.

HIGH SCHOOL GRADUATION

ORDER OF EXERCISES

- March—Stars and Stripes *Sousa*
- Invocation Rev. D. W. Skellenger, D. D.
- Salutatory Address and Essay Fanny Mann
- Address Rev. Charles R. Brown, D. D.
- Selection—Eileen *Herbert*
- Presentation of Rewards Dr. B. Van D. Hedges
 - For Mathematics (The Dr. C. H. Stillman Prize)
Offered by Mr. William M. Stillman
 - For English Composition (The G. H. Babcock Prize)
Offered by Mr. George L. Babcock
 - For English Composition Offered by the Courier-News
 - For English Composition Offered by the W. C. T. U.
 - For English Composition (The Craig A. Marsh Prize)
Offered by Mrs. O. T. Waring
 - For Latin Offered by Mr. Alexander Gilbert
 - For Commercial Studies Offered by Mr. E. R. Ackerman
- “Somewhere a Voice is Calling” *A. Tate*
- Valedictory Essay and Address Percy Mathey Stelle
- Presentation of Diplomas by the President of the Board of
Education Mr. Archibald Cox
- March—Prize of America *Goldman*

CLASS OF 1917

Percy Mathey Stelle, Valedictorian

Fanny Mann, Salutatorian

CLASSICAL

Brown, Alice Irene
Case, Eleanor Marshall
Fuller, Ruth
Hofer, Cora M.
Kuntz, Eva Rose
Kunzman, Frances
Lansdale, Mary Elizabeth
Marchant, Elizabeth Katherine
Patton, Adele Cutts
Searing, Eleanor Valentine

Sweeney, Genevieve Adele
Carter, Burnham
Case, Everett N.
Jacobs, B. Ralph
King, J. Caldwell
Kunzman, Maurice Leo
McDonough, Peter, Jr.
Preger, Samuel
Stelle, Percy Mathey
Tildon, John Calvin

SCIENTIFIC

Babcock, Juan Acres, Jr.
Berrien, Clinton Steele
Coudray, Sheldon A.
Crone, Edward A.
Dunavan, Caryl C.
Geary, Paul
Glasser, Moses

Horn, Tyree R.
Johnson, Ralph
Lincoln, Kenneth McKinley
McKay, Harold John
Smith, Fred I.
Smith, George Ellsworth
Somlock, Raymond J.
Spicer, Harold Willis

GENERAL

Alpaugh, Florence
Banks, Adelaide
Brown, Grace Marion
Butler, Dorothy Stelle
Chamberlain, Juliet Robeson
Clark, Mildred M.
Clark, Rose Helen
Coddington, Hazel Allen
Coulter, Mary Agnes
Courser, Muriel Jordan
Endress, Katharine Josephine
Goetter, Lois F.
Hadley, Clara Barton
Hall, Florence G.
Hamblin, Jean Marie
Higgins, Harriet Elizabeth
Little, Edith Marion
Loizeaux, Lois Elizabeth
Manning, Elizabeth Dunn
Marien Gladys C.
Marien, Hazel S.
Moy, Irene

Oesterling, Mildred Christine
Palmer, Elsa
Pierson, Blanche
Reidy, Helen Elizabeth
Roth, Mary Eleanor
Sattels, Doris
Schmidt, Daisy Marguerite
Scribner, Julia
Slorah, Amelia Lindsay
Sperry, Cornelia Elisabeth
Stevens, Kathryn A.
Stewart, Pauline
Thomae, Mary Shephard
White, Emilie
Feldman, Benjamin
Franke, August L.
Goldberg, David Maurice
Hooper, William Lyne
Kingslow, George Leslie
Lewis, Charles Leonard, Jr.
Miles, Wendell Lloyd
Newell, Parker B.
Swackhamer, DeWitt

PLAINFIELD PUBLIC LIBRARY

COMMERCIAL

Augenblick, Dorothy
 Bantle, Minnie Barbara
 Bicknell, Mary Mildred
 Butt, Eva
 Coughlan, Marcella Margaret
 Cullinan, Elsie Anderson
 Freedman, Anna Charlotte
 Greene, Eleanor Booker
 Haight, Lydia Frances
 Handelman, Lillian R.
 Jones, Mabel Evelyn
 McDonnell, Katherine
 Mann, Fanny
 Mercready, Lillian Alva
 Mitze, Josephine

Piddington, Emily
 Shiff, Frances Beatrice
 Vail, Theodosia Voorhees
 Winter, Margaret French
 Brandt, Elmer A.
 Bunker, Horace E., Jr.
 Corbin, Charles Augustus
 Corbin, Joseph Francis
 Guttridge, Kenneth Doyle
 Kriney, Lewis William
 Kyle, Arthur Joseph
 Smith, Joshua C.
 Srager, Louis
 Thorn, Harvey Kingston
 Wagner, Chester Stryker

HOME ARTS

Hastings, Anna Fulton
 Pratt, Ruth Van Nash

Runyon, Hazel Mae
 Storr, Marjorie Alberta

INDUSTRIAL ARTS

Millard, A. Colin

Richards, Edward Maxwell



WORK OF MANUAL ARTS PUPILS

PRIZE LIST, 1917

MATHEMATICS

The Dr. C. H. Stillman Prize, given by Mr. William M. Stillman. First Prize, fifteen dollars in gold; John Fawcett. Second Prize, ten dollars in gold; Fanny Mann. Honorable Mention, Sydney Angleman.

ENGLISH COMPOSITION

1. The George H. Babcock Prize, given by Mr. George L. Babcock, to the pupils of the three upper classes writing the best compositions. First Prize, fifteen dollars in books chosen by the receiver of the prize. Kipling, 10 volumes; Adele Cutts Patton. Second Prize, ten dollars in books chosen by the receiver of the prize. Kipling, 5 volumes; Burnham Carter. Browning's Poems; Margaret Hanson. Honorable Mention, Irene Moy, Percy Mathey Steele.

2. The Craig A. Marsh Prize, given by Mrs. O. T. Waring to the pupils of the Freshman Class writing the best compositions. First Prize, ten dollars in gold; Harry Stevens. Second Prize, five dollars in gold; Ranger Tyler. Honorable Mention, Katherine Brennan, Hamilton Wilmerding.

3. The W. C. T. U. Prize, for the best essay on a given topic. Prize, five dollars in gold; Percy Mathey Stelle. Honorable Mention, Juliet R. Chamberlain.

4. The Courier-News Prize, for the best essay on a topic relating to municipal affairs, written by a member of the Senior Class. Prize, ten dollars in gold; Horace E. Bunker, Jr. Honorable Mention, Hazel Allen Coddington.

TRANSLATION PRIZES

Given by Mr. Alexander Gilbert. For the best sight translation of assigned passages, a first prize of three dollars, and a second prize of two dollars, expended in books chosen by the receiver of the prize.

1. Vergil. First Prize, Kipling, 5 volumes; Burnham Carter. Second Prize, The Invisible God, by H. G. Wells; Samuel Preger.

2. Cicero. First Prize, Our Favorite Songs; Margaret Mets. Second Prize, Tennyson's Poems; Hope Angleman. Honorable Mention, Margaret Hanson.

3. Caesar. First Prize, Bartlett's "Familiar Quotations;" Katharine Holt. Second Prize, Stevenson, 2 volumes; Walter Silbert.

COMMERCIAL PRIZES

Given by Mr. Ernest R. Ackerman. A first prize of three dollars and a second prize of two dollars expended in the purchase of books chosen by the receiver of the prize.

1. Amanuensis. First Prize, Tarbell's "Life of Lincoln;" Fanny Mann. Second Prize, "The Efficient Secretary," by Ellen Lane Spencer; Lillian Handelmann.

2. Stenography I. First Prize, Gregg Shorthand Dictionary; Elizabeth Hicks, French Dictionary; Jessie Craig. Second Prize, O. Henry, "Strictly Business" and Shakespeare's Wit and Humor; Constance Durrant. Honorable Mention, Katherine Endress.

3. Bookkeeping I. First Prize, "Turrets, Towers and Temples," by Esther Singleton; Marjorie Enander. Second Prize, "The Panama Canal;" Beatrice Maxwell. Honorable Mention, Jessie D. Ross.

4. Typewriting I. First Prize, Cassell's German Dictionary; Flora Zeek. Second Prize, Van Tyne's "American Revolution;" George Hipp. Honorable Mention, Jessie Craig, Winifred Eaton, Caroline Dorman, George Enk.

GRAMMAR SCHOOL GRADUATION

- Invocation Rev. Frederick J. Hubach, D. D.
- America, the Beautiful *Ward*
Katherine E. Bates
Chorus by Graduating Class
- Original Essay—Sir Galahad Herbert Henderson Seaman, Jr.
- Piano Solo Helen Maud Haseltine
(a) Prelude in E Minor *Barthody*
(b) Presto Agitato *Barthody*
- Original Essay—"The Die is Cast George Peter Murray
- June Roses, *Davis* Girls' Chorus
- Away to the Fields, *Wilson* Chorus by Graduating Class
- Original Essay—The Meaning of the Flag Margaret Dean
- Address *Rev. Howard E. Clarke*
- Piano Duet ... Teresa Catharine Kreger, Harold Robert McCusker
(a) Reveil Du Lion *Kontski*
(b) Hungarian Dances *Brahms*
- Original Essay—Commerce—Yesterday, Today, and Tomorrow
Benjamin F. Hadley
- Presentation of Awards Mr. Archibald Cox
President of Board of Education
- For United States History (The J. B. Probasco Prize),
Offered by Mrs. J. B. Probasco
- For English Composition Offered by W. C. T. U.
- To Thee, O Country, *Eichberg* Chorus by Graduating Class
- Presentation of Diplomas Mr. Archibald Cox
- Star Spangled Banner.

GRAMMAR SCHOOL GRADUATES, 1917

- Adelmann, Andrew Robertson
Anderson, Elma Louise
Anderson, Emma Zenaide
Apgar, Mary Bella
Badger, Hildreth
Baker, John Arthur
Baumann, Ludwig Eugene
Beekman, Emma Lois
Bellis, Wesley Roland
Bender, Louis
Bernstein, Libby Elizabeth
Bey, Viola Amelia
Boldrini, Mario Lewis
Britton, Harold Milton
Bronston, Walter Eshell
Bye, Gladys Eleanor
Broadhead, John Garrett
Canter, Leah Elizabeth
Carlson, Charles Frederick
Carver, Robert Graham
Cassett, Anna Marguerite
Chamberlain, Alfred Douglas
Chapman, Gertrude Helen Louise
Coad, Cedric Baker
Cobb, Leonard Julius
Cogger, Catharine Honor
Cose, Frederick Pearce
Cregar, Carrie Adeline
Daniel, John Irving
Deakin, Dorothy Elizabeth
Dean, Margaret
Decker, Elsie Edna
Dewey, Mildred
Dubrowsky, Rose Roslin
Dunavan, Margaret Matilda
Durrant, Sydney Ralph
Eggie, Ida Augusta
Ellis, Marion Elizabeth
Fielder, Julia Frances
Fischer, William Howard
Fletcher, Gilbert Boughton, Jr.
Fontaine, Kenneth Pierce
Fuller, Robert Earl
Fullerton, Jessie Quarrier
Gaine, Richard Carman
Gibbs, Harry Albert, Jr.
Godwin, Mary Josephine
Gould, Hyman William
Hadley, Benjamin F.
Hadley, Lois Ione
Hall, Julia Brower
Harris, Florence Rosalind
Haseltine, Helen Maud
Holmes, Rita
Hrin, William Paul
- Hubach, Frederick George
Hummer, Eric Norman
Johnson, Adolph
Johnson, Sarah Blakeslee
Jones, Howard Allan
Kates, Fanny Elsie
Keeler, Allen George
Kimball, Lewis Everett
Kline, Frances Elizabeth
Kline, Morton
Kreger, Teresa Catherine
Kunzman, Frances Elizabeth
Lake, Helen Louise
Lancaster, Dorothy Louise
Lerch, Beatrice Edna
Locke, Josephine Margaret
Lynn, Russell White
McCusker, Harold Robert
MacDonald, Reginald Jenkin
McDonough, Anna Marie
McVoy, John Arthur
Marienscheck, Frank Harry
Marsh, Edythe
Martone, James Paul
Mendez, David Thomas
Moor, Evelyn Grace
Moore, Helen Clara
Morehouse, Ruth Louise
Murray, George Peter
Nathanson, Clara
Newmiller, Sarah Gertrude
Oswald, Walter John
Peterson, Clarence
Petze, Charles Louis
Phillipson, Olga Emelia
Pound Russell Fowler
Preger, Jerome
Reder, Celia
Reiss, Clara
Rhodes, Ethel Ellen
Rittenhouse, Gertrude Estelle
Robinson, Edward W., Jr.
Roome, Sandford
Roseberry, Edith Larew
Rosenthal, Benjamin Edward
Rosenthal, Sidney
Sachar, Charlotte Lee
Satterfield, Benjamin Freeman
Scribner, Harold Fred
Scruggs, Eva E. Jane
Schwartz, Ruth
Seaman, Herbert Henderson, Jr.
Shaw, Elston Edwin
Shirley, Joseph Franklin
Shepherd, Robert

Siegelin, Clifton Otto
 Sperry, William Tooker
 Spicer, Robert Thurston
 Spring, Nano Retha
 Srager, Raphael
 Tallamy, Bertram Dalley
 Thiers, William Gordon
 Thorpe, Raymond Clifford
 Tier, Mildred Louise
 Todd, Doris Lavina
 Tullock, Robert Bruce

Vail, Ruth Tolles
 Van Name, George Irving
 Velinsky, Violet
 Voorhees, Constance
 Von Tobel, Helen
 Walevelsky, Esther Millicent
 Walsh, Howard Dorchester
 Weber, Walter
 Wickstrom, Elsa Carolyn
 Wotton, Helen Josephine
 Zich, Jerome Joseph.

SEPECIAL SEVENTH GRADE

Pupils who were promoted from the Seventh Grade to the High School in 1916 and have maintained their standing in the High School:

Avery, Caroline Howard
 Greene, Marion Adelaide
 Mann, Cecelia
 Casner, Elizabeth Lucile
 Wheeler, Grace
 Meredith, Spencer Barrett

Searles, Harold Burr
 Price, Herbert Allen
 Doughty, Frank Morey
 Macnab, Jean
 Ransome, Avery
 Mumford, Constance

LIST OF TEACHERS, 1916-1917

WITH YEAR OF APPOINTMENT

HENRY M. MAXSON, SUPERINTENDENT—1892

HIGH SCHOOL

| | |
|-----------------------------------|---------------------------------|
| Lindsey Best, Principal.....1901 | Evelyn Foster1916 |
| Henry R. Hubbard, Vice-Prin. 1907 | Almira Gifford1913 |
| S. Lena Bass1890 | Ariadne Gilbert1904 |
| Lester D. Beers1912 | Adolphus W. Hauck1912 |
| M. Elizabeth Benedict1891 | Roy W. Lord1912 |
| Harold F. Biddle1913 | Cornelia L. Lounsbury1912 |
| Helen M. Biddle1914 | Phoebe D. Lovell1902 |
| Geraldine Brooks1912 | Anne K. Miller1909 |
| Helen L. Brown1912 | Laura McCabe1916 |
| Dorothea E. Bull1902 | Ralph S. Patch1913 |
| Coralee Coleman1915 | Howard Van Deusen1916 |
| Ellen K. Cumming1899 | Helen D. Waller1916 |
| Elmina L. Eason1909 | Nellie M. Waterbury.....1914 |
| Esther Egerton1911 | Ruth I. Wean1915 |
| Ruth Elliot1914 | Miriam E. West1913 |
| Lillian Engstrand1913 | Clarence L. Woodman1914 |
| John C. Evans1912 | George W. Wriston1912 |

GRAMMAR SCHOOL

| | |
|-----------------------------------|-----------------------------|
| D. Ralph Starry, Principal...1915 | Dorothy M. Tate1913 |
| Julia L. Post1912 | Anastasia Griffin1913 |
| Mary L. Searle1904 | Eleanor T. Wilber1895 |
| Florence E. Cooper1913 | Florence Raguse1916 |
| Myrtle I. Clark1911 | Dorothy S. Putnam1915 |

WHITTIER SCHOOL

| | |
|-----------------------------|-------------------------|
| Mabel C. Trenbath1912 | Agnes Cheever1912 |
| Harriet Humphrey1908 | |

OPPORTUNITY CLASSES

| | |
|----------------------------|--------------------------|
| Helga Johnson1909 | Lester H. Dix1914 |
| Sarah A. Dwight1914 | Neva M. Harmon1915 |
| Elsie F. Schmidt1915 | Alice S. Leigh1916 |

EVERGREEN SCHOOL

| | |
|------------------------------------|-------------------------------|
| Noel J. Bullock, Principal....1885 | Gertrude M. Slocum1910 |
| Isabelle G. Ross1907 | Caroline A. Barber1887 |
| Carrie M. Davis1912 | Elizabeth T. Angell1899 |
| Mildred C. Beard1907 | Carolyn Slauson1915 |
| Clara J. Churton1896 | Mildred Decker1916 |
| Helen C. Trenbath1907 | Gertrude Rand1916 |
| Frances B. Nischwitz1912 | Helen L. Neill1916 |
| Gladys M. Miller1916 | |

FRANKLIN SCHOOL

| | |
|-----------------------------|-----------------------------|
| Rebea L. White1910 | Fanny Beckwith1908 |
| Anastasia O'Neill1913 | Mary Clarke1913 |
| Carolyn G. Borton1913 | Mariette Baldwin1910 |
| Anna Stillman1906 | Mary E. Wilkins1909 |
| Clara Lauber1916 | Merle F. Randolph1914 |
| Frances I. Kinne1910 | Mary Radford1914 |
| Helen A. Hugg1916 | |

WASHINGTON SCHOOL

| | |
|-----------------------------------|---------------------------|
| Frederick W. Cook, Principal 1915 | Louise Palen1913 |
| M. J. Skillings1910 | Jean Gilfillan1906 |
| Mabel R. Williamson1916 | Mayme Breads1905 |
| Lilla F. Bateman1908 | Julia L. Brandt1912 |
| Alice C. Stevens1911 | Emily Garda1916 |
| Charlotte E. Norris1914 | Evelyn Fisher1909 |
| Sadie Tiffany1912 | Viola Garda1915 |

BRYANT SCHOOL

| | |
|------------------------------------|-------------------------------|
| Flora Griffin, Principal1892 | Lucia N. Wood1889 |
| Martha Klein1909 | Frances W. Woodland1905 |
| Cassia E. Cooper1910 | Kate Marsh1903 |
| Geneva G. Cowen1905 | Minnie T. Frazee1913 |
| Helen Whitton1906 | Cora F. Cadmus1891 |
| Ervell Bryans1914 | Elizabeth G. Doig1916 |

LINCOLN SCHOOL

| | |
|-----------------------------|--------------------------------|
| Caroline B. Lee1900 | Grace Clapsaddle1912 |
| Effie Hendrickson1916 | Mary L. Marsh1905 |
| Evelyn Huff1913 | J. Elizabeth Hopkins1915 |
| Louise Egan1901 | Elizabeth Fowler1912 |

EMERSON SCHOOL

| | |
|-----------------------------|----------------------------|
| Minnie L. Margrey1916 | Jessie Phelps1911 |
| Olive B. Griggs1916 | Addie D. Eastman1906 |
| Allie T. Eastman1907 | Bertha Nelson1913 |
| Ethel M. Loiselle1913 | |

IRVING SCHOOL

| | |
|-----------------------------------|------------------------------|
| Genevieve Petrie, Principal..1888 | Mary J. Dennis1902 |
| Lelia Watson1916 | Alice G. Barrett1909 |
| Mary C. Brodie1911 | Marion B. Forbes1911 |
| Elizabeth G. Greenleaf1909 | Harriet Filmer1891 |
| Annie S. Holden1913 | Georgia A. Ricker1903 |
| Alice A. Lee1890 | Elizabeth S. White1902 |
| Ada H. Clark1899 | Ethel Mehl1916 |
| Lillian F. Phillips1905 | |

JEFFERSON SCHOOL

| | |
|-----------------------------|-----------------------------|
| Elizabeth Webber1912 | Marjorie Barbour1908 |
| Wilhelmina Brodie1912 | Theresa A. Fisher1905 |
| Hilda Johnson1912 | Ethel M. Sleight1909 |
| Anna W. Booraem1876 | Nellie Gonyea1912 |

SUPERVISORS

| | |
|---------------------------|----------------------------|
| Anna J. Bennett1897 | Charles L. Lewis1896 |
| Ruth D. Sadler1910 | Addie P. Jackson1904 |

OPEN AIR CLASS

| |
|---------------------------|
| Bernice B. Stow1915 |
|---------------------------|

MANUAL TRAINING

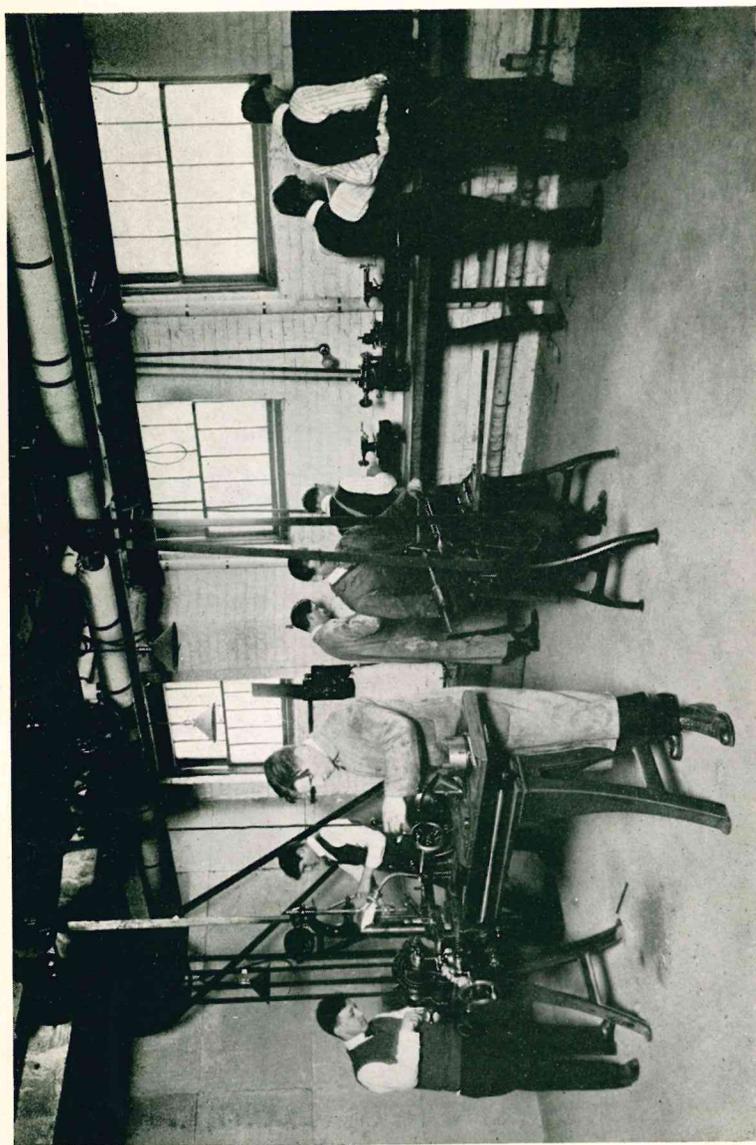
| | |
|-----------------------------------|--------------------------------|
| Arthur F. Hopper, Supervisor.1915 | Ruth Klein1914 |
| Alice M. Lindsley1914 | Henry F. Oesting1914 |
| Lucile Jackson1914 | Kenneth L. McCulloch1915 |
| Mary E. Decker1907 | Clarence B. Shubert1915 |
| Ada C. Woodworth1916 | |

PLAINFIELD PUBLIC LIBRARY

THE BOARD OF EDUCATION

41

ENROLLMENT OF PUPILS, 1916-1917



A CORNER OF THE MACHINE SHOP

| SCHOOL | GRADE | BOYS | GIRLS | TOTAL |
|----------------------|-------------|------|-------|-------|
| HIGH SCHOOL | | | | |
| Henry R. Hubbard | Senior | 30 | 32 | 62 |
| J. C. Evans | Senior | — | 21 | 21 |
| Helen L. Brown | Senior | 20 | 27 | 47 |
| Dorothea E. Bull | Junior | 11 | 23 | 34 |
| Roy W. Lord | Junior | 20 | 21 | 41 |
| Cornelia Lounsbury | Junior | 21 | 21 | 42 |
| Miriam E. West | Junior | 16 | 25 | 41 |
| Helen M. Biddle | Sophomore | 24 | 21 | 45 |
| Esther Egerton | Sophomore | 19 | 23 | 42 |
| Ariadne Gilbert | Sophomore | 20 | 22 | 42 |
| Adolf W. Hauck | Sophomore | 18 | 23 | 41 |
| George W. Wriston | Sophomore | 22 | 20 | 42 |
| M. E. Benedict | Freshman | 9 | 18 | 27 |
| Elmira L. Eason | Freshman | 15 | 35 | 50 |
| Ruth Elliot | Freshman | 34 | — | 34 |
| Almira Gifford | Freshman | 8 | 32 | 40 |
| Laura J. McCabe | Freshman | 14 | 26 | 40 |
| Anne K. Miller | Freshman | 12 | 12 | 24 |
| Nellie M. Waterbury | Freshman | 17 | 24 | 41 |
| Lillian A. Engstrand | Middler | 21 | 17 | 38 |
| GRAMMAR | | | | |
| Myrtle I. Clark | Eighth | 15 | 22 | 37 |
| Mary L. Searle | Eighth | 18 | 19 | 37 |
| Dorothy M. Tate | Eighth | 18 | 19 | 37 |
| Julia L. Post | Eighth | 17 | 17 | 34 |
| Florence E. Cooper | Eighth | 23 | 14 | 37 |
| Florence W. Raguse | Seventh | 22 | 18 | 40 |
| Anastasia Griffin | Seventh | 21 | 20 | 41 |
| Eleanor T. Wilber | Seventh | 22 | 19 | 41 |
| WHITTIER | | | | |
| Mabel C. Trenbath | Sixth | 21 | 25 | 46 |
| Agnes A. Cheever | Sixth | 19 | 31 | 50 |
| Harriet Humphrey | Sixth | 23 | 24 | 47 |
| STILLMAN | | | | |
| Helga Johnson | Opportunity | 18 | — | 18 |
| Elsie F. Schmidt | Opportunity | 14 | — | 14 |
| Sara A. Dwight | Opportunity | — | 14 | 14 |
| Lester H. Dix | Opportunity | 13 | — | 13 |
| Neva M. Harmon | Opportunity | 8 | 8 | 16 |
| Alice S. Leigh | Opportunity | — | 16 | 16 |
| EVERGREEN | | | | |
| Isabelle G. Ross | Seventh | 20 | 13 | 33 |
| Mildred C. Beard | Sixth | 16 | 21 | 37 |
| Carrie M. Davis | Sixth | 23 | 16 | 39 |
| Clara J. Churton | Fifth | 24 | 14 | 38 |
| Mildred Decker | Fifth | 19 | 9 | 28 |

| SCHOOL | GRADE | BOYS | GIRLS | TOTAL |
|----------------------|------------------|------|-------|-------|
| Helen Trenbath | Fourth | 22 | 18 | 40 |
| Frances B. Nischwitz | Third | 15 | 17 | 32 |
| Gertrude Rand | Third and Fourth | 11 | 13 | 24 |
| Gertrude M. Slocum | Second | 29 | 13 | 42 |
| Caroline A. Barber | First | 18 | 29 | 47 |
| Elizabeth T. Angell | Kindergarten | 35 | 27 | 62 |

FRANKLIN

| | | | | |
|-------------------|--------------|----|----|----|
| Rebea L. White | Fifth | 24 | 19 | 43 |
| Anastasia O'Neill | Fifth | 22 | 28 | 50 |
| Caroline Borton | Fourth | 15 | 26 | 41 |
| Anna Stillman | Fourth | 22 | 16 | 38 |
| Frances Kinne | Third | 23 | 16 | 39 |
| Mariette Baldwin | Third | 16 | 19 | 35 |
| Clara Lauber | Third | 16 | 24 | 40 |
| Fanny Beckwith | Second | 20 | 24 | 44 |
| Mary Clarke | Second | 16 | 28 | 44 |
| Mary Wilkins | First | 25 | 26 | 51 |
| Merle Randolph | First | 30 | 27 | 57 |
| Mary Radford | Kindergarten | 25 | 32 | 57 |

WASHINGTON

| | | | | |
|------------------------|--------------|----|----|----|
| M. Josephine Skillings | Seventh | 16 | 18 | 34 |
| Lilla Bateman | Sixth | 19 | 17 | 36 |
| Mabel Williamson | Sixth | 18 | 15 | 33 |
| Alice Stevens | Fifth | 13 | 17 | 30 |
| Charlotte Norris | Fifth | 18 | 15 | 33 |
| Sadie Tiffany | Fourth | 25 | 26 | 51 |
| Louise Palen | Fourth | 26 | 22 | 48 |
| Jean Gilfillan | Third | 25 | 22 | 47 |
| Mayme Breads | Second | 23 | 17 | 40 |
| Julia Brandt | Second | 22 | 25 | 47 |
| Emily Garda | First | 22 | 24 | 46 |
| Evelyn Fisher | Kindergarten | 42 | 29 | 71 |
| Bernice B. Stow | Open Air | 9 | 11 | 20 |

BRYANT

| | | | | |
|---------------------|--------------|----|----|----|
| Martha Klein | Fifth | 22 | 17 | 39 |
| Cassia E. Cooper | Fifth | 17 | 20 | 37 |
| Geneva G. Cowen | Fourth | 19 | 27 | 46 |
| Helen Whitton | Third | 23 | 19 | 42 |
| Ervell Bryans | Third | 17 | 23 | 40 |
| Frances W. Woodland | Second | 16 | 15 | 31 |
| Lucia N. Wood | Second | 16 | 17 | 33 |
| Kate Marsh | First | 23 | 23 | 46 |
| Minnie T. Frazee | First | 22 | 28 | 50 |
| Cora Cadmus | Kindergarten | 35 | 25 | 60 |

LINCOLN

| | | | | |
|-------------------|--------|----|----|----|
| Caroline B. Lee | Fifth | 19 | 22 | 41 |
| Effie Hendrickson | Fourth | 14 | 17 | 31 |
| Evelyn Huff | Third | 23 | 19 | 42 |
| Grace Clapsaddle | Second | 10 | 14 | 24 |
| Louise Egan | Second | 19 | 16 | 35 |
| Mary L. Marsh | First | 15 | 29 | 44 |

| SCHOOL | GRADE | BOYS | GIRLS | TOTAL |
|----------------------|--------------|------|-------|-------|
| J. Elizabeth Hopkins | First | 23 | 17 | 40 |
| Grace Clapsaddle | First | 12 | 4 | 16 |
| Elizabeth Fowler | Kindergarten | 35 | 40 | 75 |

EMERSON

| | | | | |
|-------------------|--------------|----|----|----|
| Olive B. Griggs | Fourth | 19 | 10 | 29 |
| Minnie L. Margrey | Fourth | 17 | 19 | 36 |
| Allie T. Eastman | Third | 15 | 21 | 36 |
| Jessie Phelps | Second | 21 | 23 | 44 |
| Addie D. Eastman | First | 27 | 30 | 57 |
| Bertha Nelson | Kindergarten | 36 | 32 | 68 |

IRVING

| | | | | |
|---------------------|--------------|----|----|----|
| Mary Brodie | Seventh | 18 | 20 | 38 |
| Lelia Watson | Sixth | 30 | 22 | 52 |
| Elizabeth Greenleaf | Fifth | 25 | 18 | 43 |
| Annie S. Holden | Fourth | 15 | 28 | 43 |
| Alice A. Lee | Fourth | 25 | 16 | 41 |
| Ada H. Clarke | Third | 17 | 18 | 35 |
| Mary J. Dennis | Third | 20 | 12 | 32 |
| Alice G. Barrett | Second | 17 | 16 | 33 |
| Marion B. Forbes | Second | 22 | 11 | 33 |
| Harriet Filmer | First | 24 | 15 | 39 |
| Georgia A. Ricker | First | 22 | 18 | 40 |
| Elizabeth White | Kindergarten | 26 | 28 | 54 |

JEFFERSON

| | | | | |
|-------------------|--------------|----|----|----|
| Elizabeth Webber | Seventh | 17 | 20 | 37 |
| Wilhelmina Brodie | Sixth | 25 | 17 | 42 |
| Hilda Johnson | Fifth | 16 | 21 | 37 |
| Anna W. Booraem | Fourth | 19 | 24 | 43 |
| Marjorie Barbour | Third | 22 | 24 | 46 |
| Theresa Fisher | Second | 22 | 25 | 47 |
| Ethel Sleight | First | 20 | 37 | 57 |
| Nellie Gonyea | Kindergarten | 23 | 34 | 57 |

ENROLLMENT BY GRADES

| | GRADES | | | | | | | | | | HIGH SCHOOL | | | | | Total | |
|---------|----------|---------|--------------|-----|-----|-----|-----|-----|-----|-----|-------------|-----|----------|-----------|--------|-------|--------|
| | Open Air | Special | Kindergarten | I | II | III | IV | V | VI | VII | VIII | IX | Freshman | Sophomore | Junior | | Senior |
| 1893-4 | | | 57 | 594 | 197 | 221 | 178 | 182 | 121 | 172 | 80 | 89 | 71 | 36 | 24 | 34 | 2056 |
| 1894-5 | | | 82 | 504 | 290 | 253 | 188 | 182 | 139 | 126 | 121 | 97 | 64 | 39 | 44 | 23 | 2152 |
| 1895-6 | | | 211 | 455 | 266 | 268 | 205 | 190 | 142 | 132 | 98 | 70 | 82 | 49 | 27 | 22 | 232217 |
| 1896-7 | | | 245 | 482 | 328 | 257 | 225 | 175 | 166 | 116 | 127 | 82 | 63 | 50 | 23 | 13 | 202352 |
| 1897-8 | | | 291 | 514 | 267 | 237 | 344 | 180 | 163 | 154 | 101 | 77 | 77 | 56 | 22 | 16 | 162499 |
| 1898-9 | | | 294 | 453 | 277 | 242 | 316 | 211 | 174 | 142 | 118 | 82 | 60 | 36 | 26 | 22 | 192453 |
| 1899-00 | | | 269 | 483 | 310 | 268 | 331 | 215 | 192 | 140 | 95 | 72 | 82 | 50 | 24 | 25 | 222556 |
| 1900-1 | | | 277 | 547 | 289 | 311 | 292 | 283 | 199 | 121 | 73 | 71 | 101 | 69 | 35 | 29 | 242697 |
| 1901-2 | | | 266 | 557 | 277 | 301 | 317 | 278 | 165 | 175 | 100 | 40 | 85 | 80 | 43 | 31 | 272715 |
| 1902-3 | | | 276 | 599 | 319 | 256 | 333 | 285 | 164 | 156 | 122 | 37 | 103 | 63 | 55 | 31 | 342799 |
| 1903-4 | 36 | | 319 | 553 | 385 | 273 | 329 | 248 | 170 | 189 | 125 | 44 | 113 | 89 | 52 | 36 | 422961 |
| 1904-5 | | | 327 | 590 | 325 | 348 | 298 | 317 | 191 | 163 | 127 | 47 | 113 | 65 | 52 | 25 | 302988 |
| 1905-6 | | | 328 | 654 | 306 | 317 | 301 | 298 | 250 | 146 | 137 | 118 | 118 | 82 | 39 | 49 | 483025 |
| 1906-7 | | | 292 | 588 | 411 | 332 | 321 | 304 | 255 | 185 | 124 | 140 | 86 | 49 | 49 | 49 | 343136 |
| 1907-8 | | | 332 | 564 | 394 | 340 | 338 | 326 | 257 | 201 | 121 | 140 | 85 | 46 | 39 | 50 | 503183 |
| 1908-9 | | | 336 | 507 | 405 | 429 | 335 | 316 | 320 | 215 | 147 | 150 | 99 | 59 | 44 | 48 | 483362 |
| 1909-10 | | 21 | 348 | 484 | 413 | 355 | 422 | 243 | 351 | 214 | 168 | 158 | 99 | 82 | 44 | 41 | 513502 |
| 1910-11 | | | 400 | 465 | 416 | 363 | 392 | 402 | 316 | 259 | 181 | 203 | 99 | 79 | 59 | 61 | 3634 |
| 1911-12 | | 33 | 421 | 478 | 389 | 428 | 375 | 368 | 332 | 287 | 188 | 230 | 121 | 83 | 85 | 53 | 3818 |
| 1912-13 | | 23 | 450 | 535 | 405 | 411 | 410 | 349 | 319 | 311 | 204 | 262 | 136 | 106 | 96 | 88 | 4047 |
| 1913-14 | | 58 | 468 | 522 | 404 | 438 | 369 | 385 | 314 | 277 | 221 | 299 | 173 | 115 | 85 | 73 | 4128 |
| 1914-15 | 13 | 86 | 415 | 566 | 450 | 420 | 409 | 370 | 365 | 269 | 224 | 297 | 207 | 106 | 114 | 100 | 4311 |
| 1915-16 | 19 | 77 | 431 | 552 | 506 | 467 | 442 | 390 | 382 | 266 | 204 | 287 | 230 | 143 | 89 | 77 | 4485 |
| 1916-17 | 20 | 91 | 504 | 590 | 497 | 490 | 487 | 419 | 382 | 264 | 220 | 294 | 212 | 158 | 130 | 117 | 4720 |

ENROLLMENT, ATTENDANCE, TARDINESS, Etc., 1916-1917

| | Number of Classrooms | Number of Teachers | Number Boys Enrolled | Number Girls Enrolled | Total Number Enrolled | Average Membership | Average Attendance | Ped cent. Attendance | Number of Tardinesses | Average Tardiness per pupil |
|---------------------|----------------------|--------------------|----------------------|-----------------------|-----------------------|--------------------|--------------------|----------------------|-----------------------|-----------------------------|
| High School | 28 | 34 | 351 | 443 | 794 | 730 | 666 | 91 | 1678 | 2.11 |
| Grammar School | 9 | 10 | 156 | 148 | 304 | 279 | 264 | 95 | 591 | 1.94 |
| Whittier School | 8 | 5 | 63 | 80 | 143 | 113 | 107 | 95 | 212 | 1.48 |
| Franklin School | 11 | 15 | 254 | 285 | 539 | 445 | 395 | 89 | 1046 | 1.94 |
| Evergreen School | 14 | 15 | 232 | 190 | 422 | 371 | 330 | 81 | 1031 | 2.44 |
| Washington School | 12 | 14 | 278 | 258 | 536 | 477 | 430 | 90 | 499 | .93 |
| Bryant School | 10 | 12 | 210 | 214 | 424 | 363 | 322 | 89 | 434 | 1.02 |
| Lincoln School | 8 | 8 | 170 | 178 | 348 | 294 | 252 | 86 | 608 | 1.74 |
| Emerson School | 6 | 7 | 135 | 135 | 270 | 215 | 189 | 88 | 251 | .93 |
| Irving School | 14 | 15 | 261 | 222 | 483 | 440 | 386 | 85 | 515 | 1.07 |
| Jefferson School | 8 | 8 | 164 | 202 | 366 | 320 | 291 | 91 | 146 | .39 |
| Opportunity Classes | 6 | 6 | 53 | 38 | 91 | 86 | 72 | 84 | 674 | 7.41 |
| Total | 134 | 149 | 2327 | 2393 | 4720 | 4133 | 3704 | 87 | 7682 | 1.63 |

TOTAL ENROLLMENT BY AGES

| | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years | 11 years | 12 years | 13 years | 14 years | 15 years | 16 years | 17 years | 18 years | 19 years |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| Boys | 76 | 205 | 190 | 226 | 196 | 192 | 210 | 168 | 178 | 197 | 184 | 108 | 107 | 49 | 25 | 15 |
| Girls | 68 | 199 | 232 | 223 | 203 | 200 | 198 | 180 | 172 | 181 | 161 | 115 | 113 | 92 | 41 | 16 |
| Total | 144 | 404 | 422 | 449 | 399 | 392 | 408 | 348 | 350 | 378 | 345 | 223 | 220 | 141 | 66 | 31 |

SUMMARY OF ENROLLMENT

| | | | |
|--------------------|------|--------------------|-------------|
| High School | 794 | Kindergarten | 504 |
| Grammar | 828 | Opportunity | 91 |
| Primary | 2503 | | |
| Total | | Total | 4720 |

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR THE FISCAL YEAR ENDING JUNE 30, 1917.

| | |
|---|----------------------------|
| Balance, July 1, 1916 | \$ 36,886.05 |
| <i>Receipts During Year:</i> | |
| High School Addition Fund | \$ 291.03 |
| Evergreen Avenue School Fund | 250.16 |
| Emerson School Fund | 24,967.49 |
| Library Funds | 201.50 |
| Manual Training Fund | 98.03 |
| Received from State | 5,000.00 |
| Transferred from General Fund | 5,000.00 |
| General Fund—Less Transfer | 239,915.26 |
| Total Receipts During the Year Ended June 30, 1917 | 275,723.47 |
| | <u><u>\$312,609.52</u></u> |

DISBURSEMENTS

| | |
|--|----------------------------|
| Evergreen Avenue School Fund | \$ 7,599.73 |
| Emerson School Fund | 24,878.07 |
| Library Funds | 140.34 |
| Manual Training | 10,885.06 |
| General Fund Disbursements as below | 243,503.94 |
| Total Disbursements During the Year Ended June 30, 1917 | 287,007.14 |
| Balances, General and Other Funds, June 30, 1917 | 25,602.38 |
| | <u><u>\$312,609.52</u></u> |

DETAIL OF DISBURSEMENTS FROM GENERAL FUND:

Cost of Instruction:

| | |
|--|---------------------|
| <i>Salaries:</i> | |
| Superintendent, Principals, Supervisors and Teachers | \$ 167,225.25 |
| Summer School Principal and Teachers | 509.00 |
| Evening School Principal and Teachers | 1,265.25 |
| Text Books | 4,944.17 |
| Educational Material, Supplies and Other Expenses of Instruction | 9,315.24 |
| Total cost of Instruction | \$183,258.91 |

Auxiliary Agencies:

| | |
|---|-------------------|
| Promotion of Health | \$ 2,934.28 |
| Lectures and Recreation | 2,145.55 |
| Total Cost of Auxiliary Agencies | \$5,079.83 |

Cost of Conducting School System:

| | |
|--|--------------------|
| <i>Educational Administration:</i> | |
| Expenses of Superintendent's and Principal's offices | \$ 2,973.12 |
| Cost of Compulsory Attendance | 1,269.15 |
| <i>Financial Administration:</i> | |
| Expense of Office and Board of Education | 5,680.13 |
| Telephone | 892.24 |
| Total Cost of Conducting School System | \$10,814.64 |

Cost of Operation of School Plant:

| | |
|--|--------------------|
| Wages of Janitors, Engineers, etc | \$ 19,253.55 |
| Wages of Other Employees | 234.60 |
| Fuel | 6,987.16 |
| Light, Water and Power | 5,124.67 |
| Freight and Cartage | 570.94 |
| Laundry | 30.39 |
| Janitor's Supplies | 1,951.62 |
| Incidental Expenses | 72.41 |
| Total Cost of Operation of School Plant | \$34,225.34 |

Cost of Maintenance of School Plant:

| | |
|--|-------------------|
| Repairs to Buildings | \$ 5,161.56 |
| Repairs, Replacements of Furniture and Equipment | 1,314.90 |
| Contingencies | 61.45 |
| Insurance | 1,623.44 |
| Total Cost of Maintenance of School Plant | \$8,161.35 |

Capital Charges:

| | |
|---|---------------------|
| Payment on Mortgage | 1,000.00 |
| Interest on Bonds | 565.00 |
| Interest on Notes | 398.87 |
| Total Capital Charges | 1,963.87 |
| Total General Fund Disbursement as above | \$243,503.94 |

ARCHIBALD COX,

President.

A. A. TILNEY,

Secretary.

As the result of the audit of the accounts of your Board for the year ended June 30, 1917, we hereby certify that we found all receipts duly entered, all disbursements properly authorized and the above statement of Receipts and Disbursements correct.

BOWERS & SUFFERN,
Public Accountants and Auditors.

By PHILIP S. SUFFERN,
Certified Public Accountant, N. J.

New York, August 20, 1917.