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Edison, N. J. 07033

Edison students say goodbye to Oak Tree, Stelton schools

EDISON — They marched out of their red-brick school and lined up in the semicircular driveway. Each wore a color-coded name tag and waited patiently for further instructions.

Within minutes, the students of Oak Tree School were all aboard the yellow buses heading toward the schools they will be attending next year.

And within another matter of minutes, the pupils disembarked at James Madison, Woodbrook, Martin Luther King and Menlo Park schools.

It was the school district's orientation plan for students of Oak Tree and Stelton schools — schools that will be closed forever on Thursday.

"Everything went very well," said Joseph Kreskey, assistant superintendent of schools.

In addition to the Oak Tree and Stelton students, 45 Woodbrook students who live in Edison Woods West were taken to Lincoln, the school they will attend this fall.

The program was designed to familiarize the students with their new surroundings. "They know where they're going and have a visual impression of the new schools," explained Kreskey.

"It's such a basic program. Why wait 'til September and have children going to a new school that's a strange place."

At the more modern, one-story Menlo Park School, where the largest group of Oak Tree pupils have been reassigned, principal Margaret Leusenring greeted her new charges.

"Everybody in fourth-, fifth- and sixth-grade next year, you're going to walk into the multi-purpose room. It's the same thing as your gym," explained Miss Leusenring.

Once inside the multi-purpose room, next year's first-, second- and third-graders were broken into groups matching the number of first-, second- and third-grade classrooms. Then they were individually escorted by pupils to the rooms where teachers had planned activities to draw them into the classes.

Most of the groups followed enthusiastically, except for the last group of kindergartners, who seemed a little reluctant. After a few soothing words from Miss Leusenring, they went along with their escorts.

Miss Leusenring repeatedly provided assurances for the children. They'll have the same lunch menu as they had at Oak Tree, they'll have the same lunch procedure and so on. "All the Edison Township schools are pretty much the same. The building may be different," she said.

After touring the entire school, meeting many of the faculty and staff and participating in classroom activities, the pupils returned to their buses and headed back to Oak Tree.

"It was fun," said fourth-grader Nicci Sherman, adding that she'll like going to Menlo Park next year.

Fourth-grader Vaishali Patel said she thought the trip and school were okay. "But it was sort of boring. I'll get used to it," she said.

Third-grader Megan Sherman said she liked the multi-purpose room best. She's also looking forward to riding a bus to school. There's one part of Oak Tree she'll especially miss — principal Genevieve Miller.

Paul Freedman, a fourth-grader, termed the experience "excellent," particularly participating in the classes.

Fourth-grader Craig Gronczewski also enjoyed the trip to his new school. "Now I'll be able to find my way around school," he said.

— KAREN DIEGMUELLER

PISCATAWAY
SCHOOLS
HISTORY

Includes:
Modern School

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Ref.

Modern School in Stelton Marks 25th Anniversary of Founding

MAY 31 1940

A quarter-century struggle to maintain the existence of an institution dedicated to teaching their particular ideals will be observed this week-end when about 300 families of the Ferrer colony of Stelton mark the 25th anniversary of the founding of the Modern School.

The three-day program opened last evening with a communal dinner at the schoolhouse, at which time three original trustees of the school board, Leonard D. Abbott and Harry Kelly, both of New York City, and Joseph J. Cohen of School street, Stelton, were scheduled to speak.

Tomorrow night the women of the colony will present a musi-

cal program at the school, featuring selections by Miss Clara Freedman, pianist, and Miss Ray Porter Baker, soprano, both former students of the school.

The anniversary celebration will be concluded on Sunday evening with an educational conference and discussion to be led by Alexis C. Fern, school principal.

History of School

The Modern School of Stelton is a continuation of the Ferrer Modern School founded in New York City some 30 years ago by a group of people convinced that the way to make the world a better place in which to live was through a process of education

which began with the child still in the formative stage.

As an inspiration, the group accepted the ideals of the Spanish educator, Francisco Ferrer, whose educational philosophy led to the founding of some 120 "escuelas modernas" or "modern schools" in Spain, as a result of which he aroused the antagonism of the Roman Catholic Church of Spain, was branded the leader of the abortive anti-racial Barcelona uprising of July, 1909, and executed before the fortress of Montjuich in Barcelona by the clerical Spanish government in October of that year.

Ferrer's educational philosophy has been summarized by him as follows: "The whole value of education consists in respect for the physical, intellectual and moral faculties of the child. As in science, the only possible demonstration is demonstration by facts; education is not worthy of the name unless it be stripped of all dogmatism, and leaves to the child the direction of his powers and is content to support him in its manifestations."

Based on this ideology, the Ferrer Modern School was founded as a pioneer effort in free experimental education, along with the Walden School and the City and Country School of New York City.

In N. Y. Five Years

For five years the school continued to exist in New York City, but the practical difficulties of operating in a large city caused its followers to seek some more suitable location for carrying on their experiment.

The selection of Stelton occurred when one of the school's followers visited the previously established Fellowship Farm and noted that a 67-acre farm with a farmhouse suitable for use as a school could be cheaply purchased.

Thus, in 1915, the Modern School of Stelton was established, with 32 children brought from New York City by Joseph J. Cohen. The original instructors were Mr. and Mrs. Robert Hutchinson.

For a while the school struggled along. Cohen himself says that when he came to Stelton he had but 50 cents in his pocket. In order to maintain the school it was necessary to sell part of the original acreage.

The original plan had been to board the 32 children in the old farmhouse, but the desire of parents to be near their offspring soon attracted many families to the area. Thus the Ferrer colony was built up with the school as a nucleus.

Early Struggles

During the first year of its existence, the little colony, composed of a heterogeneous group of factory laborers, small tradesmen and businessmen of all nationalities, mostly from New York and Philadelphia, struggled to maintain its existence. Cohen says that the people were very poor and ignorant, particularly about agriculture, in which they attempted to base their livelihood.

definite form of government and no government leaders, but there are about 20 civic committees dealing with various community problems on which residents serve.

Like the colony of which it is the nucleus, the school has also experienced a varied existence. Shortly after the project was launched in the old farmhouse, residents of the colony, with the aid of the school children, embarked on the building of a new schoolhouse.

New School Built

In 1920 the long, low, rambling, frame-and-stucco structure was completed, with provision for an assembly room, a room for academic study, a weaving and art room, a library and several smaller rooms for group meetings and other purposes. A few years later a smaller building was constructed which now houses the printing and carpentry shops.

Following Ferrer's ideas, the course of training has been designed to provide for what the co-principals, Mr. and Mrs. Fern, describe as the "true education of the child through the attainment of knowledge based on experience."

The primary aim of the school, Fern points out, is not to impregnate the child's mind merely with book learning, although academic instruction is given, but to develop initiative, self-activity, creativeness, judgment, thoughtfulness, self-reliance and strength of character through the activities of children in association with nature and with sympathetic and understanding adults.

"All knowledge," says Fern, "is based on experience. Qualities like judgment are a matter of growth, and the only way to develop good judgment in the child is to let him exercise his judgment, for mental faculties, like bodily functions, become inefficient through lack of use."

Practical Courses

To this end, the courses given in the school are of a practical nature. In the art room children learn to sketch and paint. In the weaving room they learn to weave scarfs and rugs. In the carpentry shop they learn to use tools.

The school's philosophy of education Fern embodied in his discussion of the weaving carried on by some of the children.

"The whole history of weaving," he says, "is connected with the loom. When children learn to use the loom, they know more about the history of weaving than all the books in the world can tell them. They're fitted to step into any large weaving place. Maybe they don't understand the technical workings of modern machinery, but they can acquire the skill in no time."

In line with developing initiative and self-reliance, the children are accorded the widest latitude in their choice of subjects. Nothing is compulsory. Children do the things for which they exhibit a preference or an aptitude. After they have been sufficiently impregnated with social ideas through contact with the other children and their elders, and exhibit an inclination to learn more, they are taught academic subjects like reading, writing, arithmetic and history. No child is given academic instruction until he displays a definite inquisitiveness or curiosity about the subject.

Start As Babies

Children begin to attend the school when they are about two years old.

Rutgers Univ., Alexander Room - Special Collection is an excellent source for further information

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340 Plainfield Ave.
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The original plan had been to board the 32 children in the old farmhouse, but the desire of parents to be near their offspring soon attracted many families to the area. Thus the Ferrer colony was built up with the school as a nucleus.

Early Struggles

During the first year of its existence, the little colony, composed of a heterogeneous group of factory laborers, small tradesmen and businessmen of all nationalities, mostly from New York and Philadelphia, struggled to maintain its existence. Cohen says that the people were very poor and ignorant, particularly about agriculture, on which they attempted to base their livelihood.

Progress, however, continued to be made. During the first year, fresh well water. Cohen describes vividly his apprehension as he watched the well-digging operation, with the feeling that every stroke of the well-digging rig meant another dollar added to the bill.

The next problem confronting the group was that of supplying water to each individual house. A water tank, pump, engine and other equipment were purchased on credit, then the tower and tank erected single-handedly by a young man. Although the lightness of the tower frame brought pessimistic predictions from residents of the community, the tower, holding 5,000 gallons of water, stands to this day.

Gradually electric and gas facilities were introduced, and through the labor of the colonists roads, whose care has since been taken over by the township, were improved.

Learned Gradually

Ignorance of agricultural methods proved a serious handicap, but the colonists gradually learned to eke out a living by vegetable and poultry raising on the sandy shale of Stelton.

Cohen relates one experience when, in the early spring days of 1915, he was visited by a Rutgers agriculturist who asked how he expected to raise anything on soil that had no humus in it.

Cohen attempted to cover his ignorance by changing the subject, whereupon the agriculturist asked him how it was possible for their society to get along without a government.

Cohen offered to explain the workings of the colony if the agriculturist would explain the nature of humus. And so a bargain was struck and the colonists were enabled to augment their agricultural lore.

As the number of colonists continued to increase, the demand for land became keener. About 40 acres were purchased, extending to Sutton's lane, and then about 40 acres extending north to Lake Neison.

Start Tailor Shop

During the depression years the colony found itself hard pressed for funds, as a result of which the first community enterprise—a cooperative tailor shop—was launched. The project, still in existence in an old farmhouse in the rear of Cohen's property, has been developed into a paying proposition. About 25 women of the community engage in the manufacture of ladies' dresses, which they market through New York outlets, thus reaping a cash reward for themselves.

At present the community covers about 147 acres, which support about 100 families during the winter months and about 200 during the summer. All the land is individually owned and individually cultivated for profit. There is no

any large weaving place. Maybe they don't understand the technical workings of modern machinery, but they can acquire the skill in no time.

In line with developing initiative and self-reliance, the children are accorded the widest latitude in their choice of subjects. Nothing is compulsory. Children do the things for which they exhibit a preference or an aptitude. After they have been sufficiently impregnated with social ideas through contact with the other children and their elders, and exhibit an inclination to learn more, they are taught academic subjects like reading, writing, arithmetic and history. No child is given academic instruction until he displays a definite inquisitiveness or curiosity about the subject.

Start As Babies

Children begin to attend the school "as soon as they are able to crawl," according to Fern. The

please, and according to Fern, usually leave around the ages of 13 or 14, some to pursue higher education.

The school is incorporated under the Ferrer Modern School Association, but is not accredited by the State Board of Education. According to Fern, however, most students who have desired to attend public high school have been enabled to do so after demonstrating their ability to do elementary work in some public school for one year, and some have even gone to college.

The school is very proud of its graduates, some of whom will return for the anniversary celebration. Among these are Miss Friedman and Miss Porter, Edgar Tafel, now assistant to Frank Lloyd Wright, the famous American architect, and Ethel Butler of the Martha Graham dancers of New York.

Teacher Tells Creed

Mr. and Mrs. Fern first assumed supervision of the school in 1920, just as the new building was completed. Fern, a former newspaperman on the New York Times and the New York Evening Journal during the 1890's, conducted his own school in Brooklyn before coming to Stelton.

"We're very poor out here," he admitted, "but with us it's a question of something more than money. The only support the school has are contributions from parents of the children, and most of them can't afford very much, funds accumulated by the children through school plays and other activities, and contributions of interested individuals and organizations. If I wanted to make money I'd be out carrying bricks or doing something similar, but with us this isn't a job but a love, and to keep it you have to have a zeal which amounts to a religion, an unswerving faith in what you're doing."

Edison: Schools

BOARD OF EDUCATION
TOWNSHIP OF EDISON
Middlesex County
100 Municipal Boulevard
Edison, New Jersey 08817

HN 3/13/89

Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and State of New Jersey that a public hearing will be held in the Edison High School, Blvd. of the Eagles, Edison, New Jersey at 8:00 P.M. on Wednesday, March 15, 1989, on the following Budget for the 1989-90 School Year:

EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1989-90
THE BUDGET WILL BE AVAILABLE FOR EXAMINATION BY THE PUBLIC AT THE BOARD OF EDUCATION OFFICE LOCATED AT 100 MUNICIPAL BOULEVARD, EDISON, NEW JERSEY, BETWEEN THE HOURS OF 9:00 AND 11:30 A.M. AND 1:30 AND 3:30 P.M. ON MARCH 7, 8, 9, 10, 13, 14, 1989.

N. ROBERT POST,
Secretary

EDISON TOWNSHIP BOARD OF EDUCATION

ASK AT DESK

THE ADVERTISED SECTION OF THE
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1989-90

| | | Sept. 30, 1987 | | Sept. 30, 1988 | | Sept. 30, 1989 | |
|--|----------------|-----------------|---------------|----------------|---------------|-----------------|---------------|
| | | ACTUAL | | ACTUAL | | ESTIMATED | |
| 1. Pupils On Roll | | 10,402.0 | | 10,524.0 | | 10,962.0 | |
| 2. Pupils in State Facilities | | 14.0 | | 11.0 | | 11.0 | |
| 3. Private School Placements | | 57.0 | | 82.0 | | 82.0 | |
| 4. Pupils Sent to Other Districts | | | | | | | |
| a. To Regular Programs | | 1.0 | | 0.0 | | 0.0 | |
| b. To Special Education Programs | | 41.0 | | 40.0 | | 40.0 | |
| 5. Pupils Received | | 1.0 | | 1.0 | | 1.0 | |
| REVENUES | | | | | | | |
| | 1987-88 | Increase | 1987-88 | 1988-89 | Incr. | 1988-89 | 1989-90 |
| | Anticipated | (Decrease) | Actual | Anticipated | (Decrease) | Revised | Anticipated |
| Current Expense | | | | | | | |
| Balance Appropriated | | 604,333.06 | 604,333.06 | | | | |
| Revenues from Local Sources | | | | | | | |
| Local Tax Levy | 48,648,878.00 | 1,000,000.00 | 49,648,878.00 | 56,690,834.00 | | 56,690,834.00 | 60,799,017.00 |
| Tuition | 10,500.00 | (3,231.00) | 7,269.00 | 10,500.00 | | 10,500.00 | 10,500.00 |
| Miscellaneous | 243,530.00 | 152,507.21 | 396,037.21 | 267,900.00 | | 267,900.00 | 259,356.00 |
| SUB-TOTAL | 48,902,908.00 | 1,149,276.21 | 50,052,184.21 | 56,969,234.00 | | 56,969,234.00 | 61,08,873.00 |
| Revenues from State Sources | | | | | | | |
| Equalization Aid | 3,918,284.00 | | 3,918,284.00 | 4,470,969.00 | | 4,470,969.00 | 5,111,360.00 |
| Approved Transportation | 2,025,894.00 | | 2,025,894.00 | 1,898,174.00 | | 1,898,174.00 | 2,639,226.00 |
| Categorical Aids | 2,601,324.00 | 992.45 | 2,602,316.45 | 3,286,895.00 | 15,283.20 | 3,302,178.20 | 3,641,309.00 |
| Other State Aids | 351,192.00 | 124,494.24 | 475,686.24 | 414,392.00 | | 414,392.00 | 447,153.00 |
| SUB-TOTAL | 57,799,602.00 | 1,879,095.96 | 59,678,697.96 | 67,039,664.00 | 15,283.20 | 67,054,947.20 | 72,907,921.00 |
| Revenues from Federal Sources | | | | | | | |
| P.L. 97-35 Chapter 1 | 309,504.00 | 71,463.54 | 380,967.54 | 354,568.00 | 29,380.00 | 383,948.00 | 354,568.00 |
| P.L. 97-35 Chapter 2 | 60,074.00 | 4,341.00 | 64,415.00 | 63,203.00 | 13,926.00 | 77,129.00 | 75,556.00 |
| P.L. 94-142 | | | | | | | |
| (Handicapped J-2) | 256,030.00 | 92,970.00 | 349,000.00 | 349,000.00 | 16,960.00 | 365,960.00 | 498,920.00 |
| Other | 15,785.00 | 137,447.39 | 153,232.39 | 16,650.00 | 2,613.00 | 19,263.00 | 19,263.00 |
| SUB-TOTAL | 641,393.00 | 306,221.93 | 947,614.93 | 783,421.00 | 62,879.00 | 846,300.00 | 948,307.00 |
| Total Current Expense | 58,440,995.00 | 2,185,317.89 | 60,626,312.89 | 67,823,085.00 | 78,162.20 | 67,901,247.20 | 73,856,228.00 |
| * In addition to this amount \$3,737,844.00 state aid was paid to the Teachers Pension and Annuity Fund (exclusive of Social Security tax) on the behalf of this district. | | | | | | | |
| Capital Outlay | | | | | | | |
| Balance Appropriated | | 15,863.30 | 15,863.30 | | | | |
| Revenues from Local Sources | | | | | | | |
| Local Tax Levy | 46,000.00 | | 46,000.00 | 46,000.00 | | 46,000.00 | 46,000.00 |
| SUB-TOTAL | 46,000.00 | 15,863.30 | 61,863.30 | 46,000.00 | | 46,000.00 | 46,000.00 |
| TOTAL CAPITAL OUTLAY | 46,000.00 | 15,863.30 | 61,863.30 | 46,000.00 | | 46,000.00 | 46,000.00 |
| Total Balance Unappropriated | | | (14,796.81) | | | | |
| Total Funds Available | 58,486,995.00 | | 60,673,379.38 | 67,869,085.00 | 78,162.20 | 67,947,247.20 | 73,902,228.00 |
| Total Free Balances 7/1/87 | \$ 454,703.73 | | | | | | |
| + or (-) Adjustments | 150,695.82 | | | | | | |
| Less Total Balances Appropriated During 1987-88 | 620,196.36 | | | | | | |
| Enter Column 4 Line 45 | \$ (14,796.81) | | | | | | |
| APPROPRIATIONS | | | | | | | |
| | 1987-88 | Transfers In | 1987-88 | 1987-88 | 1988-89 | Transfers In | 1988-89 |
| J-1 Current Expense | Approp. | (Transfers Out) | Rev Approp. | Expenditures | Approp. | (Transfers Out) | Rev Approp. |
| Administration | | | | | | | |
| Salaries 5 | 823,361.00 | 22,762.00 | 846,123.00 | 844,080.99 | 881,437.00 | | 881,437.00 |
| Contracted Services | 309,000.00 | 61,000.00 | 370,000.00 | 369,355.57 | 468,800.00 | | 468,800.00 |
| Other Expenses | 71,675.00 | 15,100.00 | 86,775.00 | 82,379.45 | 76,575.00 | | 76,575.00 |
| SUB-TOTAL | 1,204,036.00 | 98,862.00 | 1,302,898.00 | 1,295,816.01 | 1,426,812.00 | | 1,426,812.00 |
| Instruction | | | | | | | |
| Salaries-Principals | 1,721,511.00 | 1,000.00 | 1,722,511.00 | 1,720,804.19 | 1,834,876.00 | | 1,834,876.00 |
| Salaries-Supv. of Instr. | 767,657.00 | 70,781.00 | 838,438.00 | 838,185.07 | 882,303.00 | | 882,303.00 |
| Salaries-Teachers | 28,008,585.00 | 355,552.89 | 28,364,137.89 | 28,364,006.89 | 30,504,734.00 | | 30,504,734.00 |
| Salaries-Other Inst. Staff | 2,605,379.00 | (13,000.00) | 2,592,379.00 | 2,589,106.58 | 2,797,450.00 | | 2,797,450.00 |
| Salaries-Sec. & Cler. Asst. | 1,077,462.00 | 2,000.00 | 1,079,462.00 | 1,077,919.28 | 1,159,080.00 | | 1,159,080.00 |
| Other Salaries for Instr. | 430,452.00 | 175,445.00 | 605,897.00 | 605,398.20 | 647,144.00 | | 647,144.00 |
| Textbooks | 379,016.00 | (22,500.00) | 356,516.00 | 356,328.60 | 440,042.00 | | 440,042.00 |
| School Lib. & Audio-Visual Materials | 113,187.00 | (5,960.00) | 107,227.00 | 103,968.16 | 143,431.00 | | 143,431.00 |
| Teaching Supplies | 427,557.00 | 20,090.00 | 447,647.00 | 447,460.05 | 477,220.00 | | 477,220.00 |
| Other Expenses | 272,265.00 | 212,700.00 | 484,965.00 | 480,486.26 | 319,612.00 | | 319,612.00 |
| SUB-TOTAL | 35,803,071.00 | 796,108.89 | 36,599,179.89 | 36,583,663.28 | 39,205,892.00 | | 39,205,892.00 |
| Attendance and Health Services | | | | | | | |
| Salaries-Attendance | 54,481.00 | 1,000.00 | 55,481.00 | 55,327.00 | 57,463.00 | | 57,463.00 |
| Other Expenses-Attendance | 14,300.00 | | 14,300.00 | 12,590.75 | 15,480.00 | | 15,480.00 |
| Salaries-Health | 736,354.00 | 48,000.00 | 784,354.00 | 780,962.52 | 823,573.00 | | 823,573.00 |
| Other Expenses-Health | 39,255.00 | 39,460.00 | 78,715.00 | 78,081.16 | 58,553.00 | | 58,553.00 |
| SUB-TOTAL | 844,390.00 | 88,460.00 | 932,850.00 | 926,961.43 | 955,069.00 | | 955,069.00 |
| Transportation | | | | | | | |
| Salaries | 201,271.00 | (33,410.62) | 167,860.38 | 165,683.27 | 205,443.00 | | 205,443.00 |
| Contr. Serv. & Pub. Carr. | | | | | | | |
| Exclude 520C | 2,893,898.00 | 120,000.00 | 3,013,898.00 | 3,012,389.12 | 3,161,767.00 | | 3,161,767.00 |
| Replacement of Vehicles | 14,500.00 | (5,000.00) | 9,500.00 | 8,480.50 | 15,700.00 | | 15,700.00 |
| Pupil Trans.-Insurance | 2,612.00 | | 2,612.00 | 2,612.00 | 2,820.00 | | 2,820.00 |
| Curricular Activities | 3,099.00 | | 3,099.00 | 1,873.12 | 3,450.00 | | 3,450.00 |
| Other Expenses | 26,465.00 | 10,200.00 | 36,665.00 | 35,968.48 | 28,495.00 | | 28,495.00 |
| SUB-TOTAL | 3,141,845.00 | 91,789.38 | 3,233,634.38 | 3,227,006.49 | 3,417,675.00 | | 3,417,675.00 |
| Operation | | | | | | | |
| Salaries | 2,338,670.00 | 439,636.00 | 2,778,306.00 | 2,777,613.24 | 2,991,491.00 | | 2,991,491.00 |
| Heat | 455,000.00 | (105,460.00) | 349,540.00 | 348,584.54 | 655,000.00 | | 655,000.00 |
| Utilities | 969,000.00 | (155,100.00) | 813,900.00 | 807,918.04 | 1,360,361.00 | | 1,360,361.00 |
| Supplies | 125,000.00 | (10,000.00) | 115,000.00 | 113,610.50 | 170,000.00 | | 170,000.00 |
| Other Expenses | 104,000.00 | | 104,000.00 | 100,887.22 | 196,800.00 | | 196,800.00 |
| SUB-TOTAL | 3,991,670.00 | 169,076.00 | 4,160,746.00 | 4,148,613.54 | 5,373,652.00 | | 5,373,652.00 |
| Maintenance | | | | | | | |
| Salaries | 582,721.00 | 79,033.00 | 661,754.00 | 661,271.52 | 720,682.00 | | 720,682.00 |
| Contracted Services | 348,099.00 | 59,000.00 | 407,099.00 | 400,494.21 | 407,071.00 | | 407,071.00 |
| Replacement of Equipment | 12,945.00 | | 12,945.00 | 6,773.45 | 29,671.00 | | 29,671.00 |
| Purchase of New Equipment | 52,862.00 | (17,000.00) | 35,862.00 | 35,307.05 | 106,217.00 | | 106,217.00 |
| Other Expenses | 189,500.00 | 21,000.00 | 210,500.00 | 205,059.13 | 215,450.00 | | 215,450.00 |
| SUB-TOTAL | 1,186,127.00 | 142,033.00 | 1,328,160.00 | 1,308,905.36 | 1,479,091.00 | | 1,479,091.00 |
| Fixed Charges | | | | | | | |
| Employee Retirement Contribution | 905,323.00 | 96,838.00 | 1,002,161.00 | 995,830.09 | 1,418,650.00 | | 1,418,650.00 |
| Insurance & Judgements (Exclude U.C.C. Amount) | 4,952,348.00 | (47,900.00) | 4,904,448.00 | 4,902,475.07 | 6,655,683.00 | | 6,655,683.00 |
| Unemployment Comp. (U.C.C.) | 110,000.00 | (105,000.00) | 5,000.00 | | 110,000.00 | | 110,000.00 |
| Rental of Land and Building | 8,240.00 | | 8,240.00 | 8,160.00 | 8,900.00 | | 8,900.00 |
| Tuition-Special | 1,515,900.00 | 155,000.00 | 1,670,900.00 | 1,640 | | | |

Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and State of New Jersey, that a public hearing will be held at the Edison High School, Boulevard of Eagles, Edison, New Jersey at 7:30 P.M. on Thursday, March 13, 1981 on the following Budget for the 1980-81 School Year:

ASK AT
DESK

EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1980-81

EDISON --
SCHOOLS

EDISON TWP. FREE PUBLIC LIBRARY

NT 315180 Copy # 1

| | Sept. 29, 1978 ACTUAL | Sept. 28, 1979 ACTUAL | Sept. 30, 1980 ESTIMATED |
|----------------------------------|--------------------------|--------------------------|-----------------------------|
| ENROLLMENTS | | | |
| Resident Pupils | 12,259.0 | 11,687.0 | 11,287.0 |
| Pupils sent to Other Districts | | | |
| b. To Special Education Programs | 6.0 | 13.5 | 13.5 |
| Private School Placements | 34.0 | 35.0 | 36.0 |
| Pupils Received | 59.0 | 46.0 | 46.0 |
| TOTAL | 12,358.0 | 11,781.5 | 11,382.5 |

| | 1978-79 Anticipated | Increase/ (Decrease) | 1978-79 Actual | 1978-79 Anticipated | Increase/ (Decrease) | 1979-80(2) Revised | 1980-81 Anticipated |
|---|------------------------|-------------------------|-------------------|------------------------|-------------------------|-----------------------|------------------------|
| CURRENT EXPENSE | | | 664,340.32 | 330,000.00 | 42,000.00 | 372,000.00 | |
| Balance 7/1/78 (1) (Per Audit Report) | 401,088.00 | | | | | | |
| Balance Appropriated | | | | | | | |
| REVENUES FROM LOCAL SOURCES | | | 24,485,626.00 | 25,982,544.00 | | 25,982,544.00 | 28,809,927.00 |
| Local Tax Levy | 24,485,626.00 | | 24,485,626.00 | 25,982,544.00 | | 25,982,544.00 | 28,809,927.00 |
| Tuition | 270,000.00 | 18,777.68 | 288,777.68 | 290,000.00 | | 290,000.00 | 290,000.00 |
| Miscellaneous | 46,350.00 | 191,074.49 | 237,424.49 | 46,350.00 | | 46,350.00 | 46,705.00 |
| SUB-TOTAL | 25,001,976.00 | 209,852.17 | 25,211,828.17 | 26,318,894.00 | | 26,318,894.00 | 29,166,632.00 |
| REVENUES FROM STATE SOURCES | | | 2,281,381.00 | 2,180,418.00 | | 2,180,418.00 | 2,292,552.00 |
| Equalization Aid | 2,296,769.00 | (15,388.00) | 2,281,381.00 | 2,180,418.00 | | 2,180,418.00 | 2,292,552.00 |
| 90% Approved Trans | 848,700.00 | 36,450.00 | 885,150.00 | 854,398.00 | | 854,398.00 | 854,398.00 |
| Categorical Aids | 946,975.00 | (2,522.00) | 944,453.00 | 960,883.00 | | 960,883.00 | 1,142,485.00 |
| Other State Aids | 155,642.00 | 121,870.65 | 277,512.65 | 264,030.00 | | 264,030.00 | 283,262.00 |
| SUB-TOTAL | 4,248,086.00 | 140,410.65 | 4,288,496.65 | 4,259,729.00 | | 4,259,729.00 | 4,572,697.00 |
| REVENUES FROM FEDERAL SOURCES | | | 201,405.00 | 169,206.00 | | 169,206.00 | 190,700.00 |
| P.L. 93-380 (Title I J-2) | 152,668.00 | 48,737.00 | 201,405.00 | 169,206.00 | | 169,206.00 | 190,700.00 |
| P.L. 93-380 (Title IVB J-2) | 21,642.00 | 1,019.18 | 22,661.18 | 22,657.00 | | 22,657.00 | 17,793.00 |
| P.L. 94-142 (Handicapped J-2) | | 123,000.00 | 123,000.00 | 102,500.00 | | 102,500.00 | 211,200.00 |
| Other (Bilingual, Migrant, IVC, etc. J-2) | 45,000.00 | 588,069.09 | 633,069.09 | 34,050.00 | | 34,050.00 | 27,700.00 |
| SUB-TOTAL | 219,310.00 | 760,825.27 | 960,135.27 | 328,413.00 | | 328,413.00 | 447,393.00 |
| TOTAL CURRENT EXPENSE | 29,870,460.00 | 1,111,088.09 | 31,244,820.41 | 31,237,036.00 | 42,000.00 | 31,279,036.00 | 34,188,722.00 |
| (1) Includes all J Account Balances | | | | | | | |
| (2) As of 12/1/79 | | | | | | | |
| CAPITAL OUTLAY | | | 22,955.88 | | 16,300.00 | 16,300.00 | |
| Balance 7/1/78 | | | | | | | |
| (Per Audit Report) | | | | | | | |
| Balance Appropriated | | | | | | | |
| REVENUE FROM LOCAL SOURCES | | | 12,934.00 | 40,496.00 | | 40,496.00 | 38,804.00 |
| Local Tax Levy | 12,934.00 | | 12,934.00 | 40,496.00 | | 40,496.00 | 38,804.00 |
| SUB-TOTAL | 12,934.00 | | 12,934.00 | 40,496.00 | | 40,496.00 | 38,804.00 |
| REVENUE FROM STATE SOURCES | | | 7,066.00 | 1,504.00 | | 1,504.00 | 3,196.00 |
| Capital Outlay Aid | 7,066.00 | | 7,066.00 | 1,504.00 | | 1,504.00 | 3,196.00 |
| TOTAL CAPITAL OUTLAY | 20,000.00 | | 42,955.88 | 42,000.00 | 16,300.00 | 58,300.00 | 42,000.00 |
| TOTAL REVENUE ALL ACCOUNTS | 29,890,460.00 | 1,111,088.09 | 31,287,776.29 | 31,279,036.00 | 58,300.00 | 31,337,336.00 | 34,230,722.00 |

| | APPROPRIATIONS | | | | | | | |
|---------------------------------------|----------------|-----------------|------------------------|---------------|----------------|-----------------|------------------------|----------------|
| | 1978-79 | Transfers In | 1978-79 | 1978-79 | 1979-80 | Transfers In | 1979-80 | 1980-81 |
| J-1 CURRENT EXPENSE | Appropriations | (Transfers Out) | Revised Appropriations | Expenditures | Appropriations | (Transfers Out) | Revised Appropriations | Appropriations |
| Administration | | | | | | | | |
| Salaries | 557,246.00 | (11,150.00) | 546,096.00 | 543,865.23 | 576,891.00 | | 576,891.00 | 571,955.00 |
| Contracted Services | 39,700.00 | 35,125.00 | 74,825.00 | 72,181.47 | 71,203.00 | | 71,203.00 | 76,790.00 |
| Other Expenses | 90,315.00 | (20,000.00) | 70,315.00 | 62,151.24 | 87,320.00 | | 87,320.00 | 86,528.00 |
| SUB-TOTAL | 687,261.00 | 3,975.00 | 691,236.00 | 678,197.94 | 735,414.00 | | 735,414.00 | 735,273.00 |
| Instruction | | | | | | | | |
| Salaries Principals | 1,047,662.00 | (14,000.00) | 1,033,662.00 | 1,040,247.12 | 1,003,124.00 | | 1,003,124.00 | 1,083,374.00 |
| Sal. Supv. of Instr. | 627,570.00 | (46,000.00) | 581,570.00 | 561,944.07 | 630,734.00 | | 630,734.00 | 674,700.00 |
| Salaries-Teachers | 15,906,639.00 | (25,575.00) | 15,881,064.00 | 15,397,808.79 | 16,071,389.00 | | 16,071,389.00 | 16,942,983.00 |
| Salaries - Other | | | | | | | | |
| Instruc. Staff | 1,578,512.00 | (55,300.00) | 1,523,212.00 | 1,519,891.22 | 1,653,856.00 | | 1,653,856.00 | 1,649,031.00 |
| Salaries - Sec. & | | | | | | | | |
| Cler. Asst. | 599,890.00 | (13,200.00) | 586,690.00 | 582,201.75 | 633,412.00 | | 633,412.00 | 690,419.00 |
| Other Sal. for Instr. | 338,494.00 | 30,000.00 | 368,494.00 | 370,113.03 | 385,806.00 | | 385,806.00 | 420,529.00 |
| Textbooks | 239,361.00 | | 239,361.00 | 235,455.40 | 240,838.00 | | 240,838.00 | 257,497.00 |
| School Lib. & Audio | | | | | | | | |
| Visual Materials | 156,959.00 | (4,800.00) | 152,159.00 | 147,187.32 | 104,311.00 | | 104,311.00 | 105,289.00 |
| Teaching Supplies | 383,467.00 | (38,000.00) | 345,467.00 | 345,574.17 | 333,213.00 | | 333,213.00 | 341,315.00 |
| Other Expenses | 280,317.00 | (34,000.00) | 246,317.00 | 240,969.89 | 257,258.00 | | 257,258.00 | 265,541.00 |
| SUB-TOTAL | 20,758,671.00 | (220,875.00) | 20,537,796.00 | 20,441,392.76 | 21,313,941.00 | | 21,313,941.00 | 22,430,878.00 |
| Attendance and Health | | | | | | | | |
| Services | | | | | | | | |
| Salaries-Attendance | 33,449.00 | | 33,449.00 | 33,624.91 | 35,292.00 | | 35,292.00 | 32,468.00 |
| Other Expenses-Atten. | 8,500.00 | | 8,500.00 | 8,333.75 | 8,500.00 | | 8,500.00 | 11,050.00 |
| Salaries-Health | 432,600.00 | (12,000.00) | 420,600.00 | 421,263.33 | 455,302.00 | | 455,302.00 | 469,168.00 |
| Other Exp.-Health | 39,462.00 | 1,600.00 | 41,062.00 | 44,754.82 | 48,570.00 | | 48,570.00 | 50,474.00 |
| SUB-TOTAL | 514,011.00 | (10,400.00) | 503,611.00 | 507,976.81 | 547,664.00 | | 547,664.00 | 563,160.00 |
| Transportation | | | | | | | | |
| Salaries | 70,735.00 | (7,900.00) | 62,835.00 | 64,148.27 | 80,906.00 | | 80,906.00 | 85,550.00 |
| Conf. Serv. & | | | | | | | | |
| Pub. Carr. | 978,773.00 | 33,000.00 | 1,011,773.00 | 1,006,898.94 | 1,044,135.00 | | 1,044,135.00 | 1,179,246.00 |
| Replac. of Vehicles | | | | | | | | |
| Pupil Trans.-Insurance | 1,537.00 | | 1,537.00 | 1,302.00 | 1,600.00 | | 1,600.00 | 1,700.00 |
| Curricular Activities | 1,242.00 | | 1,242.00 | 365.72 | 1,600.00 | | 1,600.00 | 1,760.00 |
| Other Expenses | 7,050.00 | 1,000.00 | 8,050.00 | 7,185.20 | 7,650.00 | | 7,650.00 | 8,600.00 |
| SUB-TOTAL | 1,059,337.00 | 26,100.00 | 1,085,437.00 | 1,079,900.13 | 1,145,891.00 | | 1,145,891.00 | 1,276,856.00 |
| Operation | | | | | | | | |
| Salaries | 1,381,301.00 | 67,000.00 | 1,448,301.00 | 1,453,060.65 | 1,437,611.00 | | 1,437,611.00 | 1,650,071.00 |
| Heat | 349,375.00 | 30,000.00 | 379,375.00 | 396,792.21 | 436,395.00 | 42,000.00 | 478,395.00 | 976,627.00 |
| Utilities | 614,371.00 | 12,000.00 | 626,371.00 | 623,020.63 | 615,000.00 | | 615,000.00 | 680,400.00 |
| Supplies | 104,000.00 | (13,000.00) | 91,000.00 | 88,617.89 | 90,000.00 | | 90,000.00 | 82,200.00 |
| Other Expenses | 41,424.00 | | 41,424.00 | 39,585.14 | 39,576.00 | | 39,576.00 | 47,259.00 |
| SUB-TOTAL | 2,490,671.00 | 96,000.00 | 2,586,671.00 | 2,601,076.52 | 2,618,582.00 | 42,000.00 | 2,660,582.00 | 3,436,757.00 |
| Maintenance | | | | | | | | |
| Salaries | 322,001.00 | (10,000.00) | 312,001.00 | 305,646.34 | 314,040.00 | | 314,040.00 | 342,304.00 |
| Contracted Services | 178,289.00 | 14,500.00 | 192,789.00 | 184,902.50 | 188,543.00 | | 188,543.00 | 190,590.00 |
| Replac. of Equip. | 3,500.00 | 6,000.00 | 9,500.00 | 6,883.57 | 5,500.00 | | 5,500.00 | 5,500.00 |
| Purch. of New Equip. | 4,000.00 | 7,000.00 | 11,000.00 | 10,135.97 | 4,000.00 | | 4,000.00 | 4,000.00 |
| Other Expenses | 108,997.00 | 24,400.00 | 133,397.00 | 118,087.41 | 98,200.00 | | 98,200.00 | 124,600.00 |
| SUB-TOTAL | 616,787.00 | 42,100.00 | 658,887.00 | 625,655.79 | 610,283.00 | | 610,283.00 | 666,994.00 |
| Fixed Charges | | | | | | | | |
| Employee Retirement | | | | | | | | |
| Contributions | 568,428.00 | | 568,428.00 | 534,858.03 | 614,633.00 | | 614,633.00 | 639,128.00 |
| Insurance & Judgments | | | | | | | | |
| (Exc. U.C.C. Amount) | 1,486,701.00 | 103,700.00 | 1,590,401.00 | 1,627,940.30 | 1,785,889.00 | | 1,785,889.00 | 2,237,825.00 |
| Unemployment Comp. | | | | | | | | |
| (U.C.C.) | 80,000.00 | | 80,000.00 | 80,000.00 | 80,000.00 | | 80,000.00 | 85,000.00 |
| Rental of Land | | | | | | | | |
| and Building | 69,880.00 | 2,000.00 | 71,880.00 | 69,480.00 | 71,390.00 | | 71,390.00 | 75,100.00 |
| Other Fixed Charges | 48,200.00 | (15,000.00) | 33,200.00 | 25,059.15 | 49,000.00 | | 49,000.00 | |
| Tuition - Special | 192,000.00 | 45,000.00 | 237,000.00 | 225,006.80 | 240,000.00 | | 240,000.00 | 335,000.00 |
| Tuition-State | | | | | | | | |
| Facilities | | | | | | | | 103,025.00 |
| SUB-TOTAL | 2,445,209.00 | 135,700.00 | 2,580,909.00 | 2,562,344.28 | 2,840,912.00 | | 2,840,912.00 | 3,475,078.00 |
| SUNDRY ACCOUNTS | | | | | | | | |
| Food Services | | | | | | | | |
| Salaries | 22,892.00 | 400.00 | 23,292.00 | 23,180.07 | | | | |
| Other Expenses | 1,750.00 | | 1,750.00 | | | | | |
| SUB-TOTAL | 24,642.00 | 400.00 | 25,042.00 | 23,180.07 | | | | |
| Student Body Activities | | | | | | | | |
| Salaries | 291,224.00 | (25,000.00) | 266,224.00 | 263,097.67 | 275,504.00 | | 275,504.00 | 300,299.00 |
| Other Expenses | 94,300.00 | (8,000.00) | 86,300.00 | 82,390.94 | 82,938.00 | | 82,938.00 | 82,938.00 |
| SUB-TOTAL | 385,524.00 | (33,000.00) | 352,524.00 | 345,488.61 | 358,442.00 | | 358,442.00 | 383,237.00 |
| J-1 SUB-TOTAL | 28,982,313.00 | 40,000.00 | 29,022,313.00 | 28,865,212.91 | 30,171,129.00 | 42,000.00 | 30,213,129.00 | 32,968,233.00 |
| J-2 SPECIAL PROJECTS | | | | | | | | |
| Federal/State/Other | | | | | | | | |
| P.L. 93-380 | | | | | | | | |
| (Title I) | 152,668.00 | | 152,668.00 | 207,074.28 | 169,206.00 | | 169,206.00 | 190,700.00 |
| P.L. 93-380 | 21,642.00 | | 21,642.00 | 21,963.42 | 22,657.00 | | 22,657.00 | 17,793.00 |
| (Title IV B) | | | | | | | | |
| P.L. 94-142 | | | | | | | | |
| (Handicapped) | | | | 123,000.00 | 102,500.00 | | 102,500.00 | 211,200.00 |
| Adult Basic Education | | | | | | | | |
| (P.L. 91-230) | 45,000.00 | | 45,000.00 | 7,735.48 | 9,900.00 | | 9,900.00 | 7,700.00 |
| Other Federal Projects | | | | 614,341.21 | 24,150.00 | | 24,150.00 | 20,000.00 |
| SUB-TOTAL | 219,310.00 | | 219,310.00 | 974,114.39 | 328,413.00 | | 328,413.00 | 447,393.00 |
| S.C.E. Salaries | 388,249.00 | | 388,249.00 | 388,252.27 | 345,941.00 | | 345,941.00 | 352,731.00 |
| S.C.E.-Other Exp. | 3,557.00 | | 3,557.00 | 3,155.73 | 16,000.00 | | 16,000.00 | 18,951.00 |
| Bilingual-Salaries | 2,124.00 | | 2,124.00 | 2,124.00 | 11,998.00 | | 11,998.00 | 15,454.00 |
| Bilingual-Other Exp. | | | | | | | | 3,078.00 |
| Nonpublic-Textbooks | 24,030.00 | | 24,030.00 | 21,614.79 | 22,110.00 | | 22,110.00 | 36,262.00 |
| Nonpublic-Auxiliary | | | | | | | | |
| Services | | | | 44,230.00 | 43,126.00 | | 43,126.00 | 42,900.00 |
| Nonpublic-Handi- | | | | | | | | |
| capped Services | | | | 54,167.00 | 62,442.00 | | 62,442.00 | 62,100.00 |
| Other | | | | 123,720.77 | | | | |
| SUB-TOTAL | 417,940.00 | | 417,940.00 | 637,264.56 | 501,617.00 | | 501,617.00 | 531,476.00 |
| SPECIAL SCHOOLS AND | | | | | | | | |
| EVENING SCHOOLS | | | | | | | | |
| J-4 Adult Education | | | | | | | | |
| Salaries | 56,375.00 | 12,000.00 | 68,375.00 | 50,748.64 | 56,375.00 | | 56,375.00 | 55,700.00 |
| Supplies | 3,630.00 | 3,000.00 | 6,630.00 | 2,792.09 | 3,630.00 | | 3,630.00 | 2,000.00 |
| Other Expenses | 9,327.00 | 3,000.00 | 12,327.00 | 7,921.09 | 9,327.00 | | 9,327.00 | 11,460.00 |
| SUB-TOTAL | 69,332.00 | 18,000.00 | 87,332.00 | 61,461.82 | 69,332.00 | | 69,332.00 | 69,160.00 |
| J-6 Summer School | | | | | | | | |
| Salaries | 109,730.00 | | 109,730.00 | 104,141.19 | 100,280.00 | | 100,280.00 | 101,210.00 |
| Supplies | 7,095.00 | | 7,095.00 | 6,502.29 | 3,545.00 | | 3,545.00 | 4,005.00 |
| Other Expenses | 3,390.00 | | 3,390.00 | 2,771.16 | 1,390.00 | | 1,390.00 | |
| SUB-TOTAL | 120,215.00 | | 120,215.00 | 113,414.64 | 105,215.00 | | 105,215.00 | 105,215.00 |
| J-7 Vocational Evening | | | | | | | | |
| Salaries | 50,000.00 | 7,000.00 | 57,000.00 | 50,008.28 | 50,000.00 | | 50,000.00 | 54,015.00 |
| Supplies | 3,000.00 | (1,000.00) | 2,000.00 | 655.26 | 3,000.00 | | 3,000.00 | 3,000.00 |
| Equipment | 1,000.00 | 3,000.00 | 4,000.00 | 2,218.03 | 1,000.00 | | 1,000.00 | 1,000.00 |
| Other Expenses | 7,330.00 | (1,000.00) | 6,330.00 | 6,550.57 | 7,330.00 | | 7,330.00 | 9,230.00 |
| SUB-TOTAL | 61,330.00 | 8,000.00 | 69,330.00 | 59,432.14 | 61,330.00 | | 61,330.00 | 67,245.00 |
| TOTAL CURRENT EXPENSES (J-1 thru J-7) | 29,870,460.00 | 46,000.00 | 29,936,460.00 | 30,710,900.46 | 31,237,036.00 | 42,000.00 | 31,279,036.00 | 34,188,722.00 |
| L - CAPITAL OUTLAY | | | | | | | | |
| Sites | 20,000.00 | (7,000.00) | 13,000.00 | 11,977.44 | 20,000.00 | | 20,000.00 | 20,000.00 |
| Buildings | 29,955.88 | | 29,955.88 | 14,677.08 | 22,000.00 | 16,300.00 | 38,300.00 | 22,000.00 |
| TOTAL CAPITAL OUTLAY | 20,000.00 | 22,955.88 | 42,955.88 | 26,654.52 | 42,000.00 | 16,300.00 | 58,300.00 | 42,000.00 |
| TOTALS | 29,890,460.00 | 68,955.88 | 29,979,415.88 | 30,737,554.98 | 31,279,036.00 | 58,300.00 | 31,337,336.00 | 34,230,722.00 |

PUBLIC NOTICE

PUBLIC NOTICE

PUBLIC NOTICE

PUBLIC NOTICE

NOTICE

EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1991-92

Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and State of New Jersey, that a public meeting will be held at Edison High School, Boulevard of Eagles, Edison, New Jersey at 7:30 P.M. on Monday, April 29, 1991, on the following budget for the 1991-92 School Year:

The budget will be available for examination by the public at the Board of Education office located at 100 Municipal Boulevard, Edison, New Jersey, between the hours of 9:00 and 11:30 A.M. and 1:30 and 3:30 P.M. on April 22, 23, 24, 25 and 26.

N. ROBERT POST
Secretary
Edison Township Board of Education

SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1991-92

| | Sept. 28, 1988 ACTUAL | Oct. 15, 1988 ACTUAL | Oct. 15, 1991 ESTIMATED |
|--|--------------------------|-------------------------|----------------------------|
| ENROLLMENTS | | | |
| Pupils On Roll | 10,626.00 | 10,983.00 | 11,384.00 |
| Pupils in State Facilities | 18.00 | 14.00 | 14.00 |
| Private School Placements | 100.00 | 76.00 | 76.00 |
| Pupils Sent to Other Districts | | | |
| a. To Regular Programs | | | |
| b. To Special Education Programs | 38.00 | 61.50 | 61.50 |
| c. To County Vocational Schools | | | |
| Pupils Received | | | 3.00 |
| REVENUES | | | |
| | 1988-1989 Actual | 1989-91 Revised | 1991-92 Anticipated |
| CURRENT EXPENSE | | | |
| Balance Appropriated | 620,655.37 | 816,674.00 | 500,000.00 |
| Transfer from Capital Outlay | | | |
| Revenues from Local Sources: | | | |
| Local Tax Levy | 60,799,017.00 | 69,762,820.00 | 70,957,490.00 |
| Tuition | 10,548.50 | 10,500.00 | 10,500.00 |
| Miscellaneous | 563,530.79 | 259,356.00 | 335,594.00 |
| SUB-TOTAL | 61,373,096.29 | 70,032,676.00 | 71,303,584.00 |
| Revenues from State Sources | | | |
| Foundation Aid | 4,808,244.00 | 4,095,068.00 | |
| Special Education Aid | 2,279,627.00 | 3,192,430.00 | 3,684,868.00 |
| Transportation Aid | 2,436,626.00 | 2,104,203.00 | 3,060,727.00 |
| Aid for At-Risk Students | | | 968,695.00 |
| Bilingual Aid | 307,915.00 | 391,254.00 | 458,902.00 |
| Transition Aid | | | 1,996,162.00 |
| Other State Aids | 562,969.56 | 10,466,534.00 | 13,117,501.00 |
| SUB-TOTAL | 10,395,381.56 | 20,249,489.00 | 23,288,855.00 |
| Revenue from Federal Sources: | | | |
| P.L. 98-524 (Vocational J-2) | 64,544.00 | | |
| P.L. 81-874 (Impact - Current Expense J-1) | | | |
| P.L. 100-297 Chapter 1 | 388,930.00 | 354,568.00 | 443,838.00 |
| P.L. 100-297 Chapter 2 | 75,195.83 | 75,556.00 | 71,825.00 |
| P.L. 94-142 (Handicapped J-2) | 468,662.68 | 460,160.00 | 453,000.00 |
| Other | 166,678.71 | 58,023.00 | 122,704.00 |
| SUB-TOTAL | 1,164,011.22 | 948,307.00 | 1,091,367.00 |
| TOTAL CURRENT EXPENSE | 73,553,144.44 | 92,047,146.00 | 96,183,806.00 |
| CAPITAL OUTLAY | | | |
| Balance Appropriated | 11,421.18 | | |
| Revenue from Local Sources: | | | |
| Local Tax Levy | 46,000.00 | 46,000.00 | 46,000.00 |
| Withdrawal from Capital Reserve | | | |
| Miscellaneous | | | |
| SUB-TOTAL | 46,000.00 | 46,000.00 | 46,000.00 |
| Revenue from State Sources: | | | |
| Foundation Aid | | | |
| Revenue from Federal Sources: | | | |
| TOTAL CAPITAL OUTLAY | 57,421.18 | 46,000.00 | 46,000.00 |
| DEBT SERVICE | | | |
| Balance Appropriated | | | |
| Revenue from Local Sources: | | | |
| Local Tax Levy | | | |
| Withdrawal from Capital Reserve | | | |
| Miscellaneous | | | |
| SUB-TOTAL | | | |
| Revenue from State Sources: | | | |
| Debt Service Aid Type II | | | |
| Additional State School Building Aid - Ch. 1 | | | |
| Additional State School Building Aid - Ch. 1 | | | |
| Additional State School Building Aid - Ch. 7 | | | |
| Total Additional State School Building Aid | | | |
| Total Balances Unappropriated | 217,583.62 | | |
| TOTAL FUNDS AVAILABLE | 738,828,149.24 | 92,093,146.00 | 96,229,806.00 |

| | Acct. No. | 1988-1989 Expend. | 1989-91 Rev. Approp. | 1991-92 Approp. |
|---|-----------|----------------------|-------------------------|--------------------|
| J-1 CURRENT EXPENSE | | | | |
| ADMINISTRATION | | | | |
| Salaries | 110 | 940,138.61 | 1,092,555.00 | 1,147,315.00 |
| Legal Fees | 120b | 88,421.61 | 58,000.00 | 62,000.00 |
| Purchased Other Professional/Technical Services | 120d | 423,063.42 | 710,103.00 | 253,845.00 |
| Other Expenses | 130 | 119,206.87 | 108,000.00 | 112,700.00 |
| SUB-TOTAL | | 1,570,830.51 | 1,968,658.00 | 1,575,860.00 |
| INSTRUCTION | | | | |
| Preschool/Kindergarten | | | | |
| Salaries - Teachers | 213 | 2,671,088.13 | 2,841,510.00 | 3,109,672.00 |
| Grades 1-5 | | | | |
| Salaries - Teachers | 213 | 13,689,326.65 | 14,562,738.00 | 15,937,069.00 |
| GRADES 6-8 | | | | |
| Salaries - Teachers | 213 | 7,345,492.35 | 7,814,152.00 | 8,551,598.00 |
| Grades 9-12 | | | | |
| Salaries - Teachers | 213 | 9,682,694.46 | 10,300,474.00 | 11,272,560.00 |
| Undistributed Instruction | | | | |
| Salaries - Principals | 211 | 1,867,680.93 | 1,989,340.00 | 1,904,735.00 |
| Salaries - Supervisor of Instruction | 212 | 906,401.50 | 970,099.00 | 1,043,285.00 |
| Salaries - Other Instructional Staff | 214 | 3,120,496.43 | 3,561,950.00 | 3,564,513.00 |
| Salaries - Secretaries & Clerical Assistants | 215 | 1,383,506.62 | 1,483,123.00 | 1,556,696.00 |
| Other Salaries for Instruction | 216 | 762,394.02 | 844,702.00 | 846,640.00 |
| Textbooks | 220 | 479,540.92 | 505,786.00 | 500,218.00 |
| School Library and Audio/Visual Material | 220 | 160,528.88 | 198,212.00 | 206,614.00 |
| Teaching Supplies | 240 | 544,816.71 | 542,145.00 | 569,110.00 |
| Other Expenses | 250 | 519,097.12 | 459,757.00 | 445,627.00 |
| Purchased Professional Educational Services | 260a | | | |
| Purchased Technical Educational Services | 260b | | | |
| SUB-TOTAL | | 9,744,463.13 | 10,575,114.00 | 10,667,438.00 |
| ATTENDANCE AND HEALTH SERVICES | | | | |
| Salaries - Attendance | 310 | 67,202.25 | 69,639.00 | 71,817.00 |
| Other Expenses - Attendance | 320 | 14,058.00 | 17,310.00 | 18,229.00 |
| Purchased Professional/Technical Service Attendance | 330 | | | |
| Salaries - Health | 410 | 914,803.86 | 987,882.00 | 1,050,514.00 |
| Other Expenses - Health | 420 | 132,909.83 | 84,535.00 | 92,586.00 |
| Purchased Professional/Technical Services | 430 | | | |
| SUB-TOTAL | | 1,128,973.94 | 1,159,366.00 | 1,233,146.00 |

| | Acct. No. | 1988-1989 Expend. | 1989-91 Rev. Approp. | 1991-92 Approp. |
|--|-----------|----------------------|-------------------------|--------------------|
| J-1 CURRENT EXPENSE | | | | |
| TRANSPORTATION | | | | |
| Salaries | 510 | 210,913.78 | 232,738.00 | 237,806.00 |
| Contracted Services and Public Carriers (Exclude 520c) | 520 | 3,035,135.66 | 3,040,243.00 | 3,355,270.00 |
| Trips Other Than to and From School | 520c | 217,277.46 | 257,841.00 | 238,245.00 |
| Replacement of Vehicles | 530 | | | |
| Purchase of New Vehicles | 535 | | | |
| Pupil Transportation Insurance | 540 | 9,320.00 | 26,666.00 | 26,666.00 |
| Curricular Activities | 545 | 3,951.00 | 4,400.00 | 4,400.00 |
| Other Expenses | 550 | 17,934.24 | 38,990.00 | 38,990.00 |
| Maintenance of Pupil Transportation | | | | |
| Vehicles by Private Garages | 560 | | | |
| Purchased Professional/Technical Services-Transportation | 570 | 105,583.80 | 52,000.00 | 460,000.00 |
| SUB-TOTAL | | 3,600,115.94 | 3,652,878.00 | 4,361,377.00 |
| OPERATION OF PLANT | | | | |
| Salaries | 610 | 3,204,811.70 | 3,538,578.00 | 3,433,178.00 |
| Contracted Services | 620 | | | |
| Heat | 630 | 464,987.90 | 430,550.00 | 500,000.00 |
| Utilities | 640 | 998,187.41 | 1,210,508.00 | 1,229,000.00 |
| Supplies | 650 | 119,845.67 | 119,843.00 | 119,843.00 |
| Other Expenses | 660 | 168,785.10 | 177,000.00 | 72,338.00 |
| Purchased Professional/Technical Services-Operation | 670 | | | |
| SUB-TOTAL | | 4,951,617.98 | 5,476,479.00 | 5,461,859.00 |
| MAINTENANCE OF PLANT | | | | |
| Salaries | 710 | 849,284.12 | 844,837.00 | 857,315.00 |
| Contracted Services | 720 | 589,828.55 | 659,291.00 | 744,160.00 |
| Replacement of Equipment | 730 | 55,997.81 | 119,935.00 | 124,469.00 |
| Purchase of New Equipment | 730c | 268,640.17 | 261,141.00 | 332,484.00 |
| Other Expenses | 740 | 264,053.48 | 292,100.00 | 371,000.00 |
| Purchased Professional/Technical Services-Maintenance | 750 | | | |
| SUB-TOTAL | | 2,027,804.13 | 2,177,304.00 | 2,429,428.00 |
| FIXED CHARGES | | | | |
| Other Employee Retirement Contributions | 810a | 467,970.21 | 619,482.00 | 651,820.00 |
| Social Security - T.P.A.F. | 810b | 760,857.90 | 3,357,130.00 | 3,674,551.00 |
| Social Security-Other | 810c | | 854,800.00 | 934,226.00 |
| T.P.A.F. Contribution | 810d | | 6,606,878.00 | 6,988,853.00 |
| Insurance and Judgment (Exclude U.C.C. Amount) | 820 | 4,437,079.81 | 9,539,861.00 | 8,691,768.00 |
| Unemployment Comp. (U.C.C.) | 820b | | 110,000.00 | 110,000.00 |
| Rental of Land and Buildings | 830 | 9,230.00 | 10,170.00 | 10,780.00 |
| Interest on Current Loans | 840 | | | |
| Other Fixed Charges | 850 | | | |
| Tuition-County Special Schools | 870a | | | |
| Tuition-County Vocational Schools | 870b | | | |
| Tuition - Regional Day Schools | 870c | | | |
| Tuition-Regular | 870d | | | |
| Tuition-Special | 870e | 3,044,139.92 | 2,964,029.00 | 3,534,541.00 |
| Tuition-State Facilities | 870f | 138,040.00 | 125,863.00 | 261,101.00 |
| SUB-TOTAL | | 10,857,317.84 | 24,188,413.00 | 24,857,720.00 |
| SUNDARY ACCOUNTS: | | | | |
| Food Services | | | | |
| Salaries | 910 | | | |
| Other Expenses | 920 | | | |
| Expenditures to Cover Deficits | 930 | 133,308.24 | | 50,000.00 |
| SUB-TOTAL | | 133,308.24 | | 50,000.00 |
| STUDENT BODY ACTIVITIES | | | | |
| Salaries | 1010 | 752,978.21 | 785,744.00 | 734,969.00 |
| Other Expenses | 1020 | 173,770.46 | 170,100.00 | 175,017.00 |
| Expenditures to Cover Deficits | 1030 | | | |
| SUB-TOTAL | | 926,748.67 | 955,844.00 | 909,986.00 |

| | |
|---------------------------------|------|
| COMMUNITY SERVICES | 1111 |
| Salaries-Recreation | 1121 |
| Other Expenses-Recreation | 1122 |
| Salaries-Civic Activities | 1122 |
| Other Expenses-Civic Activities | 1122 |

| | |
|---------------------------------|------|
| SUB-TOTAL | |
| SPECIAL PROJECTS (LOCAL) | |
| Salaries | 1113 |
| Other Expenses | 1123 |

| | |
|--------------------------|-----|
| SPECIAL EDUCATION | |
| Educable | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------|-----|
| Trainable | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------------------|-----|
| Orthopedically Handicapped | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|-------------------------|-----|
| Neurologically Impaired | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|-----------------------|-----|
| Perceptually Impaired | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------------|-----|
| Visually Handicapped | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|------------------------|-----|
| Auditorily Handicapped | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|---------------------------|-----|
| Communication Handicapped | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|-----------------------|-----|
| Emotionally Disturbed | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------------|-----|
| Socially Maladjusted | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------|-----|
| Resource Room | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------|-----|
| Autistic | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|-----------------------|-----|
| Preschool Handicapped | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|---------------------------|-----|
| Supplementary Instruction | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|--------------------|-----|
| Speech Instruction | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|------------------|-----|
| Home Instruction | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|------------------------------|-----|
| SUB-TOTAL | |
| BASIC SKILLS/REMEDIAL | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|-------------------------|--|
| SUB-TOTAL | |
| LOCAL VOCATIONAL | |
| Salaries | |
| Other Expenses | |

| | |
|----------------------------|-----|
| SUB-TOTAL | |
| BILINGUAL EDUCATION | |
| Salaries | 210 |
| Other Expenses | 290 |
| Equipment | 730 |

| | |
|----------------------------|--|
| SUB-TOTAL | |
| J-1 CURRENT EXPENSE | |
| SPECIAL PROJECTS | |
| FEDERAL/STATE/OTHER | |

| | |
|-----------------------------------|--------------|
| FEDERAL PROJECTS | |
| P.L. 98-524 (Vocational) | 64,544.00 |
| P.L. 100-297 (Chapter 1) | 393,246.88 |
| P.L. 100-297 (Chapter 2) | 73,988.12 |
| P.L. 94-142 (Handicapped) | 450,379.30 |
| Adult Basic Education P.L. 91-230 | 16,174.00 |
| Other Federal Projects | 141,925.34 |
| SUB-TOTAL | 1,140,257.72 |

| | |
|--------------------------------|--------------|
| STATE PROJECTS/OTHER | |
| Salaries-S.C.E. | 752,802.00 |
| Other Expenses-S.C.E. | 3,174.27 |
| Nonpublic Textbooks | 94,605.12 |
| Nonpublic Auxiliary Services | 172,507.17 |
| Nonpublic Handicapped Services | 182,773.65 |
| Other Special Projects | 434,450.17 |
| SUB-TOTAL | 1,640,312.38 |

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Edison school head highest paid in area

NT 8/31/83

By MICHELE J. KUHN
News Tribune staff writer

A survey of 14 school districts in Middlesex and Monmouth counties indicates that Edison school officials, whose salaries are now being challenged in a Superior Court suit, are the highest paid in the two-county area.

The disputed 9 percent increase in Edison Superintendent Charles Boyle's salary for the 1983-84 school year would bring his total salary to \$73,248. That figure is more than \$8,000 over the nearest salary included in The News Tribune survey.

The nearest salary is that of Woodbridge Superintendent of Schools Dr. Frederic Buonacore who will be paid \$64,901.

The \$67,470 that Edison Deputy Superintendent Joseph Kreskey would be receiving for the coming year is more than \$2,000 above the nearest salary for a superintendent.

While the Edison salaries were the highest in the survey, the lowest school head salary was found in South Amboy. Schools Superintendent John Olexa received \$41,524 during the 1982-83 school year. His salary for

the coming year has not yet been made public.

Edison Mayor Anthony Yelencsics, Councilwoman Margery Golin and Councilman George Spadaro filed suit in Middlesex County Superior Court last week against the township Board of Education to rescind the 9 percent increases given top administrators.

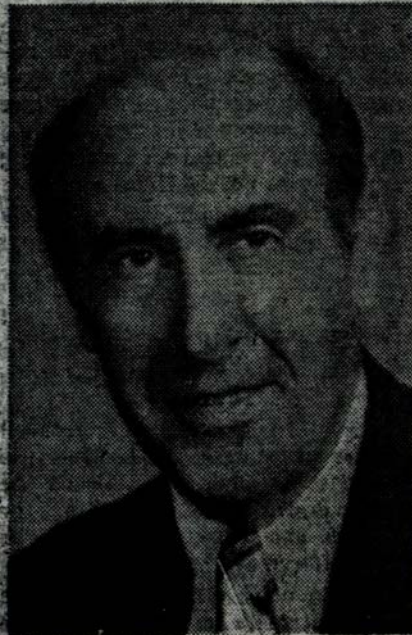
The suit asks that the 1983-84 school budget, which includes the hikes, be set aside or that the increases be rolled back to 5.4 percent.

The furor over administrators' salaries was touched off this summer at a time when a controversial township-wide revaluation saw substantial increases in property taxes for homeowners, and municipal employees received no salary hikes in their new contracts.

In other Middlesex County school districts, administrators' salaries were mainly in the \$50,000-to-\$60,000 range.

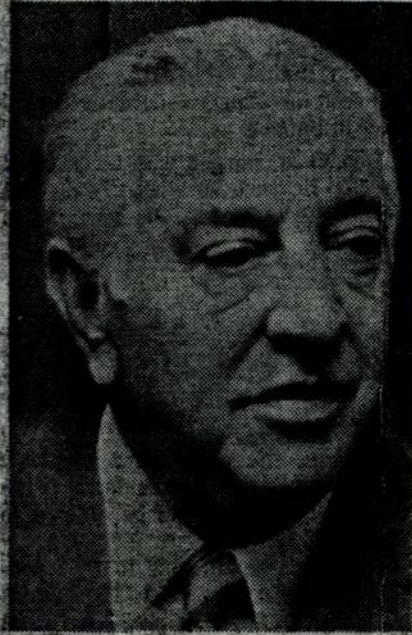
Carteret Superintendent Robert T. O'Donnell, who has been the district's chief administrator for 13 years, will be receiving \$59,100.

A four-and-a-half year veteran of



CHARLES BOYLE
Highest paid

the Metuchen School District, Genaro Lepre will receive \$56,000. Leonard Tobias, who has been South Plainfield superintendent for 11



MAYOR YELENCICS
Brings suit

years, will be paid \$56,487 in 1983-4. The district's assistant superintendent, Harry Lobby, will receive \$50,707.

Sayreville Superintendent Marie Parnell will be receiving \$59,100, while neighboring South River Superintendent Regis Wiegand, who has held his post for five years, will be paid \$49,700.

A salary of \$50,000 was received by Perth Amboy Superintendent Frank Sinatra during the 1982-83 school year. His salary for the coming school year is still the subject of negotiation as is that of Highland Park's Austin Gumbs. Gumbs, the borough's schools superintendent for the past three years, was paid \$54,500.

The salaries of Old Bridge school officials have not been negotiated for 1983-84.

During this past year, Patrick Torre, the Old Bridge superintendent since 1969, received \$58,000. Assistant Superintendent for Personnel Andrew Korshalla and Joseph Bushinger, assistant superintendent for curriculum, both received \$51,123 during 1982-83.

The highest paid superintendent included in the survey in Monmouth County is Marlboro's Frank DeFino

who will receive \$59,000 in the coming year. The township's assistant superintendent, Judith Konk, will be receiving \$41,500.

Matawan-Aberdeen Regional School District Superintendent Kenneth Hall, who became school chief in March, 1978, will be paid a salary of \$58,342. Deputy Superintendent Dario Valcarcel and William Conwell, assistant superintendent, will each be paid \$49,500 while Assistant Superintendent Michael Klavon will receive \$41,610.

Joseph Scozzari, who has been the Manalapan-Englishtown School District head for two years, is scheduled to be paid \$50,350 and Edward Barrett, assistant superintendent, will get \$48,000.

As the head of the Keyport school system for 12 years, Douglas Fredericks will be paid \$45,000 in 1983-84.

The salary figures for Hazlet Superintendent Joseph Dispenziere for this coming year have not yet been determined.

This past year he was paid \$48,000 while Assistant Superintendent Michael Cleffi received \$45,500.

Building, baby booms created need for first high school

Famous Edison High School grads include Sarandon, Gaspari, Morgenstern, Pastorelli

By David C. Sheehan

EDISON — The first school in Edison is said to have been established in the Oak Tree section of the township in 1689.

Another published report tells of a school in Piscatawaytown which was started in 1800 in a "small, unpainted building." In this school were found "crude desks against the walls and seats made of oak planks or slabs."

Today Edison boasts many fine public, private and parochial elementary, middle and high schools as well as Middlesex County College. Conjuring up a mental image of those "crude desks against the walls and seats made of oak planks" becomes more difficult in light of the size of the present-day township and the size of the modern school buildings complete with thousands of students studying not only the "three R's" but computers, graphics, auto shop, law and psychology courses and a wide array of cultural and athletic programs.

Nevertheless, high school-age students attended public schools in neighboring communities — Metuchen, Highland Park, Rahway, Perth Amboy and Woodbridge — until the early 1950s.

The post-World War II and Korean War building and baby booms were the first large-scale developments to impact the population of Edison Township. It became apparent that high school would have to be constructed within Edison to accommodate the educational needs of a growing, youthful population.

"Ground was broken for the township's new \$1,850,000 high school this morning," according to a November 1954 newspaper report.

Notable among the dignitaries attending the ceremony was John P. Stevens Jr., then president of the Edison Board of Education. It was to honor Stevens, a famous resident, industrialist and quality education advocate, that the township named its second public high school. Others at the Edison High School ground breaking included Township Commissioner Brace Eggert; John J. Anderson, board secretary; Professor E.C. Whitham, board member; Commissioner Julius Engel; Mayor James Forgione; Elbert V. Anderson, board member; Joseph Ruggieri, superintendent of schools; and PTA representatives.

Located at the intersection of Old Post and Colton roads, the school site consisted of "approximately 37 acres, of which 24 were purchased by the Board of Education and 13 donated by the municipality."

Clear and convincing evidence of the support for the construction of the school is provided by the results of the school bond issue referendum to Edison voters in November 1953. It passed by a 5,128-to-1,184 margin.

The bond having been approved and the support of the community secured, the board retained Alexander Merchant and Associates

as architects of the modern, functional one- and two-story structure.

"The building has been designed to originally accommodate 900 students in 30 classrooms, but it will be large enough to take care of 1,100 students," according to newspaper accounts of the day.

The grand opening of the township's first public high school — named, of course, after the municipalities most famous resident, Thomas A. Edison — took place in 1956. Although designed as a senior high school, the school was opened September 17 of that year to 1,300 junior high school students.

Additionally, the building had many finishing touches in need of completing — especially the gymnasium. But the new school postponed indoor gym classes until it was fully completed, and students brown-bagged their lunches until the cafeteria was made shipshape. (Lunch periods, even in 1956, were a quick 25 minutes.)

Notable among the things needed to be completed was Colton Road itself. Now "Boulevard of the Eagles" to reflect the school's mascot, that portion of the street still was being constructed when the school opened.

It is reported that "when 14 school buses begin to arrive at 3:15, the scene outside resembles the Port Authority bus terminal on New Year's Eve."

Principal William Miller was quoted as saying, "This situation gets better every day, and once the road is in, transportation will be simplified."

He added that it would take until December "to get a completely polished appearance" to the entire complex.

Another reflection of the township's growth in the mid-1950s is that split-shifts had to be instituted as soon as the high school opened its doors. Built for an enrollment of between 800 and 1,100

students, Edison High School welcomed 1,300 its first year. Half the students, then, attended classes from 7:15 a.m. to 12:15 p.m. and the rest attended in the afternoon.

That situation continued until 1964, when the township's second high school was opened. Reports indicate that following the opening of John P. Stevens, Edison High School's enrollment remained fairly constant, "hovering around 1,600, even after the ninth grade was added to the high school in 1984."

A measure of the success of the school is found in the students it graduates. A local newspaper once reported, "You could do almost a whole issue of *People* magazine on Edison High School graduates alone." Such effusive reporting is the result of many notable individuals who are alumni of Edison High.

To memorialize these students' attendance and to provide role models to today's students, a Hall of Honor was instituted in 1985. Every four years, names of graduates who have "made their mark" in the world are added to the prestigious list.

Original inductees to the hall include actress Susan (Tomalin) Sarandon. She has received Academy Award nominations, and her films include *The Witches of Eastwick*, the cult classic *The Rocky Horror Picture Show* and *Bull Durham*.

Rich Gaspari from the Class of 1981 has been named Mr. Universe and often appears on the covers of body-building magazines.

Patrick McDonnell of the Class of 1974 is an artist/cartoonist whose work has been seen in *Sports Illustrated*, *New York Magazine*, *Rolling Stone* and elsewhere.

Rosemary Sabovic danced with the Bolshoi Ballet even before her 1980 graduation from Edison High School.

Other original inductees were



—Photo by Thomas R. DeCaro

Situated on approximately 37 acres on Boulevard of the Eagles, Edison High School currently serves more than 1,500 students. It opened September 17, 1956.

Dr. Richard Faro, Class of 1964, a cardiologist; Gayleatha Brown, Class of 1964, a foreign service specialist and international affairs expert; David Daut, Class of 1972, a NASA scientist; and Frank DeSilvestro, Class of 1962, a "nationally recognized expert on adult education."

Inductees in 1990 included actor Robert Pastorelli, who plays Eldin Bernikey on the *Murphy Brown* television series; Robert C. Holmes, president of the New Jersey Public Policy Research Institute; Gil Morgenstern, concert violinist; Dr. Alan R. Saltiel; engineer Brian Manhire; librarian and author Dolores Chupela; Army Capt. Karen Dzincielewski Acosta, an international security expert; James J. Marino, an attorney and chairman of the board of trustees of Middlesex County College; and Barry Berman, local businessman.

Having recently undergone a multi-million dollar expansion of facilities to accommodate the

ever-increasing technical needs of today's educational system, Edison High is justifiably proud of the standard of the education it provides and of all of its graduates. The school has helped to enrich the township academically,

culturally and even architecturally.

David C. Sheehan is co-founder and president of the Edison Township Historical Society, and this is one in a series of articles by society members on the history of the area.

Counseling job made for the man

Edison: Schools
Role permits
educator to give
more to students

By SUZANNE C. RUSSELL
News Tribune Staff Writer

NT 2/6/90

EDISON Jay Simpson struggled to become an educator and he's still striving every day to be a success at that job.

Simpson, a crusader for student activities who initiated several drunk-driving awareness programs at John P. Stevens High School, feels rewarded in his new position as a guidance counselor.

"Becoming a guidance counselor has been my goal for more than half of my professional career. I'm committed to it," said Simpson, who became a guidance counselor in September after 21 years as a history and social science teacher at the school.

Simpson's greatest obstacle to being a guidance counselor was the lack of an available position.

"In 1973, I got my degree [in counseling] and I waited, but they never had a vacancy," Simpson said. "Then this came along in the second week of the summer, and I applied and had an interview."

"Becoming a guidance counselor goes back to when I became a teacher. I always wanted to help students more," he said.

More than anything else, Simpson wants to be a success in his job.

If his track record as a teacher and adviser to the school's drunken-driving programs — including Students Against Driving Drunk — are any measure, Simpson should be a shoo-in.

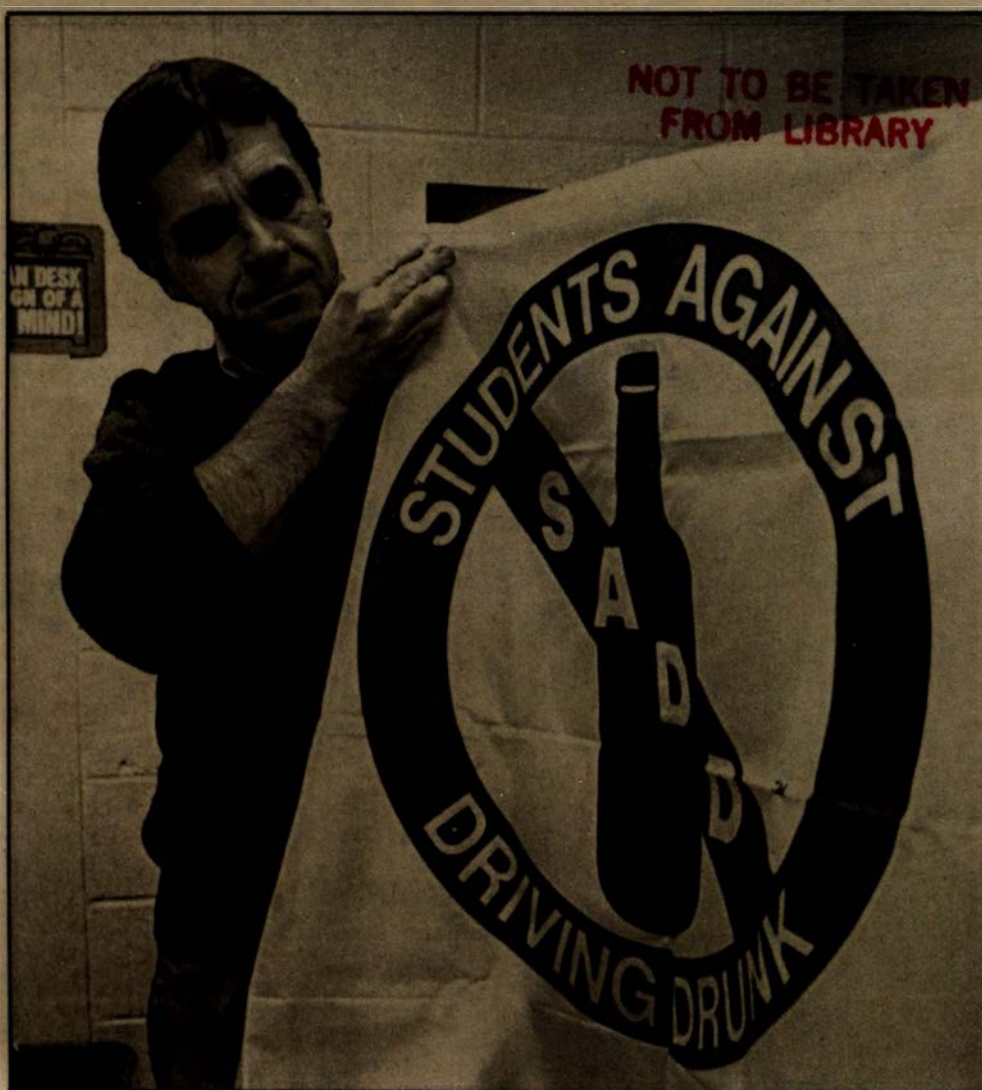
In 1984, Simpson helped set up Safe Rides Explorer Post 172 of the Boy Scouts of America, a teen-age organization offering free, confidential, safe rides home to teen-agers who did not want to ride while intoxicated or with a drunk driver.

"Safe Rides required strong student leadership and participation of members and the adult supervisor. But the commitment was not there by all the people," said Simpson, who retired as adviser of the group in December 1988 and closed operations.

The program, run on weekends, operated out of John F. Kennedy Medical Center in Edison.

A small group of students, who are now seniors, founded the school's chapter of SADD and talked Simpson into being the adviser. The group now has 225 members.

"I saw a need [to limit drunk driving] in this town like any other town. Drinking is a teen-age activity whether we accept it or not. Edison is no worse than any other town, but there is a teen-age drinking



Jay Simpson, guidance counselor at John P. Stevens High School in Edison, initiated several drunk-driving awareness programs at the school.

problem," said Simpson, a member of the Middlesex County Prosecutor's DWI Task Force and Educational Subcommittee.

In July, Simpson became an emergency medical technician with the Green Brook Rescue Squad.

In addition, Simpson, a Minnesota native, would like to expand his interest in youth. He would hope one day to work as a volunteer counselor for Covenant House, a New York City-based shelter for runaway teen-agers, if such a facility were to open in Trenton or Newark.

School Principal Cedric Richardson said Simpson often seemed like he was trying to both teach and counsel in his classroom.

"In guidance, he's able to do more with the students and still maintain his involvement with the SADD program. He's a tremendous asset to the school and the community. He's a very dedicated person who gives an awful lot of his time," Richardson said.

"He has always been a strong student advocate," said Richardson, who has known Simpson since they both worked in the middle schools during the 1960s. "He's always been a champion of legitimate student causes."

Simpson's popularity with the student body has earned him two yearbook dedications — in 1972 and 1986.

"I really care about these kids, and I try to do the most I can for them. I will do whatever I can. I try to treat every kid like they are special, but that's really hard," said Simpson.

"During the school day, it's nonstop for a guidance counselor. At least for me, it's nonstop. You start with something in the morning, and you never get back to it because it's one emergency after another. It's very active. It's a different stress from being a teacher," he said.

"But I do miss the regular contact with the kids."

He has patterned his devotion to students after one of his Fairfield Univer-

JAY SIMPSON

Age: 50.

Resides: Green Brook

Marital status: Single. "I married John P. Stevens High School."

Education: Bachelor's degree in history from Fairfield University, Fairfield, Conn.; master's degree in student personnel services from Kean College.

Employment: Guidance counselor at John P. Stevens High School in Edison; history and social science teacher at J.P. Stevens, 1968-1989; teacher in the Edison public schools since 1963.

Extracurricular activities: Cocurricular coordinator; blood bank coordinator; alumni relations; former class adviser.

Community Service: Alumni admissions representative for Fairfield University; member of Middlesex County Prosecutor's DWI Task Force and Educational Subcommittee; adviser to Safe Rides Explorer Post 172 Boy Scouts of America; staging director and member of board of trustees of Hand In Hand; founder and head coach of the Metuchen-Edison YMCA Special Olympics Swim Team (1974-82); emergency medical technician with Green Brook Rescue Squad; and emergency room volunteer at John F. Kennedy Medical Center in Edison.

sity history professors, Walter Petry.

"He was a rebel. He was dynamic and enthusiastic. I can see a lot of myself in him. He always had kids in his office," said Simpson, who got his first taste of teaching at age 8 when his mother made him honorary assistant teacher at her nursery school in Plainfield.

Like becoming a teacher, the road to becoming a guidance counselor was a bit bumpy.

Simpson said he had to work two jobs after he got out of the military to pay for his student teaching courses at Fairfield University, Fairfield, Conn.

"Nothing has ever come easy to me. I had to fight to get into teaching. I think sometimes when you work at it as hard as I did all through school, you want to be a success."

Veteran educator set to retire

Edison High grew in many ways during Scanlon's 34 years

40 11/14/90

By ERIC BENTLEY JR.
Home News staff writer

EDISON — Leo Scanlon has seen a lot of changes in his 34 years at Edison High School.

When he started as a social studies teacher at the just-opened high school in 1956, Edison — known as Raritan Township until a few years before — was a semi-rural community of farms and single-family homes.

Students, who previously had taken buses to high schools in Highland Park, Metuchen, New Brunswick and Perth Amboy, were mostly able to walk to the new high school that Scanlon said "just seemed to pull the town together."

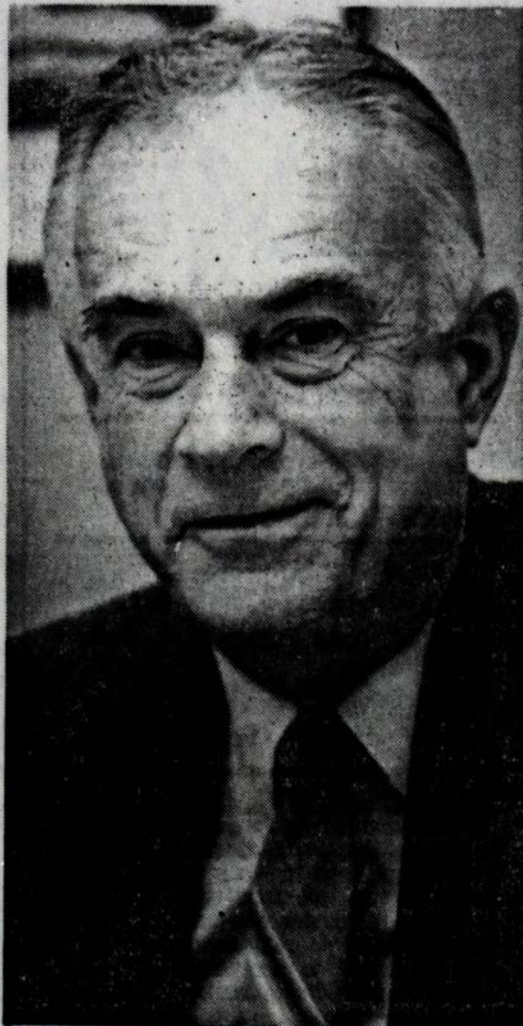
The school, built for 800 students, had 1,300 right from the start, forcing half the students to go to classes from 7:15 to 12:15 and the rest to go in the afternoon.

Today, preparing to retire after 21 years as the school's principal, Scanlon, 65, has seen changes in the school as great as those that overtook Edison — and the nation — in the 1970s and 1980s.

A major expansion in 1963-64, and the opening that year of the township's second high school — John P. Stevens, in the township's northern end — eliminated the double shifts.

Explosive growth since then along Route 1 and in the areas of New Durham and Talmadge roads, Brunswick Avenue and around the defunct Camp Kilmer, as well as in the township's northern end, transformed the township into a hive of population, commerce and industry, as well as the scene of gridlock at rush hour.

The high school's enrollment, however, has been relatively steady, hovering around 1,600



Principal Leo Scanlon has been at Edison High School since it opened in 1956.

even after the ninth grade was added to the high school in 1984.

Change at Edison High School, Scanlon said, can be measured in other ways, such as improved academic achievement, of which he said he is most proud.

Community Profile

The school's combined Scholastic Aptitude Test average of 970, up 42 points in the last two years, is one of the highest in the area, Scanlon said. The emphasis has shifted increasingly to college preparation. Advanced Placement courses are offered in all academic areas.

Edison students, he said, have won awards in statewide language, science and math competitions.

Extracurricular programs have been greatly expanded. The high school's band has gone from a small one to one of the largest in the region, with about 140 musicians. The school's choirs and glee clubs have won many competitions.

Other changes at the high school, some of the greatest ones, Scanlon said, have been reflections more of changes in society as a whole than in the township.

"Now an awful lot of things that were previously done at home or by the church or community have been taken on by the school," Scanlon said. "Now we are concerned not only with education but with taking care of the whole child. The school has become much more of a community-service organization than a place just for education."

A crisis-intervention program, child-study teams, a juvenile officer and a substance-abuse coordinator have been started at the school, as they have in many other schools, to cope with problems related to delinquency, drugs, sex and the difficulties of children raised by single parents. Special education has proliferated.

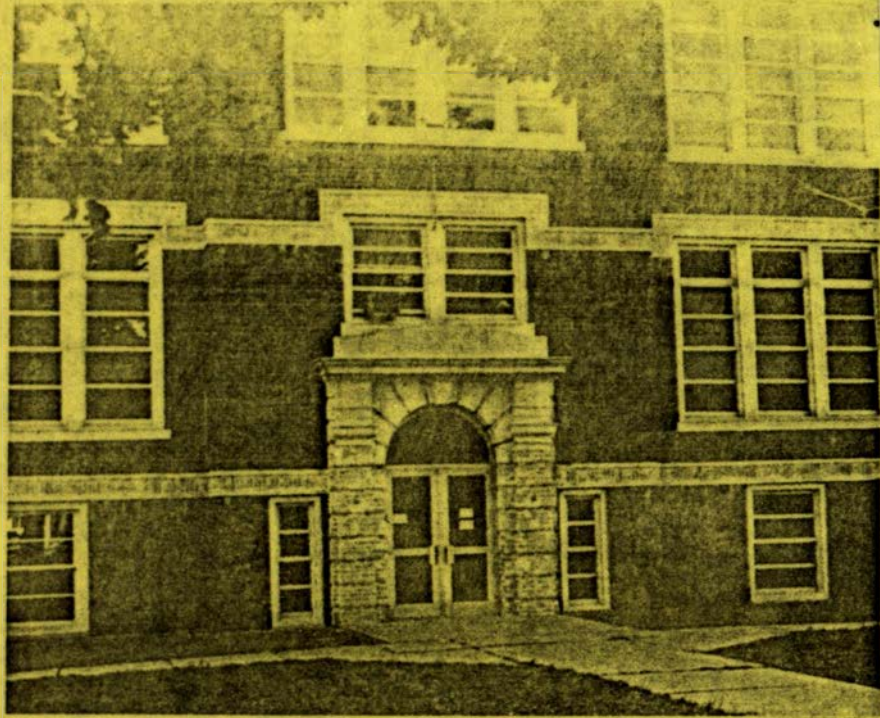
When Scanlon retires at the end of the month, the school's two assistant principals, Arlene Illes and Edward Samolewicz, will take charge until a new principal is chosen in March.

After all those years of working from 6:45 a.m. to 5 p.m., with extra hours in the evening, Scanlon said, "I'm looking forward to just taking it easy."

Edison Twp. Pub. Library
340 Plainfield Ave.
Edison, N. J. 08817

NOT TO BE TAKEN
FROM LIBRARY

ASK AT DESK



PISCATAWAYTOWN SCHOOL
2060 Woodbridge Avenue

Edison: Schools

Soon to close because of declining enrollments, Piscatawaytown School is currently collecting pictures, records and other memorabilia which will be compiled and placed in a year book to commemorate all the thousands of students and teachers who have contributed to our community through this school.

ASK AT DESK

Edison Twp. Pub. Library

340 Plainfield Ave.

Edison, N.J. 08817

REFERENCE

Edison: Schools

NOT TO BE TAKEN
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Edison Twp. Pub. Library
340 Plainfield Ave.
Edison, N. J. 08817

WHAT AREA TEACHERS EARN

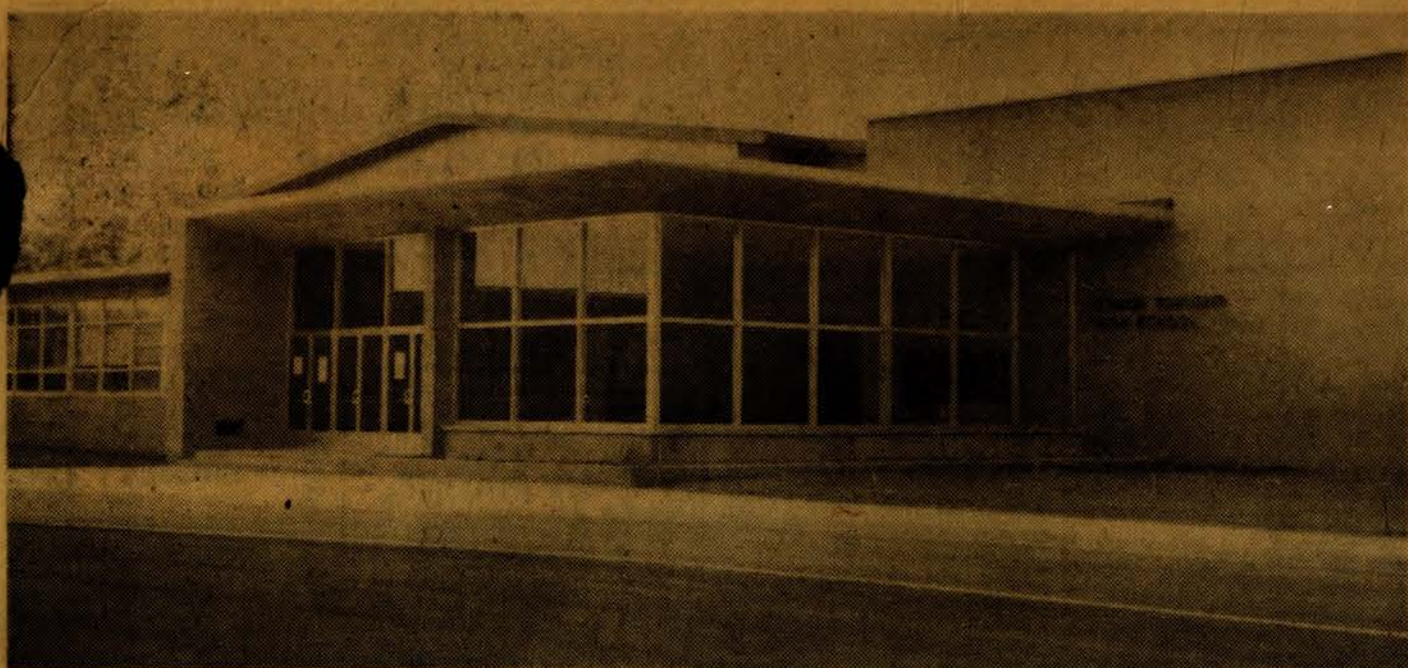
Minimum 1988-89 salaries for
first-year teachers with a bachelor of
arts degree:

NT 6/22/88

| | |
|------------------|----------|
| Piscataway | \$22,950 |
| Matawan | \$22,900 |
| Clark | \$22,350 |
| Linden | \$21,600 |
| Marlboro | \$21,508 |
| Carteret | \$21,446 |
| Rahway | \$21,380 |
| East Brunswick | \$21,000 |
| Spotswood | \$20,975 |
| Sayreville | \$20,700 |
| Keansburg | \$20,234 |
| New Brunswick | \$20,100 |
| Perth Amboy | \$20,100 |
| Woodbridge | \$20,000 |
| South Plainfield | \$20,000 |
| Holmdel | \$19,800 |
| Union Beach | \$18,500 |

Minimum 1987-88 teacher salaries for
districts currently negotiating contracts:

| | |
|---------------|----------|
| Hazlet | \$22,009 |
| Manalapan | \$21,996 |
| Edison | \$20,975 |
| Old Bridge | \$20,500 |
| Highland Park | \$20,300 |
| Freehold | \$19,799 |
| Metuchen | \$19,000 |
| Keyport | \$18,500 |



OPEN FOR BUSINESS—The new Edison High School, opened officially on Sept. 17, is a distinct example of modern archi-

ture. It features three wings with 31 classrooms, 17 special rooms, a gym, auditorium and cafeteria.



FAMILY LIVING—Mrs. Bernard Beck leads her class in a discussion of family life. Those taking part in the discussion are Florence Biro, Patricia Brown, Evelyn Gilasi, Cecelia

Hoffman, Mary Miller, Margaret Nemeth, Cathy Dackermann, Ethel Rausch, Ann Roeder and Cheryl Halsey, clockwise around the circle.

Let's Go to School

Edison's New High School Isn't Finished, But the Pupils Find It a Big Improvement

BY NANCY TALMONT

A student at the new Edison High School who said school is going to be easier this semester probably has the right idea.

At least, he's right if a new modern school, with 31 well lighted, brightly painted classrooms, and 17 special labs, where everything from graphic arts to family living is taught, are factors in making school work a snap.

Pausing in the midst of a shop class, Frank Lorincz, one of 1,300 township students to start the new school year in a new school building, said the modern facilities of schools which may make learning easier, really appeal to him. Junior high school students make up the student body this year, but next fall, high school students will attend.

Frank and his classmates in shop were all interested in the start of the sports program of the new high, officially opened Sept. 17.

Gym will probably begin this Monday, Principal William Miller told the boys, and he added that he could see no reason why preliminary work on a football team could not get started this fall.

Floyd Bingel, another junior high student, also is interested in the sports program and one of the things he likes most about the new school is the gym — an immense hall, marked off as a basketball court, equipped with bleachers, and modern lighting.

Actually the gym, auditorium and cafeteria, located in a wing of the sprawling brick building in Colton Rd., are those with the most work to be completed. These rooms need lighting and equipment installed before they can be used to maximum capacity.

Although this wing has the most work remaining to be done, there is still furniture to be placed and equipment to be installed in the other two wings.

Students in some special labs this week, helped uncrate and set up such things as potter's wheels and print shop equipment, as they participated in classwork.

The classroom wing, the only two-story section, is practically completed. Several classes are operating with borrowed furniture and equipment is not yet installed in others, but generally this isn't halting the learning processes.

Although there is some criticism about the work yet to be done in the building, most of the students are pleased with the new building.

An all-girl study hall was almost solid in its enthusiasm:

"It's nice because we aren't on the half-day session any more," Jane Dernoga said. The longer day 8:30 a. m. to 3:10 p. m., doesn't bother her at all, she said.

A classmate, Janet LaChensur, said two things that she likes about the new school are being allowed to change classrooms and having the cafeteria in which to eat her lunch. While the cafeteria isn't serving meals yet, students eat lunches brought from home in the new room.

Lavonne Anseume, who last semester attended Stelton School, said that wall lockers, where books



STUDENTS HELP TOO—Ronald Fauper, left, and Donad Lamoreaux, right, unpack a potter's wheel to be used in their graphic arts lab. The youngsters also were able to listen to class lectures as well as help with the unpacking.

and extra clothing, can be kept, says, "it can be our Christmas present."

And Principal Miller has his own opinion. "The building is really quite a bargain for just under two million dollars," he says.

The architecture of the school, distinctly modern and completely adapted to the surroundings, also brought some comment. Patricia English said one reason the new building appeals to her is because it's "real big." And, she adds, because "it isn't all on one floor."

Nancy Hanby also is pleased with the latest addition to the township's school system because of the style and because it's easy to get around inside the building.

Other aspects coming in for praise are the choral room, the auditorium, and the decor, brightly painted rooms and modern style desks.

The only real criticism coming from the girls' study hall was voiced by one youngster, who said she felt the 25-minute lunch periods were too short.

Principal Miller pointed out that he too is concerned about the lunch periods and if the situation justifies it, they will certainly be lengthened.

One of the greatest problems, however, is the outside. Colton Rd. is still under construction and when 14 school buses beginning to arrive at 3:15, the scene outside resembles the Port Authority bus terminal on New Year's Eve.

Miller says this situation gets better every day, and once the road is in, transportation will be simplified.

The prospect on the interior of the building isn't quite as good. It will take until December, the principal says, to get a completely polished appearance.

"That's all right," one student

Edison: Schools Two private schools merged to form Wardlaw-Hartridge

Review 10/5/90

By David C. Sheehan

EDISON — The township can boast of six fine high schools — public, religious and private — that not only fill the educational needs of students but also contribute to Edison's history through their own rich pasts, their architecture and their common dedication to the education of youth.

The six include two public high schools — Edison and John P. Stevens. There are three religious high schools — Bishop George Ahr, formerly St. Thomas Aquinas; Rabbi Jacob Joseph School, which occupies two former township properties; and St. Joseph's, which is located in both Edison and Metuchen.

The sixth high school — the subject of this history — is Wardlaw-Hartridge School.

Situated on 25 manicured acres of property in the northernmost portion of the township, Wardlaw-Hartridge traces its origins back to 1882. It was in that year that John Leal, the grandson of Scottish immigrants, founded the Leal School in neighboring Plainfield.

According to a history published in celebration of the school's centennial in 1982, Leal was born in Merideth, N.Y., graduated from Yale University in 1874 and "devoted his entire working life to educating boys."

Leal had been a teacher at the Pingry School, Elizabeth, and it was there that "Leal conceived of the idea of founding his own school in Plainfield, believing the 25 Plainfield boys who traveled to Pingry should have a school of their own."

"That school," the history continues, "properly called 'Mr. Leal's School,' opened in September 1882 at 333 East Front Street, near Stanford

Avenue. There were 50 boys enrolled."

The record also shows that early students were drawn from what is now Edison and Metuchen and even from as far away as the Canary Islands and Havana, Cuba. Within its first three years, five Leal graduates went on to Yale, Columbia and Princeton universities.

As Leal's school prospered, its staff grew to accommodate the student population. One new teacher was Charles Digby Wardlaw, who joined Leal's staff in 1911.

An interesting aside noted in school records indicates that Wardlaw had responded to an advertisement placed by Leal in a New York newspaper. Wardlaw journeyed to Plainfield to apply for the position of assistant principal, and upon his arrival at the Plainfield railroad station, he inquired of a cabbie where the school could be found. The cab driver responded, "...that little school out on Front Street." And "on top of this, Wardlaw couldn't find a telephone listing for the school (and) he got back on the train," the history continues. "The train started, but Wardlaw decided that he had been too easily discouraged and leaped from the moving cars."

The story concludes: "If the train had been moving any faster ... there would be no Wardlaw School today."

Within five years of Wardlaw's arrival, Leal decided to retire and Wardlaw bought out Leal's interest in the school, which then assumed the name of its new headmaster.

Wardlaw was known to be a superb educator, administrator and athlete whose career spanned three decades. Wardlaw also would "come to be known affectionately as 'Pop' Wardlaw."

"He was almost a one-man school in himself," according to the history. "And in addition, he found time to involve himself in community affairs" including the Plainfield Historical Society and "was a leading force in saving the Drake House in Plainfield from demolition."

To trace the lineage of the Hartridge School, one needs to look back to the early 1880s when "Miss Julia Scribner was asked by one of her neighbors to teach their delicate child, which Miss Scribner did in her mother's home."

Soon other families wished to have their daughters taught by Scribner. Space in the home was insufficient to meet the demands, and Scribner enlisted the aid of Adeline P. Newton. The Misses Scribner & Newton's School opened its doors on September 17, 1884, reportedly at 21 East Fifth Street, Plainfield. In 1897, Newton married John M. Whiton and left the school.

In the next school year, Louise Green assumed co-principalship with Scribner. Shortly thereafter, however, the school was leased to a new pair of educators — Caroline Fitz Randolph and Grace Webster Cooley, who continued operating the school without interruption.

The Randolph-Cooley School prospered and grew rapidly, and addition faculty had to be added. Cooley married, and she, too, left the education field.

In 1902, Emelyn Battersby Hartridge, principle of the Hartridge School in Savannah, Ga., heard about the small private school in Plainfield. She was persuaded, having sold her Savannah school, to purchase the Randolph-Cooley School in 1903 for \$3,500.

Within a year of opening, she changed the name of Randolph-Cooley "to the name it carried for the rest of its history, 'The Hartridge School.'"

Hartridge, like Wardlaw, well could be described as "one-person schools" in themselves. The two administered the institutions, taught all subjects, substitute taught and served on numerous boards and organizations.

Hartridge served as president of the Headmistresses Association of the East, president of Vassar's Alumnae Council and Alumnae Association and treasurer of the Belgian war relief effort. She helped organize the Plainfield chapter of the American Red Cross.



On hand for the ground breaking of the Inman Avenue campus of the Wardlaw Country Day School were (l-r) Prentice Home, Jack Stevens, Carl Menger and David Sanders.

In 1933, she reorganized the school as a non-profit institution. Having chosen the women to follow in her leadership role, she retired at the end of the 1940 school year. Hartridge died on September 24, 1942.

Both the Wardlaw and Hartridge schools successfully carried out their mission of academic excellence through the ensuing years.

Enter now, John P. Stevens Jr., the famed industrialist from Edison after whom John P. Stevens High School is named. Stevens, who once served as president of the township's Board of Education, was renowned for his support of both the Wardlaw and Hartridge schools.

Histories show that "he attended Leal and all four of his children were students at either Wardlaw or Hartridge. He served on the Hartridge School Board from its earliest years, continuing for on the board for more than two decades. He loved both schools and his fondest dream was to see them merged as one splendid institution."

Stevens' fondest dream,

however, was a long, hard road and took many years of discussion, disappointment, study, more discussion and more disappointment.

By 1966, the Wardlaw School was proceeding "full speed ahead" with construction of its new school on the property it had acquired on Inman Avenue in Edison. The school's history relates that "active pursuit of the union (of Wardlaw and Hartridge) continued on and off for the next ten years."

Wardlaw School had by this time adopted the name Wardlaw Country Day School and continued its mission of educating young men.

"Talks picked up again in the mid-seventies," according to the history, "and by this time it appeared to many that after a long and sometimes turbulent ten-year courtship, the time had come to join the two schools."

"In the fall of 1974, Wardlaw Board President Richard Hale appointed Dr. Garrett Keating to chair a long-range planning committee. Almost from the beginning that committee set as its number one goal the

bringing together of Wardlaw and Hartridge schools."

Keating was quoted as saying, "There was a spirit of determination this time by the participants to get the job done."

Finally, the boards of the two schools met and approved the merger on May 20, 1975.

Several reasons were offered as motives for the merger. "Although Hartridge had excellence and a spirit of caring, we were not able to offer advanced science or math or languages," said Hartridge's Headmistress Elizabeth Cayer. In addition, the centennial history reports, "While each school gave thought of taking members of the opposite sex on its own, this decision was always considered secondary to merger. Confrontation would have weakened both. ... Merger (also) would allow consolidation from three to two campuses. There were families with children at both schools. It was a logical, rational move to merge."

The newly combined, newly coeducational school graduated its first class in 1977.

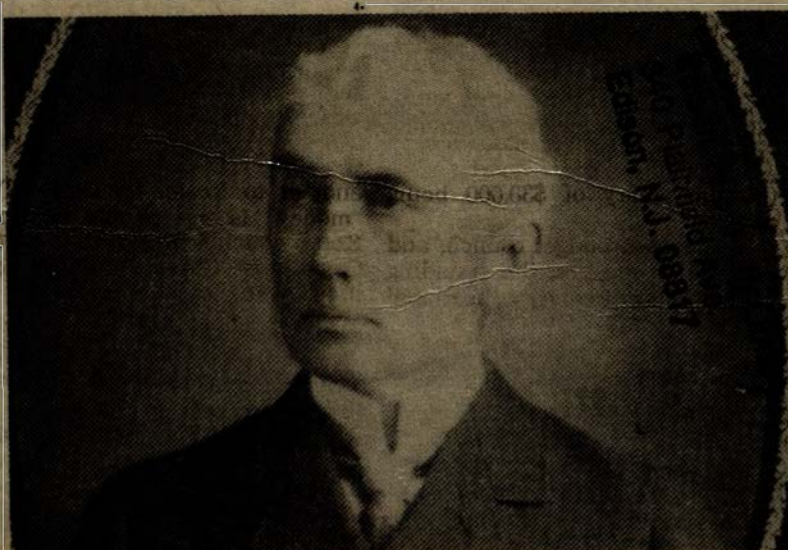
Today's Wardlaw-Hartridge School has plans for a \$12 million expansion. The project will bring the school's Lower School, now located in antiquated buildings in Plainfield on the Upper School's Inman Avenue campus. Facilities will include a fine arts center, including a theater, and more classrooms.

It will be "icing on the cake" to the already handsome and parklike campus, and Edison Township and the Wardlaw-Hartridge School draw upon a rich history of what may be termed the "ancestor" schools — Mr. Leal's School, the school of the Misses Scribner and Newton, the Randolph-Cooley Collegiate School and, of course, the Wardlaw Country Day School and Miss Hartridge's Hartridge School.

The school's own history sums it up best:

"The school today stands as a testimony to the many philosophies, traditions, and endeavors of prior generations of teachers, administrations, parents and students. That spirit of education has always had the common threads of academic excellence and good citizenship."

David C. Sheehan is co-founder and president of the Edison Township Historical Society. This article is another in a series written by society members for the Metuchen-Edison Review on the history of the area.



JOHN LEAL



SCHOOL REPORT CARD

The New Jersey State Department of Education has distributed school report cards for each public school in the state. The figures, shown here for high schools in Central Jersey, are meant to provide parents with information about the school and the progress of its students. In this chart, the first figure in each category represents the school; the second represents the state average.

NT 11/19/89

HIGH SCHOOL PROFICIENCY TEST

SCHOLASTIC APTITUDE
TEST SCORE

| SCHOOL | ENROLLMENT | READING | % PASSING MATH | WRITING | ATTENDANCE RATE | DROPOUT RATE | VERBAL /MEAN | MATH /MEAN | LIMITED ¹ ENGLISH | STUDENT ² MOBILITY | PROFESSIONAL/ STUDENT RATIO | COST PER PUPIL DISTRICT | CLASS ³ TIME |
|------------------------|------------|-----------|-------------------|-----------|--------------------|-----------------|-----------------|---------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|----------------------------|
| CARTERET H.S. | 725 | 99.2/97.8 | 88.5/87.9 | 91.7/93.7 | 90.2/91.3 | 5.7/4.9 | 359/421 | 396/475 | 3.4/2.2 | 15.7/15.3 | 9.2:1/10.3:1 | \$5,177/\$5,849 | 6:31/5:50 |
| EAST BRUNSWICK H.S. | 1,786 | 99.8/97.8 | 96.9/87.9 | 99/93.7 | 94.6/91.3 | 2.0/4.9 | 460/421 | 540/475 | 1.3/2.2 | 6.3/15.3 | 11.3:1/10.3:1 | \$5,246/\$5,185 | 5:34/5:55 |
| EDISON H.S. | 1,614 | 99.4/97.8 | 96.8/87.9 | 99.5/93.7 | 91.8/91.3 | 3.2/4.9 | 454/421 | 516/475 | 1.2/2.2 | 19.7/15.3 | 12.0:1/10.3:1 | \$5,294/\$5,185 | 6:22/5:55 |
| J.P. STEVENS H.S. | 1,695 | 98.9/97.8 | 96/87.9 | 95.7/93.7 | 93.2/91.3 | 1.6/4.9 | 455/421 | 542/475 | 6.3/2.2 | 9.2/15.3 | 11.7:1/10.3:1 | \$5,294/\$5,185 | 6:22/5:55 |
| HIGHLAND PARK H.S. | 587 | 98.9/97.8 | 94.6/87.9 | 97.8/93.7 | 91.5/91.3 | 1.7/4.9 | 472/421 | 524/475 | 1.4/2.2 | 13.5/15.3 | 9.8:1/10.3:1 | \$5,631/\$5,185 | 5:36/5:55 |
| LINDEN H.S. | 1,384 | 99.7/97.8 | 88.7/87.9 | 95.7/93.7 | 90.6/91.3 | 3.3/4.9 | 381/421 | 448/475 | 2.2/2.2 | 11.9/15.3 | 10.6:1/10.3:1 | \$5,779/\$5,849 | 6:40/5:55 |
| MATAWAN/ABERDEEN H.S. | 1,083 | 100/97.8 | 96.7/87.9 | 97.4/93.7 | 91.6/91.3 | 3.9/4.9 | 428/421 | 485/475 | 0.5/2.2 | 11.8/15.3 | 10.4/10.3:1 | \$5,474/\$5,849 | 5:30/5:55 |
| METUCHEN H.S. | 647 | 99.2/97.8 | 94.1/87.9 | 96.6/93.7 | 93.8/91.3 | 1.2/4.9 | 435/421 | 473/475 | 0.2/2.2 | 8.8/15.3 | 8.7:1/10.3:1 | \$6,016/\$5,185 | 5:45/5:55 |
| EAST BRUNSWICK VO-TECH | 1,190 | 92/97.8 | 74.7/87.9 | 83.5/93.7 | 90.7/91.3 | 8.0/4.9 | 435/421 | 428/475 | 0.1/2.2 | 10.2/15.3 | 10.9:1/10.3:1 | \$6,695/\$5,849 | 6:0/5:55 |
| PENTH AMBOY VO-TECH | 361 | 94.2/97.8 | 86.8/87.9 | 79.6/93.7 | 90.9/91.3 | 7.6/4.9 | —/421 | 361/475 | 1.1/2.2 | 16.3/15.3 | 11.3:1/10.3:1 | \$6,695/\$5,849 | 6:0/5:55 |
| PISCATAWAY VO-TECH | 716 | 100/97.8 | 71.9/87.9 | 87.3/93.7 | 91.3/91.3 | 8.7/4.9 | 291/421 | 326/475 | 0.1/2.2 | 18.5/15.3 | 7.9:1/10.3:1 | \$6,695/\$5,849 | 6:0/5:55 |
| WOODBIDGE VO-TECH | 485 | 95.1/97.8 | 72.6/87.9 | 91.9/93.7 | 92.3/91.3 | 1.5/4.9 | —/421 | 485/475 | 0.6/2.2 | 19.2/15.3 | 12:1/10.3:1 | \$6,695/\$5,849 | 6:0/5:55 |
| CEDAR HIDGE H.S. | 1,193 | 99.2/97.8 | 90.5/87.9 | 98.8/93.7 | 91.8/91.3 | 4.4/4.9 | 414/421 | 477/475 | 1.4/2.2 | 15.0/15.3 | 9.0:1/10.3:1 | \$5,737/\$5,185 | 5:5/5:55 |
| MADISON CENTRAL H.S. | 1,365 | 99.7/97.8 | 93.4/87.9 | 96.2/93.7 | 93/91.3 | 2.2/4.9 | 411/421 | 466/475 | 0.4/2.2 | 7.0/15.3 | 10.1:1/10.3:1 | \$5,737/\$5,185 | 5:5/5:55 |
| PENTH AMBOY H.S. | 1,564 | 98/97.8 | 90.2/87.9 | 86.1/93.7 | 89.4/91.3 | 13.4/4.9 | 344/421 | 403/475 | 10.9/2.2 | 26.6/15.3 | 11.1:1/10.3:1 | \$4,615/\$5,185 | 7:0/5:55 |
| RAHWAY H.S. | 920 | 97.5/97.8 | 79.2/87.9 | 91.5/93.7 | 88.1/91.3 | 6.1/4.9 | 368/421 | 409/475 | 1.4/2.2 | 16.3/15.3 | 8.9:1/10.3:1 | \$5,030/\$5,185 | 5:54/5:55 |
| SAYREVILLE H.S. | 1,338 | 99.7/97.8 | 95.5/87.9 | 98.6/93.7 | 92.4/91.3 | 3.1/4.9 | 435/421 | 488/475 | 1.0/2.2 | 7.4/15.3 | 13.0:1/10.3:1 | \$4,062/\$5,185 | 5:45/5:55 |
| HOFFMAN H.S. | 225 | 100/97.8 | 94.1/87.9 | 96.1/93.7 | 93.1/91.3 | 2.3/4.9 | 374/421 | 428/475 | 0.9/2.2 | 9.4/15.3 | 8.7:1/10.3:1 | \$5,352/\$5,185 | 5:30/5:55 |
| SOUTH RIVER H.S. | 426 | 100/97.8 | 87.1/87.9 | 95.5/93.7 | 92.4/91.3 | 3.3/4.9 | 385/421 | 458/475 | 3.5/2.2 | 13.9/15.3 | 8.5:1/10.3:1 | \$5,733/\$5,185 | 6:10/5:55 |
| COLONIA SENIOR H.S. | 946 | 99.6/97.8 | 95.3/87.9 | 98.7/93.7 | 92.8/91.3 | 2.6/4.9 | 433/421 | 488/475 | 1.4/2.2 | 8.5/15.3 | 9.3:1/10.3:1 | \$5,775/\$5,185 | 6:05/5:55 |
| JOHN F. KENNEDY H.S. | 909 | 100/97.8 | 94.2/87.9 | 98.1/93.7 | 91.8/91.3 | 2.4/4.9 | 4389/421 | 460/475 | 0.6/2.2 | 7.5/15.3 | 8.8:1/10.3:1 | \$5,775/\$5,185 | 6:05/5:55 |
| WOODBIDGE SENIOR H.S. | 1,359 | 99.3/97.8 | 95/87.9 | 98.9/93.7 | 91.4/91.3 | 3.4/4.9 | 419/421 | 497/475 | 0.7/2.2 | 11.6/15.3 | 10.1:1/10.3:1 | \$5,775/\$5,185 | 6:05/5:55 |
| JOHNSON REGIONAL H.S. | 619 | 100/97.8 | 97.5/87.9 | 97.5/93.7 | 94.2/91.3 | 1.8/4.9 | 406/421 | 486/475 | 0.0/2.2 | 6.5/15.3 | 7.3:1/10.3:1 | \$9,396/\$5,849 | 6:03/5:55 |

1. These numbers are the percentages of students who have limited English skills.
2. These numbers are the percentages of students who have not attended the same school the whole year.
3. These are the numbers of hours and minutes school is in session, minus lunch.

Edison: Schools

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ASK AT DESK

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NT EDISON 11/19/89
Deputy Superintendent Joseph Kreskey said the district's test data, which mostly exceeded state averages, "... indicates our performance continues at a fine level and we're pleased with the achievement by our students."

At John P. Stevens High School, 92.1 percent of the ninth-graders tested passed the school proficiency tests, compared with the 83.8 percent state average, and their math, reading, and writing scores were higher than state figures.

Edison High School had a 19.7 percent student mobility and Stevens had 9.1 percent, compared with the state average of 15.3. Students at both schools score above the state average on SATs.

The district spends \$5,294 to educate each pupil, slightly more than the state average.

Kreskey tempered his comments about the report card by noting his own "ambivalent" feelings about it.

"On the one hand, the parents have the right to know how well the schools are doing and this gives them an indication of performance levels," he said.

"But the flip side is that the tests are increasingly being looked upon as the sole measure of a school's effectiveness, but they don't tell the whole story," Kreskey said.

He warned that "overreliance" on test scores may lead to a narrowing of the curriculum merely to help prep students to take these particular tests. They would be "... learning bits and pieces of information" by rote instead of thinking analytically and creative ways, he said.

REFERENCE

"ASK AT DESK"

EDISON-SC HOOLS
1979

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF THE SUPERINTENDENT
DIVISION OF CURRICULUM AND INSTRUCTION

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LIBRARIANS
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1979-80
(School Assignments)

LEVEL/SCHOOL

NAME OF LIBRARIAN

Elementary Schools (K-6)

| | |
|---------------------------------------|----------------------|
| #3, Piscatawaytown ----- | Gloria Schwartz |
| #5, Stelton ----- | Margaret Ann Schoder |
| #6, Oak Tree ----- | Linda Scipione |
| #7, Clara Barton ----- | Mellouise Scott |
| #8, Lincoln ----- | Linda Scipione |
| #9, Washington ----- | Gloria Schwartz |
| #10, James Madison Intermediate ----- | Lynn Gehrmann |
| #11, Benjamin Franklin ----- | Mellouise Scott |
| #13, John Marshall ----- | Margaret Ann Schoder |
| #14, Menlo Park ----- | Alfred Stepien |
| #15, James Monroe ----- | Alfred Stepien |
| #16, Lindeneau ----- | Elena Cuoco |
| #17, Woodbrook ----- | Lillian Marcus |
| #18, Martin Luther King ----- | Lillian Marcus |
| #20, James Madison Primary ----- | Lynn Gehrmann |

Junior-High Schools (7-9)

| | |
|------------------------|-------------------|
| Thomas Jefferson ----- | Rita Sales |
| John Adams ----- | Doris De Sarno |
| Herbert Hoover ----- | Kathryn McCormack |
| Woodrow Wilson ----- | Phyllis Mordas |

Senior-High Schools (10-12)

| | |
|-------------------------------|------------------|
| Edison High School ----- | Buena Rosenbloom |
| | Judith Brown |
| J.P.Stevens High School ----- | Bessie Wilkins |
| | Alecia Miller |

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ASK AT DESK

Edison's two high schools

Edison High School

Number of students: 1614
Number of teachers: 119.3
Budget: \$9.7 million
Racial composition (fall 1991):
White: 73%
Black: 8.4%
Hispanic: 4.1%
Asian or Pacific Islander*: 14.7%
Total minority population: 27.2%
Number going to 2-year college
(Class of 1991): 24.2%
Number going to 4-year college: 50.4%
Dropouts: 2% (1990-91 school year)
High School Proficiency Test, 1991
(ninth-graders who passed):
Reading: 100%
Writing: 98.9%
Math: 96.4%
Scholastic Aptitude Test
(average, in 1991):
Total: 989
Verbal: 469
Math: 520
Special features: excellent football,
baseball and girls' softball teams.

J.P. Stevens High School

Number of students: 1616
Number of teachers: 118.7
Budget: \$9.6 million
Racial composition (fall 1991):
White: 57%
Black: 6.8%
Hispanic: 2.1%
Asian or Pacific Islander*: 34%
Total minority population: 42.9%
Number going to 2-year college
(Class of 1991): 22.6%
Number going to 4-year college: 66.8%
Dropouts: 1% (1990-91 school year)
High School Proficiency Test, 1991
(ninth-graders who passed):
Reading: 100%
Writing: 100%
Math: 97.3%
Scholastic Aptitude Test
(average, in 1991):
Total: 981
Verbal: 451
Math: 530
Special features: Clubs, such as
Model United Nations and Odyssey of
the Mind; art and drama departments.

*Includes Asian, Indian, Chinese, Japanese, Korean, Phillipino and Vietnamese

The Home News

Edison: Schools

NT 11/19/91

WHAT TO LOOK FOR

Spending per pupil and graduation rates are subjects parents should investigate when selecting a school district. Here are figures from Middlesex County school districts.

| PER PUPIL-SPENDING | GRADUATION RATES |
|----------------------------|---------------------------|
| CARTERET \$6,127 | CARTERET 87.3% |
| EAST BRUNSWICK. . . 6,989 | EAST BRUNSWICK. . . 100.0 |
| EDISON 6,655 | EDISON 94.5 |
| HIGHLAND PARK . . . 7,909 | HIGHLAND PARK . . . 93.8 |
| METUCHEN 7,425 | METUCHEN 87.5 |
| NEW BRUNSWICK . . . 8,375 | NEW BRUNSWICK . . . 52.9 |
| OLD BRIDGE. 7,604 | OLD BRIDGE. 90.8 |
| PERTH AMBOY 5,966 | PERTH AMBOY 69.9 |
| SAYREVILLE 5,237 | SAYREVILLE 92.2 |
| SOUTH AMBOY 6,800 | SOUTH AMBOY 83.1 |
| SOUTH RIVER 7,055 | SOUTH RIVER 74.0 |
| WOODBIDGE 7,633 | WOODBIDGE 90.0 |

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ASK AT DESK

Edison: Schools

July 3, 1980

Edison - Schools

Middlesex County

| | | GRADE 3 | GRADE 6 | GRADE 9 | GRADE 11 |
|-----------------------|---------|-------------|--------------|-------------|-------------|
| CARTERET | Reading | 98.3 (4.7) | 87.4 (8.9) | 79.9 (-1.2) | 90.9 (-2.8) |
| | Math | 97.8 (19.3) | 88.8 (17.3) | 88.1 (9.2) | 87.8 (-4.4) |
| CRANBURY | Reading | 100.0 (3.7) | 90.6 (-8.1) | | |
| | Math | 98.2 (11.0) | 100.0 (24.1) | | |
| DUNELLEN | Reading | 98.4 (6.2) | 94.3 (19.3) | 80.9 (-1.3) | 87.2 (-5.3) |
| | Math | 98.4 (6.2) | 95.7 (30.7) | 80.9 (1.9) | 80.2 (-6.7) |
| EAST BRUNSWICK | Reading | 98.8 (1.7) | 95.3 (7.0) | 89.7 (0.9) | 95.2 (2.4) |
| | Math | 95.2 (2.9) | 95.8 (6.0) | 93.8 (9.1) | 98.7 (-2.7) |
| EDISON | Reading | 99.1 (1.5) | 95.0 (5.4) | 98.0 (4.6) | 96.9 (1.1) |
| | Math | 97.9 (5.1) | 95.1 (5.7) | 97.5 (1.6) | 95.3 (4.1) |
| HIGHLAND PARK | Reading | 98.5 (1.5) | 81.5 (-9.1) | 95.5 (-4.0) | 98.8 (4.4) |
| | Math | 87.4 (-2.1) | 79.7 (-8.2) | 94.8 (-3.0) | 89.3 (4.7) |
| JAMESBURG | Reading | 95.5 (19.5) | 91.9 (22.8) | | |
| | Math | 81.8 (17.8) | 88.5 (25.8) | | |
| METUCHEN | Reading | 100.0 (6.3) | 89.1 (3.3) | 89.6 (7.0) | 92.7 (2.3) |
| | Math | 98.4 (8.7) | 85.8 (9.4) | 92.3 (14.3) | 91.5 (12.8) |
| MIDDLESEX BOROUGH | Reading | 98.2 (0.0) | 89.3 (12.9) | 83.1 (-2.4) | 92.3 (-4.8) |
| | Math | 91.0 (-1.8) | 85.5 (12.5) | 88.1 (-2.3) | 86.5 (-7.8) |
| MIDDLESEX VO-TECH | Reading | | | 83.4 (2.7) | 78.9 (-2.7) |
| | Math | | | 88.9 (2.6) | 76.3 (-5.0) |
| MILLTOWN | Reading | 97.4 (4.4) | 94.3 (15.4) | | |
| | Math | 90.9 (9.1) | 93.1 (13.9) | | |
| MONROE | Reading | 98.7 (1.2) | 93.7 (4.2) | 94.4 (4.8) | 98.3 (8.8) |
| | Math | 89.1 (0.7) | 96.2 (5.4) | 91.4 (10.3) | 98.2 (11.1) |
| NEW BRUNSWICK | Reading | 89.8 (28.5) | 80.0 (12.5) | 37.0 (-0.8) | 70.8 (0.8) |
| | Math | 75.8 (29.6) | 58.3 (42.4) | 29.1 (10.3) | 48.7 (5.8) |
| NORTH BRUNSWICK | Reading | 98.7 (0.9) | 90.8 (0.2) | 90.3 (-2.9) | 95.9 (1.5) |
| | Math | 95.0 (2.1) | 91.8 (3.9) | 95.3 (1.4) | 95.6 (4.6) |
| OLD BRIDGE | Reading | 97.0 (5.7) | 90.1 (14.5) | 87.4 (8.0) | 90.4 (-1.7) |
| | Math | 90.0 (9.1) | 91.9 (18.2) | 86.9 (8.6) | 85.1 (-1.8) |
| PERTH AMBOY | Reading | 75.1 (9.8) | 40.2 (-0.2) | 53.3 (0.0) | 78.3 (-0.4) |
| | Math | 67.0 (16.4) | 65.2 (28.8) | 59.0 (5.7) | 68.7 (-2.2) |
| PISCATAWAY | Reading | 98.0 (3.9) | 87.8 (9.7) | 88.4 (4.8) | 91.8 (-0.7) |
| | Math | 89.5 (8.4) | 92.5 (16.4) | 85.7 (3.2) | 92.9 (8.8) |
| SAYREVILLE | Reading | 99.1 (3.5) | 91.3 (7.9) | 89.2 (1.8) | 93.9 (8.0) |
| | Math | 98.1 (4.4) | 95.0 (8.1) | 93.9 (1.2) | 96.2 (1.0) |
| SOUTH AMBOY | Reading | 93.8 (17.3) | 88.0 (10.5) | 94.9 (25.2) | 89.7 (-0.2) |
| | Math | 98.5 (19.5) | 93.3 (7.2) | 94.9 (18.8) | 97.1 (4.7) |
| SOUTH BRUNSWICK | Reading | 92.8 (7.6) | 90.7 (12.9) | 89.6 (3.8) | 94.0 (0.9) |
| | Math | 84.8 (10.9) | 84.7 (9.0) | 83.1 (4.8) | 77.5 (-8.7) |
| SOUTH PLAINFIELD | Reading | 95.1 (3.3) | 93.9 (10.8) | 86.1 (8.5) | 90.3 (-2.3) |
| | Math | 92.4 (12.8) | 95.0 (14.9) | 91.6 (7.7) | 85.8 (-0.4) |
| SOUTH RIVER | Reading | 96.3 (1.7) | 82.3 (2.4) | 92.4 (3.8) | 97.5 (-0.4) |
| | Math | 87.2 (2.7) | 82.3 (2.4) | 93.5 (4.2) | 98.0 (4.8) |
| SPOTSWOOD | Reading | 98.7 (6.0) | 91.1 (10.7) | 94.0 (16.2) | 97.1 (8.8) |
| | Math | 98.9 (10.1) | 97.1 (13.0) | 94.1 (13.8) | 97.9 (10.3) |
| W. WINDSOR-PLAINSBORO | Reading | 99.4 (3.7) | 98.2 (4.6) | 95.2 (-0.9) | 96.7 (0.2) |
| | Math | 94.6 (6.9) | 92.3 (5.2) | 96.3 (2.6) | 96.3 (4.8) |
| WOODBIDGE | Reading | 99.3 (5.8) | 95.5 (14.0) | 89.1 (3.6) | 94.3 (-0.5) |
| | Math | 96.3 (9.3) | 96.1 (10.9) | 94.0 (8.2) | 91.9 (8.2) |

Here is a complete listing of Middlesex and Somerset County Minimum Basic Skills test results.

The first figure indicates the percentage of students who passed. The second figure (in parentheses) is a comparison of the percentage of students who passed the tests this year and last.

The tests were given to third-, sixth-, ninth- and 11th-graders.

Because the tests change from year to year, the num-

ber of questions students must answer correctly for a passing score also varies.

So, third-graders had to correctly answer a minimum of 9 percent of the questions to pass the reading test and 70 percent of the mathematics questions. Sixth-graders had to correctly answer 82.1 percent of the questions on the reading test and 67 percent of the mathematics questions to pass. Ninth-graders had to score at least 75.5 percent on the reading test and 65.3 percent on the mathematics test to pass, and 11th-graders, 78.2 percent on the reading test and 70 percent on the mathematics test.

(see additional table)

High school report cards

HN 11/18/89

| High school (town) | Attendance rate | Dropout rate | SAT verbal | SAT math | Total enrollment | Limited English students | Student mobility | Student/professional ratio | Per pupil cost (\$) | Instructional time |
|------------------------------|-----------------|--------------|------------|----------|------------------|--------------------------|------------------|----------------------------|---------------------|--------------------|
| Bound Brook | 93.9 | 3.1 | 428 | 458 | 676 | 4.3 | 12.8 | 10.7 | 5,722 | 6:55 |
| B-R East | 94.9 | 0.8 | 459 | 507 | 804 | 1.4 | 5.9 | 10.6 | 6,340 | 5:23 |
| B-R West | 93.6 | 2.2 | 432 | 498 | 922 | 1.4 | 6.9 | 10.5 | 6,340 | 5:23 |
| E. Brunswick | 94.6 | 2.0 | 460 | 540 | 1786 | 1.3 | 6.3 | 11.3 | 5,246 | 5:34 |
| Edison | 91.8 | 3.2 | 454 | 516 | 1614 | 1.2 | 19.7 | 12.0 | 5,294 | 6:22 |
| J.P Stevens (Edison) | 93.2 | 1.6 | 455 | 542 | 1695 | 6.3 | 9.2 | 11.7 | 5,294 | 6:22 |
| Franklin | 88.4 | 4.3 | 407 | 447 | 1207 | 2.0 | 20.7 | 9.1 | 5,829 | 5:51 |
| Highland Park | 91.5 | 1.7 | 472 | 524 | 587 | 1.4 | 13.5 | 9.8 | 5,631 | 5:36 |
| Hillsborough | 93.4 | 0.9 | 438 | 500 | 1240 | 0.3 | 8.2 | 10.9 | 4,063 | 6:30 |
| Manville | 93.6 | 2.5 | 400 | 447 | 489 | 2.2 | 7.0 | 10.4 | 4,843 | 5:30 |
| Metuchen | 93.8 | 1.2 | 435 | 473 | 647 | 0.2 | 8.8 | 8.7 | 6,016 | 5:45 |
| Monroe (inc. Jburg) | 93.4 | 3.3 | 433 | 470 | 895 | 0.1 | 6.4 | 11.6 | 4,748 | 5:51 |
| New Brunswick | 90.1 | 12.6 | 345 | 370 | 647 | 8.3 | 19.6 | 8.2 | 6,194 | 5:30 |
| No. Brunswick | 92.1 | 2.8 | 454 | 521 | 1100 | 2.5 | 10.4 | 10.7 | 4,559 | 5:30 |
| Cedar Ridge (Old Bridge) | 91.8 | 4.4 | 414 | 477 | 1193 | 1.4 | 15.0 | 9.0 | 5,737 | 5:50 |
| Madison Central (Old Bridge) | 93.0 | 2.2 | 411 | 469 | 1365 | 0.4 | 7.0 | 10.1 | 5,737 | 5:50 |
| Perth Amboy | 89.4 | 13.4 | 344 | 403 | 1564 | 10.9 | 26.6 | 11.1 | 4,615 | 7:00 |
| Piscataway | 92.7 | 2.1 | 422 | 478 | 1798 | 3.1 | 15.4 | 10.6 | 5,536 | 6:10 |
| Sayreville | 92.4 | 3.1 | 435 | 488 | 1338 | 1.0 | 7.4 | 13.0 | 4,062 | 5:45 |
| Hoffman (South Amboy) | 93.1 | 2.3 | 374 | 428 | 225 | 0.9 | 9.4 | 8.7 | 5,352 | 5:30 |
| Somerville | 93.4 | 3.0 | 459 | 532 | 881 | 0.7 | 8.9 | 11.2 | 5,304 | 5:20 |
| South Brunswick | 93.5 | 3.5 | 421 | 505 | 959 | 1.3 | 12.7 | 8.6 | 5,595 | 6:40 |
| South River | 92.4 | 3.3 | 385 | 458 | 426 | 3.5 | 56.3 | 8.5 | 5,733 | 6:10 |
| Spotswood (inc. Milltown) | 92.7 | 2.0 | 444 | 499 | 741 | 0.1 | 9.4 | 11.4 | 5,228 | 5:46 |
| Woodbridge | 91.4 | 3.4 | 419 | 497 | 1359 | 0.7 | 11.6 | 10.1 | 5,775 | 6:05 |
| Colonia (Woodbridge) | 92.8 | 2.6 | 433 | 488 | 946 | 1.4 | 8.5 | 9.3 | 5,775 | 6:05 |
| John F. Kennedy (Woodbridge) | 91.8 | 2.4 | 389 | 460 | 909 | 0.6 | 7.5 | 8.8 | 5,775 | 6:05 |
| Vo-Tech Schools | | | | | | | | | | |
| E. Bruns. V.S. | 90.7 | 8.0 | 435 | 428 | 1190 | 0.1 | 10.2 | 10.9 | 6,695 | 6:00 |
| New Bruns. V.S. | 95.2 | 7.5 | | | 516 | 0.0 | 4.4 | 14.3 | 6,695 | 6:00 |
| P. Amboy V.S. | 90.9 | 7.6 | | | 361 | 1.1 | 16.3 | 11.3 | 6,695 | 6:00 |
| Piscataway V.S. | 91.3 | 8.7 | 291 | 326 | 716 | 0.1 | 18.5 | 7.9 | 6,695 | 6:00 |
| Somerset V.S. | 90.9 | 12.7 | | | 424 | 0.0 | 27.5 | 7.2 | 8,311 | 5:43 |
| Woodbridge V.S. | 92.3 | 1.5 | | | 485 | 0.6 | 19.2 | 12.1 | 6,695 | 6:00 |
| State avg. | 91.3 | 4.9 | 421 | 475 | | 2.2 | 15.3 | 10.3 | 5,849 | 5:55 |

Attendance rate is the average daily attendance.

Dropout rate is the percentage of 9th, 10th, 11th, and/or 12th grade students who dropped out during the course of one school year. The dropout rate for a single class over four years of high school would be considerably higher. Statewide, the rate for the Class of 1988 was 16.1 percent.

SAT represents the mean verbal and mathematics scores for students that took this test through 12th grade. SAT scores range from a low of 200 to a high of 800.

Total enrollment refers to the number of students reported by the district to the state as attending the school.

Limited English students represents the percentage of students who have limited English skills.

Student mobility gives the percentage of students who have not attended the same school the whole school year. The higher the number, the more students change schools, thereby losing continuity in instruction.

Student/Professional ratio gives the average number of students per professional, which includes teachers, administrators and counselors. This figure does not include part-time personnel and other professional staff assigned to central offices.

Per pupil cost is the dollar amount spent on average annually to educate one child in the district. This figure is not broken down by school.

Instructional time is the number of hours students spend in session each day, minus time for lunch.

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ASK AT DESK

Edison: Schools

Ask at
Desk

Student skills continue on upswing

By JANET GARDNER
Home News education writer

HN
7/8/82

TRENTON — Students in New Jersey's public schools improved their scores on the Minimum Basic Skills tests for the third consecutive year according to figures released yesterday by the Department of Education. Despite these gains, 16,500 ninth-graders did not achieve the minimal scores, now required for a high school diploma in 1985.

While New Jersey's new Education Commissioner Saul Cooperman applauded the gains, he said he is studying ways of "moving the focus beyond this test." Some suburban school superintendents in Middlesex and Somerset counties feel that the test has served its purpose and is now a wasted effort. The more troubled urban systems report that the tests have given them a necessary standard of measurement and made everyone more accountable. Although their scores lagged behind those of the suburban districts, some say gains have given them a reason to feel better about themselves.

The test, designed to measure minimum competency, was given to approximately 360,000 students in the

third, sixth, ninth and 11th grades in March for the fifth year. The statewide standards were established to address the public's concern that many children were far from proficient in basic skills. New Jersey is one of the 38 states to legislate some form of competency testing.

In order to pass, students must answer three fourths of the questions in reading and 65 percent of the math problems correctly.

Sixth-graders showed the greatest improvement in their scores over a five-year period; 18.2 percent in reading and 20.6 percent in mathematics. In 1977-78, results for sixth-graders were the lowest of the four grades tested. On the sixth-grade test, 93.3 percent met the standard in reading, up from 89.7 last year and 75.3 in 1977-78. In math, 91 percent of sixth-graders made the grade compared to 88.1 last year and 70.4 percent in 1977-78.

The third grade also showed an impressive increase of 15.6 percent over the five-year period. This year, 95 percent of the third-graders passed reading, up from 92.7 last year and 86.3 percent five years ago. Almost 91 percent of that group met the standard in math this year compared with 87.6 per-

cent last year and 75.3 percent in 1977-78.

On the other hand, the scores for 11th-graders have edged up slowly. In reading, students improved by 2.6 percentage points and in math by 4.3 over the five-year period. This year, 92.5 percent of 11th-graders met reading standards, up from 91.9 last year and 89.9 in 1977-78. Students who met standards in mathematics: 88.2 this year, 87.5 last year, and 84 percent in 1977-78.

An analysis of ninth-grade scores showed 85.4 percent passed the reading test up slightly from 82.7 percent last year and 76.3 percent in 1977-78. Eighty-eight percent of ninth-graders showed minimum competency in mathematics, as opposed to 85.3 who met the standard last year and 74.5 in 1977-78.

"Although there has been continued improvement in grade nine, it has not matched that of grades three and six and must be examined from the perspective of the high school graduation requirements law," Commissioner Cooperman told members of the State Board of Education.

To underline his concern, Cooperman presented these statistics to the board;

7,200 ninth-graders failed to meet minimum skill standards in math and reading. In addition, those failing reading added up to 5,800 while 3,500 did not pass the mathematics test. The concern stems from the fact that these students are in the first class required to pass the test to earn a high school diploma.

"Any impression that this is no longer the law will be corrected, unless the Legislature changes that," said S. David Brandt, president of the State Board, who added that local funding was available for remedial help for ninth-graders who failed the MBS Test. Brandt later told reporters that the test may be given in the ninth grade only. He said that if the money to administer the tests was not appropriated, the Legislature would have to appeal the resolution of a high school graduation requirement.

Cooperman addressed the alternative, admitting that in the past many students were socially promoted. "Although I've thought of the disservice to children kept back, I've changed my mind on that," said the new commissioner. "Now I think we're doing them a disservice by promoting them without the skills necessary to make it in a world that is becoming increasingly complex."

July 8th, 1982

July 8, 1982

Schools - Edison
'Ask at Desk'

Middlesex County

| | | GRADE 3 | GRADE 6 | GRADE 9 | GRADE 11 |
|-----------------------|---------|--------------|--------------|-------------|-------------|
| CARTERET | Reading | 98.9 (5.3) | 91.5 (13.0) | 84.7 (3.6) | 90.4 (-2.4) |
| | Math | 96.0 (17.5) | 90.5 (19.0) | 89.3 (10.4) | 94.6 (2.6) |
| CRANBURY | Reading | 100.0 (3.7) | 100.0 (3.4) | 0.0 (0.0) | 0.0 (0.0) |
| | Math | 100.0 (14.8) | 100.0 (24.1) | 0.0 (0.0) | 0.0 (0.0) |
| DUNELLEN | Reading | 100.0 (7.8) | 98.5 (23.5) | 89.5 (7.3) | 98.3 (5.8) |
| | Math | 98.1 (5.9) | 98.5 (33.5) | 92.1 (13.1) | 91.4 (1.5) |
| EAST BRUNSWICK | Reading | 99.3 (2.2) | 97.5 (8.2) | 96.1 (7.3) | 97.3 (4.5) |
| | Math | 95.9 (3.6) | 97.5 (7.7) | 97.4 (12.7) | 92.5 (1.7) |
| EDISON | Reading | 99.5 (1.9) | 99.1 (9.5) | 97.9 (6.5) | 97.4 (1.6) |
| | Math | 97.1 (4.3) | 98.6 (9.2) | 96.8 (0.9) | 96.3 (5.1) |
| HIGHLAND PARK | Reading | 100.0 (3.0) | 97.3 (6.7) | 94.0 (4.5) | 97.0 (4.5) |
| | Math | 99.0 (9.5) | 92.0 (12.1) | 88.6 (0.8) | 88.1 (3.5) |
| JAMESBURG | Reading | 100.0 (24.0) | 93.9 (24.3) | 0.0 (-78.3) | 0.0 (-92.9) |
| | Math | 97.8 (33.8) | 93.8 (32.9) | 0.0 (-78.3) | 0.0 (-78.6) |
| METUCHEN | Reading | 99.1 (5.4) | 98.5 (12.7) | 94.7 (12.1) | 94.2 (2.7) |
| | Math | 99.1 (9.4) | 97.7 (21.5) | 94.7 (16.7) | 94.8 (15.8) |
| MIDDLESEX | Reading | 100.0 (1.8) | 94.6 (18.2) | 94.7 (9.2) | 96.1 (-0.8) |
| | Math | 100.0 (7.2) | 93.4 (20.4) | 97.1 (8.7) | 92.3 (-2.0) |
| MIDDLESEX VO-TECH | Reading | 0.0 (0.0) | 0.0 (0.0) | 75.1 (14.4) | 90.2 (9.5) |
| | Math | 0.0 (0.0) | 0.0 (0.0) | 85.2 (20.9) | 87.5 (6.2) |
| MILLTOWN | Reading | 100.0 (7.0) | 98.6 (19.7) | 0.0 (0.0) | 0.0 (0.0) |
| | Math | 95.8 (14.0) | 98.6 (19.4) | 0.0 (0.0) | 0.0 (0.0) |
| MONROE | Reading | 100.0 (4.5) | 97.3 (7.8) | 95.4 (15.8) | 95.1 (4.7) |
| | Math | 96.1 (7.7) | 96.2 (5.4) | 95.4 (14.3) | 96.7 (11.6) |
| NEW BRUNSWICK | Reading | 96.0 (34.7) | 89.6 (52.1) | 84.7 (26.9) | 77.0 (7.4) |
| | Math | 92.9 (46.7) | 92.6 (76.7) | 74.6 (55.8) | 71.7 (28.8) |
| NORTH BRUNSWICK | Reading | 98.5 (1.7) | 98.2 (7.8) | 92.1 (-1.1) | 87.8 (3.4) |
| | Math | 98.1 (5.2) | 96.4 (8.5) | 96.1 (2.2) | 97.1 (5.7) |
| OLD BRIDGE | Reading | 97.6 (6.3) | 96.0 (20.4) | 92.1 (12.7) | 95.0 (2.9) |
| | Math | 91.7 (10.8) | 92.7 (19.0) | 92.8 (14.3) | 91.5 (3.8) |
| PERTH AMBOY | Reading | 80.9 (15.6) | 81.2 (40.8) | 69.3 (46.0) | 74.2 (-4.5) |
| | Math | 91.1 (40.5) | 90.3 (53.9) | 51.2 (27.9) | 70.4 (-0.5) |
| PISCATAWAY | Reading | 97.9 (3.8) | 96.0 (18.7) | 89.3 (5.5) | 95.6 (3.1) |
| | Math | 92.6 (9.5) | 93.6 (17.5) | 90.2 (7.7) | 94.2 (8.2) |
| SAYREVILLE | Reading | 99.6 (4.0) | 99.7 (18.3) | 95.4 (7.8) | 94.5 (-1.4) |
| | Math | 97.5 (5.8) | 96.5 (9.6) | 97.5 (4.9) | 95.6 (0.4) |
| SOUTH AMBOY | Reading | 100.0 (23.5) | 93.1 (15.8) | 90.3 (20.8) | 98.0 (8.1) |
| | Math | 100.0 (21.0) | 94.3 (8.2) | 95.2 (18.9) | 98.0 (5.6) |
| SOUTH BRUNSWICK | Reading | 98.9 (13.7) | 97.2 (19.4) | 95.5 (9.4) | 93.6 (0.5) |
| | Math | 95.5 (21.6) | 95.1 (19.4) | 95.5 (17.2) | 92.8 (6.3) |
| SOUTH PLAINFIELD | Reading | 98.9 (7.1) | 97.9 (14.8) | 93.9 (14.3) | 92.9 (0.3) |
| | Math | 97.8 (18.2) | 96.6 (16.5) | 97.3 (13.4) | 93.6 (7.4) |
| SOUTH RIVER | Reading | 98.7 (4.1) | 94.5 (14.7) | 89.0 (0.2) | 99.4 (1.5) |
| | Math | 97.4 (12.9) | 96.4 (16.5) | 92.1 (2.8) | 97.5 (6.1) |
| SPOTSWOOD | Reading | 100.0 (9.3) | 98.2 (17.8) | 97.4 (19.6) | 97.0 (6.5) |
| | Math | 88.6 (-2.2) | 96.4 (12.3) | 94.2 (13.9) | 94.0 (2.4) |
| W. WINDSOR-PLAINSBORO | Reading | 100.0 (4.3) | 99.1 (7.5) | 96.6 (0.5) | 98.4 (1.9) |
| | Math | 97.4 (9.7) | 97.3 (10.2) | 96.6 (2.9) | 96.2 (4.3) |
| WOODBRIIDGE | Reading | 99.3 (5.8) | 97.7 (16.2) | 95.2 (9.9) | 97.5 (2.4) |
| | Math | 98.6 (11.6) | 97.5 (12.3) | 95.2 (7.4) | 94.8 (4.2) |

→ See Edison

PUBLIC NOTICE

Notice is hereby given to the legal voters of the School District of Edison Township, in the County of Middlesex and State of New Jersey, that a public hearing will be held at the Edison High School, Boulevard of Eagles, Edison, New Jersey at 7:30 P.M. on Thursday, March 11, 1982, on the following Budget for the 1982-83 School Year:

**EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1982-83**

NT
3/4/92

| Enrollments | Sept. 30, 1960 Actual | Sept. 30, 1961 Actual | Sept. 30, 1962 Estimated |
|----------------------------------|--------------------------|--------------------------|-----------------------------|
| Resident Pupils | 11,084.0 | 10,773.5 | 10,600.0 |
| Pupils in State Facilities | 24.0 | 30.0 | 30.0 |
| Private School Placements | 38.0 | 40.0 | 40.0 |
| Pupils Received | 39.5 | 31.0 | 31.0 |
| Total | 11,185.5 | 10,874.5 | 10,701.0 |
| Pupils Sent to Other Districts | | | |
| a. To Special Education Programs | 15.0 | 14.0 | 14.0 |

| Sept. 30, 1980 | Sept. 30, 1981 | Sept. 30, 1982 |
|----------------|----------------|----------------|
| Actual | Actual | Estimated |
| 11,084.0 | 10,773.5 | 10,600.0 |
| 24.0 | 30.0 | 30.0 |
| 38.0 | 40.0 | 40.0 |
| 39.5 | 31.0 | 31.0 |
| 11,185.5 | 10,874.5 | 10,701.0 |
| 15.0 | 14.0 | 14.0 |

| | 1980-81 Anticipated | Increase/ Decrease | 1980-81 Actual | REVENUES 1981-82 Anticipated | Increase/ Decrease | 1981-82 (1) Revised | 1982-83 Anticipated |
|--|------------------------|-----------------------|-------------------|------------------------------------|-----------------------|------------------------|------------------------|
| Current Expense | | | | 52,208.00 | | 52,208.00 | 55,000.00 |
| Balance Appropriated | | | | | | | |
| Revenue from Local Sources | | | | | | | |
| Local Tax Levy | 28,276,896.00 | | 28,276,896.00 | 30,873,398.00 | | 30,873,398.00 | 33,069,223.00 |
| Tuition | 290,000.00 | 7,994.22 | 297,994.22 | 310,000.00 | | 310,000.00 | 320,000.00 |
| Miscellaneous | 68,705.00 | 159,051.81 | 227,756.81 | 63,550.00 | | 63,550.00 | 112,314.00 |
| SUB-TOTAL | 28,635,601.00 | 167,046.03 | 28,802,647.03 | 31,246,948.00 | | 31,246,948.00 | 33,501,537.00 |
| Revenues from State Sources | | | | | | | |
| Equalization Aid | 2,292,552.00 | | 2,292,552.00 | 2,479,641.00 | | 2,479,641.00 | 2,703,431.00 |
| Approved Transportation | 854,398.00 | | 854,398.00 | 900,180.00 | | 900,180.00 | 1,167,030.00 |
| Categorical Aids | 1,142,485.00 | | 1,142,485.00 | 1,049,146.00 | | 1,049,146.00 | 1,370,049.00 |
| Other State Aids | 283,262.00 | (2,209.54) | 281,052.46 | 386,332.00 | (5,090.00) | 381,242.00 | 551,137.00 |
| SUB-TOTAL | 4,572,697.00 | (2,209.54) | 4,570,487.46 | 4,815,299.00 | (5,090.00) | 4,810,209.00 | 5,791,647.00 |
| Revenues from Federal Sources | | | | | | | |
| P.L. 93-380 (Title I J-2) | 190,700.00 | 6,308.00 | 197,008.00 | 185,008.00 | (1,456.00) | 183,552.00 | 183,552.00 |
| P.L. 93-380 (Title IVB J-2) | 17,793.00 | (1,119.00) | 16,674.00 | 16,941.00 | (1,622.00) | 15,319.00 | 39,900.00 |
| P.L. 94-142 (Handicapped J-2) | 211,200.00 | 16,725.00 | 227,925.00 | 222,840.00 | (24,600.00) | 198,240.00 | 151,200.00 |
| Other (Bilingual, Migrant, IVC Adult Basic Ed. Etc. J-2) | 27,700.00 | 468,322.22 | 496,022.22 | 37,500.00 | (4,500.00) | 33,000.00 | 33,900.00 |
| SUB-TOTAL | 447,393.00 | 490,236.22 | 937,629.22 | 462,289.00 | (32,178.00) | 430,111.00 | 408,552.00 |
| Total Current Expense | 33,655,691.00 | 655,072.71 | 34,310,763.71 | 36,576,744.00 | (37,268.00) | 36,539,476.00 | 39,756,736.00 |
| (1) As of 12/1/81 | | | | | | | |
| Capital Outlay | | | | | | | |
| Revenue from Local Sources | | | | | | | |
| Local Tax Levy | 38,804.00 | | 38,804.00 | 43,417.00 | | 43,417.00 | 45,053.00 |
| SUB-TOTAL | 38,804.00 | | 38,804.00 | 43,417.00 | | 43,417.00 | 45,053.00 |
| Revenue from State Sources | | | | | | | |
| Capital Outlay Aid | 3,196.00 | | 3,196.00 | 2,583.00 | | 2,583.00 | 947.00 |
| Total Capital Outlay | 42,000.00 | | 42,000.00 | 46,000.00 | | 46,000.00 | 46,000.00 |
| Total Balances Unappropriated | | 183,944.78* | | | | | |
| Total Funds Available | 33,697,691.00 | | 34,536,708.49 | 36,622,744.00 | (37,268.00) | 36,585,476.00 | 39,802,736.00 |
| Total Free Balances 7/1/80 | 183,944.78* | | | | | | |

EDISON
~~BUDGET~~
(SCHOOL)

Edison Public Library
340 Plainfield Ave.
287-2298
M - F 9-9
Sat 9-5

APPROPRIATIONS

| | 1980-81 | Trans. In/ (Trans. Out) | 1980-81 | 1980-81 | 1981-1982 | Trans. In/ (Trans. Out) | 1981-1982 | 1982-83 |
|--|----------------|-------------------------|------------------------|---------------|----------------|-------------------------|----------------------------|----------------|
| | Appropriations | | Revised Appropriations | Expenditures | Appropriations | | Revised (2) Appropriations | Appropriations |
| J-1 Current Expense | | | | | | | | |
| Administration | | | | | | | | |
| Salaries | 571,955.00 | 2,210.00 | 574,165.00 | 567,838.44 | 602,417.00 | | 602,417.00 | 661,501.00 |
| Contracted Services | 76,790.00 | 29,640.00 | 106,430.00 | 97,503.96 | 77,924.00 | | 77,924.00 | 102,048.00 |
| Other Expenses | 86,528.00 | (11,900.00) | 74,628.00 | 69,179.39 | 87,300.00 | | 87,300.00 | 73,150.00 |
| SUB-TOTAL | 735,273.00 | 19,950.00 | 755,223.00 | 734,521.79 | 767,641.00 | | 767,641.00 | 836,699.00 |
| Instruction | | | | | | | | |
| Salaries - Principals | 1,083,374.00 | 1,280.00 | 1,084,654.00 | 1,084,554.18 | 1,184,208.00 | | 1,184,208.00 | 1,199,786.00 |
| Salaries - Supv. of Instr. | 674,700.00 | 11,520.00 | 686,220.00 | 749,749.65 | 870,749.00 | | 870,749.00 | 1,010,188.00 |
| Salaries - Teachers | 16,838,439.00 | | 16,838,439.00 | 16,838,854.74 | 18,190,353.00 | | 18,190,353.00 | 19,611,512.00 |
| Salaries - Other Instr. Staff | 1,624,031.00 | 14,200.00 | 1,638,231.00 | 1,634,054.68 | 1,781,583.00 | | 1,781,583.00 | 1,961,364.00 |
| Salaries - Sec. & Cler. Asst. | 690,419.00 | | 690,419.00 | 682,396.78 | 714,924.00 | | 714,924.00 | 765,794.00 |
| Other Salaries for Instr. | 374,955.00 | 81,000.00 | 455,955.00 | 397,656.04 | 440,115.00 | | 440,115.00 | 418,905.00 |
| Textbooks | 257,697.00 | 6,100.00 | 263,797.00 | 261,448.27 | 257,919.00 | | 257,919.00 | 280,699.00 |
| School Lib. & Audio-Visual Materials | 105,289.00 | | 105,289.00 | 100,807.66 | 104,797.00 | | 104,797.00 | 89,692.00 |
| Teaching Supplies | 341,315.00 | (10,000.00) | 331,315.00 | 323,317.34 | 343,704.00 | | 343,704.00 | 399,906.00 |
| Other Expenses | 251,391.00 | 7,000.00 | 258,391.00 | 253,738.34 | 252,682.00 | | 252,682.00 | 267,555.00 |
| SUB-TOTAL | 22,241,610.00 | 111,100.00 | 22,352,710.00 | 22,254,794.68 | 24,020,034.00 | | 24,020,034.00 | 25,760,401.00 |
| Attendance and Health Services | | | | | | | | |
| Salaries - Attendance | 32,468.00 | 3,100.00 | 35,568.00 | 35,649.50 | 35,322.00 | | 35,322.00 | 39,103.00 |
| Other Expenses - Attendance | 11,050.00 | 600.00 | 11,650.00 | 11,426.75 | 12,300.00 | | 12,300.00 | 12,825.00 |
| Salaries - Health | 469,168.00 | | 469,168.00 | 458,508.51 | 495,043.00 | | 495,043.00 | 531,501.00 |
| Other Expenses - Health | 50,474.00 | 18,000.00 | 68,474.00 | 64,130.94 | 72,960.00 | | 72,960.00 | 74,718.00 |
| SUB-TOTAL | 563,160.00 | 21,700.00 | 584,860.00 | 569,715.70 | 615,625.00 | | 615,625.00 | 657,947.00 |
| Transportation | | | | | | | | |
| Salaries | 85,550.00 | (6,490.00) | 79,060.00 | 77,852.68 | 94,915.00 | | 94,915.00 | 94,398.00 |
| Contr. Serv. & Pub. Carr. | 1,179,246.00 | 98,000.00 | 1,277,246.00 | 1,255,057.85 | 1,294,590.00 | | 1,294,590.00 | 1,563,536.00 |
| Pupil Trans.-Insurance | 1,700.00 | | 1,700.00 | 1,700.00 | 1,816.00 | | 1,816.00 | 1,980,000.00 |
| Curricular Activities | 1,760.00 | | 1,760.00 | 570.88 | 1,918.00 | | 1,918.00 | 2,100.00 |
| Other Expenses | 8,600.00 | 4,700.00 | 13,300.00 | 14,053.26 | 9,050.00 | | 9,050.00 | 12,452.00 |
| SUB-TOTAL | 1,276,856.00 | 96,210.00 | 1,373,066.00 | 1,349,234.67 | 1,402,289.00 | | 1,402,289.00 | 1,674,466.00 |
| Operation | | | | | | | | |
| Salaries | 1,650,071.00 | 19,470.00 | 1,669,541.00 | 1,646,428.20 | 1,747,320.00 | | 1,747,320.00 | 1,855,606.00 |
| Heat | 976,627.00 | (134,950.00) | 841,677.00 | 693,269.21 | 985,000.00 | | 985,000.00 | 1,005,000.00 |
| Utilities | 630,600.00 | 89,100.00 | 719,700.00 | 684,331.93 | 730,000.00 | | 730,000.00 | 787,950.00 |
| Supplies | 82,200.00 | 2,000.00 | 84,200.00 | 83,752.52 | 88,000.00 | | 88,000.00 | 85,000.00 |
| Other Expenses | 47,259.00 | 20,500.00 | 67,759.00 | 69,202.87 | 78,500.00 | | 78,500.00 | 91,900.00 |
| SUB-TOTAL | 3,386,757.00 | (3,880.00) | 3,382,877.00 | 3,176,984.73 | 3,628,820.00 | | 3,628,820.00 | 3,825,456.00 |
| Maintenance | | | | | | | | |
| Salaries | 342,304.00 | 25,800.00 | 368,104.00 | 369,871.74 | 394,804.00 | | 394,804.00 | 463,787.00 |
| Contracted Services | 190,590.00 | 127,935.00 | 318,525.00 | 312,470.26 | 230,450.00 | | 230,450.00 | 316,569.00 |
| Replac. of Equipment | 5,500.00 | 7,100.00 | 12,600.00 | 8,906.95 | 6,100.00 | | 6,100.00 | 6,500.00 |
| Purch. of New Equip. | 4,000.00 | | 4,000.00 | 3,914.96 | 4,000.00 | | 4,000.00 | 5,844.00 |
| Other Expenses | 124,000.00 | 46,000.00 | 170,000.00 | 166,473.46 | 138,800.00 | | 138,800.00 | 165,000.00 |
| SUB-TOTAL | 666,994.00 | 206,835.00 | 873,829.00 | 861,637.37 | 772,154.00 | | 772,154.00 | 957,700.00 |
| Fixed Charges | | | | | | | | |
| Employee Retirement Contributions | 589,128.00 | 13,000.00 | 602,128.00 | 559,840.18 | 575,053.00 | | 575,053.00 | 592,625.00 |
| Insurance & Judgments (Excl. U.C.C. Amt.) | 2,034,123.00 | (472,415.00) | 1,561,708.00 | 1,964,882.09 | 2,437,080.00 | | 2,437,080.00 | 2,603,025.00 |
| Unemployment Comp. (U.C.C.) | 85,000.00 | | 85,000.00 | 35,000.00 | 95,000.00 | | 95,000.00 | 110,000.00 |
| Rental of Land and Building | 75,100.00 | | 75,100.00 | 71,155.00 | 73,850.00 | | 73,850.00 | 73,820.00 |
| Tuition - Special | 335,000.00 | 108,000.00 | 443,000.00 | 391,710.78 | 543,000.00 | | 543,000.00 | 623,000.00 |
| Tuition - State Facilities | 103,025.00 | | 103,025.00 | 103,025.00 | 122,974.00 | | 122,974.00 | 164,609.00 |
| SUB-TOTAL | 3,221,376.00 | (351,415.00) | 2,869,961.00 | 3,125,613.05 | 3,846,957.00 | | 3,846,957.00 | 4,167,079.00 |
| Sundry Accounts | | | | | | | | |
| Food Services | | | | | | | | |
| Expenditures to Cover Deficits | | 10,000.00 | 10,000.00 | 11,948.28 | | | | |
| SUB-TOTAL | | 10,000.00 | 10,000.00 | 11,948.28 | | | | |
| Student Body Activities | | | | | | | | |
| Salaries | 280,593.00 | | 280,593.00 | 275,727.57 | 298,320.00 | | 298,320.00 | 382,129.00 |
| Other Expenses | 82,938.00 | 10,500.00 | 93,438.00 | 94,808.78 | 82,938.00 | | 82,938.00 | 90,646.00 |
| SUB-TOTAL | 363,531.00 | 10,500.00 | 374,031.00 | 370,536.35 | 381,258.00 | | 381,258.00 | 472,775.00 |
| J-1 SUB-TOTAL | 32,455,557.00 | 121,000.00 | 32,576,557.00 | 32,454,986.62 | 35,434,778.00 | | 35,434,778.00 | 38,352,523.00 |
| J-2 SPECIAL PROJECTS Federal/State/Others | | | | | | | | |
| Federal Projects | | | | | | | | |
| P.L. 93-380 (Title I) | 190,700.00 | 6,308.00 | 197,008.00 | 216,100.50 | 185,008.00 | (1,456.00) | 183,552.00 | 183,552.00 |
| P.L. 93-380 (Title IV B) | 17,793.00 | (1,119.00) | 16,674.00 | 16,218.92 | 16,941.00 | (1,622.00) | 15,319.00 | 39,900.00 |
| P.L. 94-142 (Handicapped) | 211,200.00 | 16,725.00 | 227,925.00 | 215,058.00 | 222,840.00 | (24,600.00) | 198,240.00 | 151,200.00 |
| Adult Basic Education (P.L. 91-230) | 7,700.00 | | 7,700.00 | 8,997.13 | 7,500.00 | | 7,500.00 | 8,400.00 |
| Other Federal Projects | 20,000.00 | 16,875.00 | 36,875.00 | 507,902.37 | 30,000.00 | (4,500.00) | 25,500.00 | 25,500.00 |
| SUB-TOTAL | 447,393.00 | 38,789.00 | 486,182.00 | 964,276.92 | 462,289.00 | (32,178.00) | 430,111.00 | 408,552.00 |
| S.C.E. - Salaries | 352,731.00 | | 352,731.00 | 350,173.69 | 167,854.00 | | 167,854.00 | 287,316.00 |
| S.C.E. - Other Exp. | 18,951.00 | | 18,951.00 | 21,508.31 | 7,000.00 | | 7,000.00 | 7,700.00 |
| Bilingual - Salaries | 15,454.00 | 3,078.00 | 18,532.00 | 16,854.00 | 23,788.00 | | 23,788.00 | 35,000.00 |
| Bilingual - Other Exp. | 3,078.00 | (3,078.00) | | | 2,399.00 | | 2,399.00 | 2,462.00 |
| Nonpublic - Textbooks | 36,262.00 | | 36,262.00 | 31,982.12 | 37,896.00 | | 37,896.00 | 42,857.00 |
| Nonpublic - Auxiliary Services | 42,900.00 | 37,104.00 | 80,004.00 | 80,004.00 | 93,559.00 | (5,090.00) | 88,469.00 | 209,937.00 |
| Nonpublic - Handicapped Services | 62,100.00 | 19,087.00 | 81,187.00 | 81,187.00 | 133,275.00 | | 133,275.00 | 173,343.00 |
| Other | | | | 38,322.04 | | | | |
| SUB-TOTAL | 531,476.00 | 56,191.00 | 587,667.00 | 621,709.16 | 465,771.00 | (5,090.00) | 460,681.00 | 758,615.00 |
| SPECIAL SCHOOLS AND EVENING SCHOOLS | | | | | | | | |
| J-3 Accred. Evening/Adult High School - Other Expenses | | | | | | | | 10,500.00 |
| SUB-TOTAL | | | | | | | | 10,500.00 |
| J-4 Adult Education | | | | | | | | |
| Salaries | 53,700.00 | 59,862.00 | 113,562.00 | 52,198.48 | 52,700.00 | | 52,700.00 | 55,784.00 |
| Supplies | 1,310.00 | 1,590.00 | 2,900.00 | 2,742.09 | 1,310.00 | | 1,310.00 | 1,310.00 |
| Other Expenses | 9,710.00 | 290.00 | 10,000.00 | 9,288.82 | 7,710.00 | | 7,710.00 | 8,110.00 |
| SUB-TOTAL | 64,720.00 | 61,742.00 | 126,462.00 | 64,229.39 | 61,720.00 | | 61,720.00 | 65,204.00 |
| J-6 SUMMER SCHOOL | | | | | | | | |
| Salaries | 93,215.00 | 14,978.00 | 108,193.00 | 76,653.97 | 86,702.00 | | 86,702.00 | 90,689.00 |
| Supplies | 2,000.00 | 2,500.00 | 4,500.00 | 4,269.44 | 4,154.00 | | 4,154.00 | 3,663.00 |
| Other Expenses | | 2,000.00 | 2,000.00 | 1,405.40 | | | | |
| SUB-TOTAL | 95,215.00 | 19,478.00 | 114,693.00 | 82,328.81 | 90,856.00 | | 90,856.00 | 94,352.00 |
| J-7 VOCATIONAL EVENING | | | | | | | | |
| Salaries | 51,015.00 | 31,853.00 | 82,868.00 | 48,987.97 | 52,015.00 | | 52,015.00 | 57,150.00 |
| Supplies | 1,485.00 | 1,515.00 | 3,000.00 | 2,578.64 | 985.00 | | 985.00 | 1,085.00 |
| Equipment | 1,000.00 | | 1,000.00 | 1,094.16 | 1,500.00 | | 1,500.00 | 1,500.00 |
| Other expenses | 7,830.00 | 1,170.00 | 9,000.00 | 8,841.52 | 6,830.00 | | 6,830.00 | 7,255.00 |
| SUB-TOTAL | 61,330.00 | 34,738.00 | 96,068.00 | 61,502.29 | 61,330.00 | | 61,330.00 | 66,990.00 |
| TOTAL CURRENT EXPENSES - (J-1 thru J-7) | 33,655,691.00 | 331,938.00 | 33,987,629.00 | 34,249,033.19 | 36,576,744.00 | (37,268.00) | 36,539,476.00 | 39,756,736.00 |
| L - CAPITAL OUTLAY | | | | | | | | |
| Sites | 20,000.00 | | 20,000.00 | | 22,000.00 | | 22,000.00 | 22,000.00 |
| Buildings | 22,000.00 | 259.00 | 22,259.00 | 3,139.25 | 24,000.00 | | 24,000.00 | 24,000.00 |
| TOTAL CAPITAL OUTLAY | 42,000.00 | 259.00 | 42,259.00 | 3,139.25 | 46,000.00 | | 46,000.00 | 46,000.00 |
| TOTALS | 33,697,691.00 | 332,197.00 | 34,029,888.00 | 34,252,172.44 | 36,622,744.00 | (37,268.00) | 36,582,476.00 | 39,802,736.00 |

(2) As of 12/1/81

RECAPITULATION OF BALANCES

| | Current Expenses | Special Schools or Special Projects | Capital Outlay | Total |
|--|---------------------|---|-------------------|-------------|
| Free Appropriation Balances 6/30/81 (from the Audit) | 115,106.26 | 130,309.84 | 39,119.95 | 284,536.05 |
| Amount appropriated in adopted FY 81-82 Budget | (52,208.00) | | | (52,208.00) |
| Free Appropriation Balances 6/30/82 (est.) | 62,898.26 | 130,309.84 | 39,119.95 | 232,328.05 |
| Amount appropriated in FY 82-83 | (55,000.00) | | | (55,000.00) |
| Free Appropriation Balances 6/30/83 (est.) | 7,898.26 | 130,309.84 | 39,119.95 | 177,328.05 |

IMPROVEMENT PROGRAM SUMMARY

The 1982-83 Current Expense Budget includes a total of \$1,632,894.00 allocated to Improvement Programs as summarized below

| Improvement Program Name | Grade/Grade Cluster | Appropriations | Improvement Program Name | Grade/Grade Cluster | Appropriations |
|--------------------------------------|---------------------|----------------|---|---------------------------|----------------|
| Basic Skills Remedial and Preventive | K-12 | | Other Programs | | |
| a. Local Funding | | \$49,093.00 | Basic Developmental Programs | K-12 | \$4,948.00 |
| b. State Compensatory Funding | | 295,016.00 | In-Service Programs | K-12 | 91,980.00 |
| c. E.S.E.A. Title I Funding | | 183,552.00 | Curriculum Development | K-12 | 39,200.00 |
| | TOTAL | 1,327,661.00 | | GRAND TOTAL APPROPRIATION | 1,632,894.00 |
| Bilingual/English as Second Language | K-12 | | The budget will be available for examination by the public at the Board of Education Office located at 100 Municipal Boulevard, Edison, New Jersey between the hours of 9:00 and 11:30 a.m. 1:30 and 3:30 p.m. on March 4, 5, 8, 9, 10, 11, 1982. | | |
| a. Local Funding | | 51,643.00 | | | |
| b. State Funding | | 37,462.00 | | | |
| | TOTAL | 89,105.00 | | | |

JOHN C. THOMAS, Secretary
Edison Township Board of Education

NOT TO BE TAKEN
FROM LIBRARY

Edison -

ASK AT
DESK

EDISON TWP. FREE PUBLIC LIBRARY

Edison:
Schools
(Edison)

Edison May Soon Join 'Big 5' School Districts

By MARION DOYLE

Home News Staff Writer

EDISON—Proud to be one of the Big Ten school systems in the state, this township is wondering if it might be heading toward becoming one of the Big Five.

Ranked in size along with those of Newark, Jersey City, Trenton, Paterson, Camden, Elizabeth, Woodbridge, Cherry Hill and Hamilton Township, it appears as though it might, some day, overtake some of the older urban districts because of its boom in suburban development.

A few of the older cities, it is noted, are showing a decline.

Trenton, for example, has shown a decrease in school enrollment in the past five years. The capital city's student population has gone from 18,531 in 1965 to 17,653 in 1970.

In between June, 1969, and April, 1970, alone, it lost 242 pupils. Newark too has shown a decrease.

In the school year, 1967-68, it had 80,168 students; last year, 79,847. Figures for the current year will not be available until July.

Further Increases

Edison, on the other hand, shows a leap from 9,128 in 1960 to 15,091 this year and all indications point to further increases as the years go by.

As Stewart A. Schoder, Jr., former president of the township's board of education, predicted back in 1967, there won't be any letup in the school building program until well into the second half of

the 1970's "primarily because of the large areas of land that are still available for residential development."

Quoting figures which show the rapid growth of the township's system, N. Robert Post, administrative assistant to Superintendent Charles A. Boyle, cites the fact that the coming year's school budget will top \$15 million.

Last year's was \$12,105,000. And next year's figure, he points out, is exclusive of the negotiated settlements with custodians, teachers and secretaries. (The teachers and custodians have reached their settlement. The secretaries are still negotiating.)

19 Schools

The township's system, which Boyle has headed since the retirement in 1968 of Joseph M. Ruggieri, now has 19 schools, more than 1000 employees, including 772 teachers; 109 buses, and a fourth junior high school due to open, the administration hopes, in September 1971.

The administration wants no more of double sessions. They suffered through them for seven years during their rapid growth.

Now the overall staff-pupil ratio is 1 to 17 at the senior high level; 1 to 27 at the junior high level and 1 to 26 at the elementary level.

The curriculum which comes under the direction of Dr. Joseph A. Kreskey, assistant superintendent, includes a well balanced elementary program, a comprehensive secondary program and a basic spe-

cial education program.

Approximately 60 per cent of the graduates go on to college.

James Madison School is the site of their famous Satellite Building which houses classes for the mentally retarded educables, the mentally retarded trainables, the neurologically impaired and emotionally disturbed.

On the subject of salaries, Post points out that the township rates "quite high.

'Competitive'

"We're competitive," he says. "Next year our salaries for teachers with a bachelor's degree will begin at \$7,600 and range to \$13,000 a year."

"For those with a master's degree, it's \$8,200 to \$13,900. The maximum for a doctorate is \$16,600."

Ten years ago the beginning salary was only \$4,400 for a bachelor's degree holder. A master's degree holder started at \$4,600.

All these figures bring a smile to the face of Mrs. Myrtle B. Woerner of 7 Lloyd St., who retired last year after 37 years on the township teaching staff, most of them spent as fourth grade teacher at Piscatawaytown School. "I started with the yearly salary of \$900 back in 1925," she recalls.

"We were always paid \$100 a year less than the normal school graduates and this was the rule right up until recent years. What a difference now."

Now serving as a substitute teacher, she says salaries aren't the only things that are different from the old days.

"Equipment is far superior and the buildings are too, and you might think these things would lend to far superior behavior but they don't.

"The children's attitude is different from the old days. They don't show the respect they used to. I love children and have always enjoyed teaching but I do notice this difference.

"I remember teaching second grade at Oak Tree when we used to have noon duty. I'd go to the pond to watch the 6th and 8th grade boys skate. Sometimes it was chilly and they'd come up and drape their coats around my shoulder. They were thoughtful, and they liked to help. This sort of thing they don't do now."

Regrets Retirement

The wife of Police Lt. Theodore C. Woerner, she took six years off from teaching when their son was born and, as soon as he was in first grade, went back. She recalls with pleasure the many years Charles Kunyan served as superintendent, as well as the days when Boyle was a teacher. And she says she regrets the upcoming retirement of Richard W. Jago, assistant superintendent. "He'll be very much missed in the system."

Her old school, Piscatawaytown, on Woodbridge Ave. dates back to 1913, and is one of the oldest in the township.

Even older Bonhamtown School building which now houses the superintendent's office and his staff. That was built in 1910.

In fact, Edison's school history goes

back to the one room schoolhouse, now known as the Old Town Hall off Woodbridge Ave., which was partially destroyed by fire last November. It is located on the old Piscatawaytown Commons, behind St. James Episcopal Church.

The exact year when this building was constructed is not known. But a newsclipping from The Home News, dated March 6, 1938, states, "This schoolhouse was built after the original log schoolhouse had been destroyed by the great tornado of 1835."

'Wasn't New'

Mrs. Dora Engel, a lifelong resident of the township and widow of Julius Engel, first Democratic mayor of Edison when it was known as Raritan Township, recalls attending the school from around 1902 to 1908. The building "wasn't new" back in those days, she says.

The school housed grades one to six in one room and Wilbert Woodward was the teacher.

"I can pick out the spot where I sat in a double seat and I recall the big stove in the middle of the room," says Mrs. Engel, who described herself as "heart sick" over the fire which damaged a quarter of the historic building. She, along with others, wonders if it's going to be restored.

After Bonhamtown School was constructed, it was no longer used as a schoolhouse.

The township has come a long way from a log schoolhouse to one of the ten biggest school systems in the State.

ASK AT DESK

HIGH SCHOOL PROFICIENCY TEST (HSPT)

1989

**NOT TO BE TAKEN
FROM LIBRARY**

GRADE 9

Edison Twp. Pub. Library
340 Plainfield Ave.
Edison, N. J. 08817

| SCHOOL | READING | | | | WRITING** | | | | MATHEMATICS | | | |
|----------|-----------|----------|----------|------------|-----------|----------|----------|------------|-------------|----------|----------|------------|
| | # TESTED* | # PASSED | % PASSED | MEAN SCORE | # TESTED* | # PASSED | % PASSED | MEAN SCORE | # TESTED* | # PASSED | % PASSED | MEAN SCORE |
| EHS | 348 | 344 | 98.9 | 95.6 | 347 | 344 | 99.1 | 91.5 | 347 | 332 | 95.7 | 86.6 |
| JPS | 367 | 364 | 99.2 | 96.5 | 361 | 359 | 99.4 | 92.5 | 365 | 350 | 95.9 | 88.3 |
| DISTRICT | 715 | 708 | 99.0 | 96.0 | 708 | 703 | 99.3 | 92.0 | 712 | 682 | 95.8 | 87.4 |

*Excludes students coded SE and LE

**Mean Essay Score: EHS 9.5, JPS 9.8, District 9.7

GRADE 10***

| SCHOOL | READING | | | | WRITING | | | | MATHEMATICS | | | |
|----------|----------|----------|----------|------------|----------|----------|----------|------------|-------------|----------|----------|------------|
| | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE |
| EHS | 3 | 3 | 100.0 | 94.7 | 3 | 3 | 100.0 | 91.0 | 7 | 5 | 71.4 | 66.4 |
| JPS | 3 | 3 | 100.0 | 94.0 | 3 | 3 | 100.0 | 89.7 | 13 | 9 | 69.2 | 64.0 |
| DISTRICT | 6 | 6 | 100.0 | 94.3 | 6 | 6 | 100.0 | 90.3 | 20 | 14 | 70.0 | 64.9 |

***Students who did not take or pass the HSPT in Grade 9

GRADE 11***

| SCHOOL | READING | | | | WRITING | | | | MATHEMATICS | | | |
|----------|----------|----------|----------|------------|----------|----------|----------|------------|-------------|----------|----------|------------|
| | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE |
| EHS | 3 | 2 | 66.7 | 72.3 | 2 | 2 | 100.0 | 90.5 | 5 | 3 | 60.0 | 74.2 |
| JPS | 2 | 2 | 100.0 | 97.5 | 3 | 3 | 100.0 | 86.0 | 6 | 6 | 100.0 | 74.8 |
| DISTRICT | 5 | 4 | 80.0 | 82.4 | 5 | 5 | 100.0 | 87.8 | 11 | 9 | 81.8 | 74.5 |

***Students who did not take or pass the HSPT in Grades 9-10

GRADE 12***

| SCHOOL | READING | | | | WRITING | | | | MATHEMATICS | | | |
|----------|----------|----------|----------|------------|----------|----------|----------|------------|-------------|----------|----------|------------|
| | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE | # TESTED | # PASSED | % PASSED | MEAN SCORE |
| EHS | 1 | 1 | 100.0 | 97.0 | 1 | 1 | 100.0 | 94.0 | 1 | 1 | 100.0 | 94.0 |
| JPS | 3 | 3 | 100.0 | 92.3 | 2 | 2 | 100.0 | 84.5 | 3 | 2 | 66.7 | 82.3 |
| DISTRICT | 4 | 4 | 100.0 | 93.5 | 3 | 3 | 100.0 | 87.7 | 4 | 3 | 75.0 | 85.3 |

***Students who did not take or pass the HSPT in Grades 9-11

Chart illustrates results of state-mandated High School Proficiency Test taken by Edison pupils in April, starting with ninth graders at top. Administration said that 99 percent of the 715 students taking the HSPT reading test met state standards for reading proficiency, 99.3 percent of the 708 students tested in writing achieved passing scores and of the 712 tested in mathematics, 95.8 percent passed. Writing score was up from last year and reading test results remained the same.

Yesterday's schools are today's architectural gems

By David C. Sheehan

EDISON — As Edison grew from a sprawling collection of small neighborhoods and communities to one of the 10 largest towns in New Jersey, its demographics shifted.

The township was once composed of homes "here and there" in locales such as Oak Tree and Menlo Park and of clutches of homes in the older neighborhoods of Piscatawaytown, Nixon, Stelton, Bonhamtown and Fords. Then new single-family housing developments built by Levitt and others were created to answer the housing needs of World War II and Korean War veterans and urbanites seeking homes in the suburbs.

With these surges in population, schools were built to educate the "Baby Boom" children. Lincoln and Washington schools, for example, were built at the centers of these new developments in part because the older schools — such as Piscatawaytown, Stelton, Bonhamtown, Oak Tree and Clara Barton — were not of sufficient size or in an appropriate location to meet the township's needs. Menlo Park, Benjamin Franklin, James Monroe and others helped fill the needs.

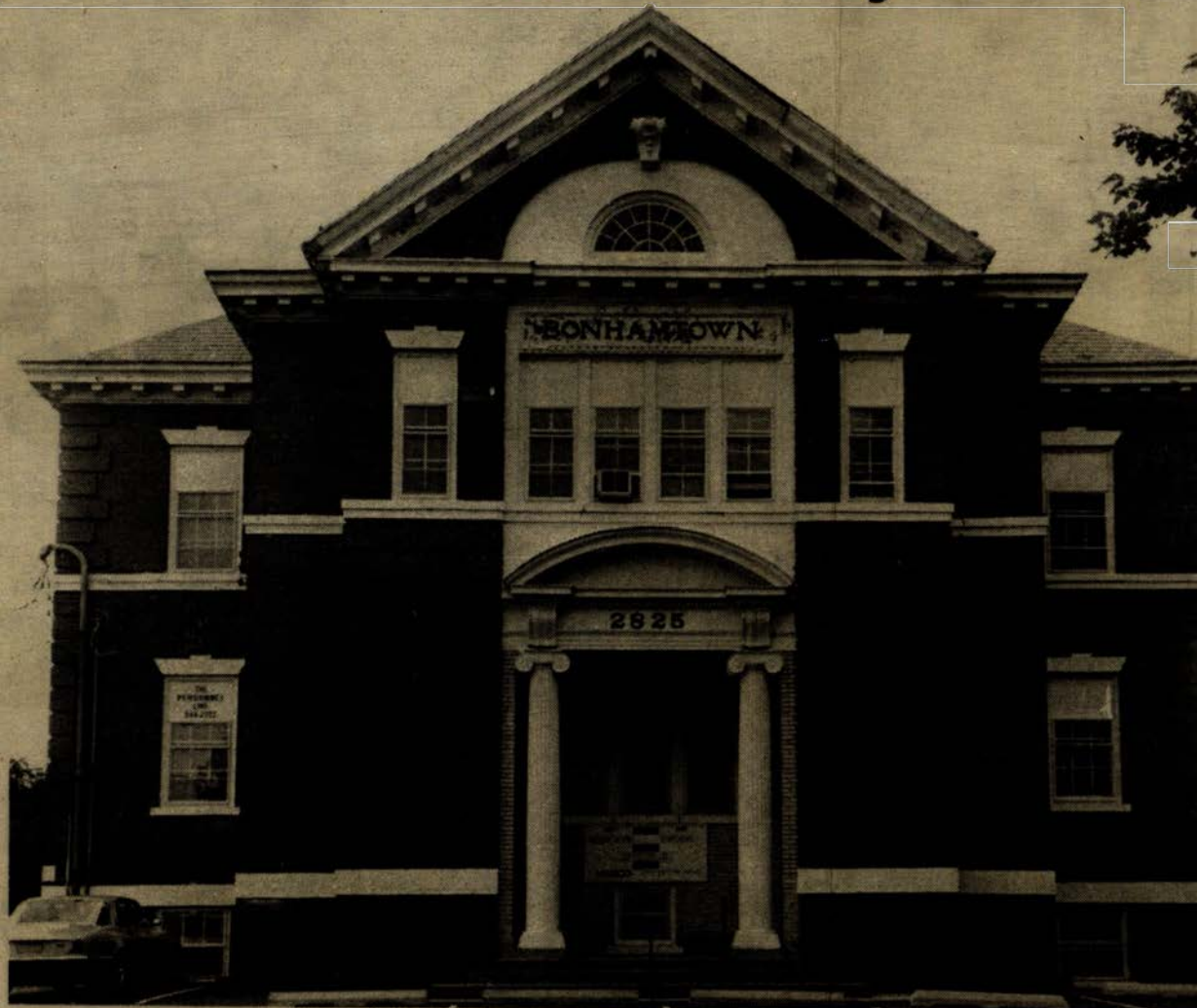
As is true with many communities, the neighborhoods aged and their demographics changed as well. With that, the number of elementary school-age children changed as did the need for schools in those neighborhoods.

The question for Board of Education officials was what to do with the schools when they are no longer needed in light of declining enrollments. In Edison, in the late 1970s and early 1980s, they decided to close the schools, sell them and assimilate into the township's other schools the pupils and staff.

One of the "Grand Dames" of these closed schools was the Piscatawaytown School — often referred to as Piscatawaytown Number Three. Edison schools were more often referred to by name and number in the past.

Located near the Highland Park border on Woodbridge Avenue, the building features a limestone marker atop the cornice over the double front door announcing the name and, of course, the Number 3 and the year of its construction — 1913. Records reveal that the architect for the school was Lawson Merchant.

Hundreds of residents fondly recall the school as their first alma mater and returned for a farewell get-together at the



—Photo by Thomas R. DeCaro

On the triangle formed by Woodbridge Avenue, Old Post Road and Grace Street sits the old Bonhamtown School, which was built in 1908 and is an example of neoclassical Colonial revival style.

school's closing in 1984.

Piscatawaytown Elementary is known to have been the first school in the township to be equipped with a telephone. Some celebrants at the farewell celebration quipped that the original phone was still in use at old "Number 3."

Piscatawaytown School was sold, at auction, to the Rabbi Jacob Joseph School. It was, after all, ideally suited for use again as a school. Rabbi Jacob Joseph School had earlier purchased Edison's old municipal building and had converted it into a dormitory and classrooms.

Farther down Woodbridge Avenue at the triangle formed by the intersections of Woodbridge Avenue, Old Post Road and Grace Street is the old Bonhamtown School, a stately structure at 2825 Woodbridge Avenue.

It was built in 1908. Architecturally, it is described as a neoclassical Colonial revival building and is known to be an excellent exam-

ple of the use of indigenous brick in a public structure.

It is further described in the Middlesex County Cultural and Heritage Commission's Guided Tour booklet of important historic sites in Edison as having "fine architectural details (which) include Ionic columns supporting an elliptical pediment, lunette window in a pediment gable, corner quoins and a hipped roof with massed chimneys."

Bonhamtown School served the elementary school needs of the Nixon and Bonhamtown neighborhoods for more than 70 years. After closing its doors as a school in the early 1970s, it served as the offices for the superintendent of schools and the administrative staff.

When these were later moved into the new municipal complex,

the school was sold. The building now is used as commercial offices, but it has retained its school-like appearance, even to the "Bonhamtown" lettering above the front doors.

The Stelton neighborhood boasted the Stelton School at 328 Plainfield Avenue. Built in 1923 through 1925, it was used as an elementary school until 1982 when it was closed because of declining enrollments. Stelton, however, was not auctioned off. Instead, the township retained the building and put it to its current use as the Stelton Community Center.

A busy place, Stelton is now a center for public meetings, social clubs, athletic organizations, senior citizens, teen dances, basketball leagues, theatrical presentations and instruction, fitness, arts

and crafts activities and the state's largest community-sponsored latchkey program. Moreover, Stelton houses the offices of the Edison Department of Parks, Recreation and Public Buildings as well as the Edison Sheltered Workshop.

An architectural gem, Stelton School features unique and varied architectural detailing above its many windows. A highlight is the school's main entrance, which has four thin limestone spires forming its two-story tower. Because of this feature and its several ornate, pointed windows, the building is often referred to as "the castle."

School records, now on file in the Edison Public Library, report that the school "was the first school in the nation to provide hot lunches for students and the first in New Jersey to immunize students."

This same report notes that early PTA activities filled many needs. "Some of those needs were a poor child's graduation dress and lunches made at home to help feed unfortunates," it adds.

Clara Barton School opened its doors as an elementary school on December 14, 1921, "with 300 students in attendance," according to a published school history.

"The original building," the history states, "consisted of only the central portion of the present school with four classrooms on the first and second floors and three on the lower level. The teachers were: Miss Jones, Miss Winn, Mrs. Goode, Mrs. Haas and Miss Thornall. Miss Dillie Thornall served as principal."

Additions were made to the structure over the years to accommodate increasing enrollments. Quickly filling the educational needs of the community, Clara Barton School was rated in 1924 "by the Board of Examiners as the best school in the country — 100 percent in building, faculty and students." A cafeteria was added in 1932.

By 1935, Clara Barton included not only the first through sixth grades, but a junior high school level was added. At the time, its students numbered 646 at the ele-

mentary level and 369 at the junior high level.

Enrollment once again peaked in 1960 when 821 pupils attended the school. Enrollment declined, however, and it was decided to close the school, which officially closed its doors on June 25, 1984.

The building is currently undergoing extensive renovations for use as the Clara Barton Senior Citizens residence. It, too, managed to retain its architectural integrity throughout the renovations.

Oak Tree School's history also dates back to the mid-1920s although the existence of an Oak Tree School dates back to 1825, according to school records.

"A traveling teacher," the records indicate, "who settled in the area ... saw a need for a schoolhouse in the wide farmlands, and with private contributions, a one-room schoolhouse was built."

Other significant facts revealed in this school history are that "many teachers served with great dedication over the years. There was a time during the Depression when they worked without pay."

Students recalled that eighth-graders rode a bus to Clara Barton for shop or home economics classes in the 1940s.

Other remembrances of life at Oak Tree include the fact that "teachers ate with the pupils and played with them during recess. On a winter's day, they occasionally would build a fire near one of the ponds once located in the area, eat lunch and ice skate."

The school was closed in 1982. It is now used by the John F. Kennedy Medical Center's LIFeStyle Institute.

It is fortunate that these old schools have retained their architectural integrity even in their new lives. It is also fitting that they serve to remind township residents of a rich past as they continue to serve residents in various other capacities.

David C. Sheehan is president and co-founder of the Edison Township Historical Society, and the article is another in a series on the history of the area.

Edison Twp. Pub. Library

340 Plainfield Ave.

Edison, N. J. 08817

Friday, March 4, 1988

PUBLIC NOTICE

PUBLIC NOTICE

PUBLIC NOTICE

PUBLIC NOTICE

NOTICE

Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and the State of New Jersey, that a public hearing will be held at the Edison High School, Blvd. of the Eagles, Edison, New Jersey, at 7:30 p.m. on Tuesday, March 15, 1988 on the following budget for the school year 1988-89.

EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1988-89

NT 3/1/88

| | 1986-87 Anticipated | Increase/ (Decrease) | 1986-87 Actual | REVENUES 1987-88 Anticipated | Increase/ (Decrease) | 1987-88 Revised | 1988-89 Estimated |
|-------------------------------|------------------------|-------------------------|-------------------|------------------------------------|-------------------------|--------------------|----------------------|
| Current Expense | | | | | | | |
| Balance Appropriated | | | 13,390.27 | 13,390.27 | | | 0.00 |
| REVENUES FROM LOCAL SOURCES | | | | | | | |
| Local Tax Levy | 43,648,886.00 | 2,000,000.00 | 45,648,886.00 | 48,648,878.00 | | 48,648,878.00 | 56,690,834.00 |
| Tuition | 238,025.00 | 10,500.00 | 248,525.00 | 243,530.00 | | 243,530.00 | 267,900.00 |
| Miscellaneous | | 26,851.45 | 264,876.45 | | | | |
| SUB-TOTAL | 43,917,411.00 | 2,016,351.45 | 45,933,762.45 | 48,902,908.00 | | 48,902,908.00 | 56,969,234.00 |
| Revenues from State Sources | | | | | | | |
| Equalization Aid | 3,485,295.00 | | 3,485,295.00 | 3,918,284.00 | | 3,918,284.00 | 4,470,969.00 |
| Approved Transportation | 1,389,217.00 | 17,808.00 | 1,398,025.00 | 2,025,894.00 | | 2,025,894.00 | 1,898,174.00 |
| Categorical Aids | 2,127,479.00 | 255,321.00 | 2,382,800.00 | 2,601,324.00 | | 2,601,324.00 | 3,286,895.00 |
| Other State Aids | 435,091.00 | (72,170.83) | 362,920.17 | 351,192.00 | | 351,192.00 | 414,992.00 |
| SUB-TOTAL | 51,345,493.00 | 2,230,699.89 | 53,576,192.89 | 57,799,602.00 | | 57,799,602.00 | 67,039,664.00 |
| REVENUES FROM FEDERAL SOURCES | | | | | | | |
| P.L. 97-35 Chapter 1 | 326,339.00 | 12,190.76 | 338,529.76 | 309,504.00 | 45,064.00 | 354,568.00 | 354,568.00 |
| P.L. 97-35 Chapter 2 | 50,421.00 | 9,653.00 | 60,074.00 | 60,074.00 | 3,129.00 | 63,203.00 | 63,203.00 |
| P.L. 94-142 (Handicapped J-2) | 263,600.00 | (7,570.00) | 256,030.00 | 256,030.00 | 92,970.00 | 349,000.00 | 349,000.00 |
| Other | 7,500.00 | 151,504.01 | 159,004.01 | 15,785.00 | | 15,785.00 | 16,450.00 |
| SUB-TOTAL | 647,860.00 | 166,777.77 | 813,637.77 | 641,393.00 | 141,163.00 | 782,556.00 | 783,421.00 |
| TOTAL CURRENT EXPENSE | 51,993,353.00 | 2,396,477.66 | 54,389,830.66 | 58,440,995.00 | 141,163.00 | 58,582,158.00 | 67,823,085.00 |

3. Agrees with Tax Levy Adjustment Memorandum

4. As of 12/01/87

NOTE: OTHER STATE AIDS for 1986-87 includes the H.S.P.T. Aid

*In addition to this amount \$3,310,174.00 state aid was paid to the Teachers Pension and Annuity Fund (Exclusive of Social Security tax) on the behalf of this district.

| | | | | | | | |
|---|---------------|--|---------------|---------------|------------|---------------|---------------|
| Capital Outlay | | | | | | | |
| Balance Appropriated | | | 31,668.20 | 31,668.20 | | | |
| REVENUE FROM LOCAL SOURCES | | | | | | | |
| Local Tax Levy | 46,000.00 | | 46,000.00 | 46,000.00 | | 46,000.00 | 46,000.00 |
| TOTAL CAPITAL OUTLAY | 46,000.00 | | 46,000.00 | 46,000.00 | | 46,000.00 | 46,000.00 |
| TOTAL BALANCES UNAPPROPRIATED | | | | | | | |
| TOTAL FUNDS AVAILABLE | 52,039,353.00 | | 54,539,084.66 | 58,486,995.00 | 141,163.00 | 58,628,158.00 | 67,869,085.00 |
| Total Free Balances 7/1/86 | \$228,574.95 | | | | | | |
| + or (-) Adjustments | (111,930.48) | | | | | | |
| Less Total Balances Appropriated During 1986-87 | 45,058.47 | | | | | | |
| | 71,585.80* | | | | | | |

NOT TO BE TAKEN
FROM LIBRARY

| | | Acct. No. | 1986-87 Appropriations | Transfers In/ (Trans. Out) | 1986-87 Revised Appropriations | 1986-87 Expenditures | 1987-88 Appropriations | Transfers In/ (Trans. Out) | 1987-88 Revised Appropriations | 1988-89 Appropriations |
|---|--|-----------|------------------------|----------------------------|--------------------------------|----------------------|------------------------|----------------------------|--------------------------------|------------------------|
| J-1 Current Expense | | | | | | | | | | |
| Administration | | | | | | | | | | |
| Salaries | | 110 | 737,605.00 | 24,135.00 | 761,740.00 | 755,211.38 | 823,361.00 | 55,562.00 | 878,923.00 | 881,437.00 |
| Contracted Serv. | | 120 | 287,500.00 | (22,200.00) | 265,300.00 | 279,322.48 | 309,000.00 | | 309,000.00 | 468,800.00 |
| Other Expenses | | 130 | 68,620.00 | 14,000.00 | 82,620.00 | 71,675.00 | 100.00 | | 71,775.00 | 76,575.00 |
| SUB-TOTAL | | | 1,093,725.00 | 15,935.00 | 1,109,660.00 | 1,108,256.72 | 1,204,036.00 | 55,662.00 | 1,259,698.00 | 1,426,812.00 |
| Instruction | | | | | | | | | | |
| Sal-Principals | | 211 | 1,527,075.00 | 74,700.00 | 1,601,775.00 | 1,601,774.40 | 1,721,511.00 | | 1,721,511.00 | 1,834,876.00 |
| Sal-Supv. of Instr. | | 212 | 756,161.00 | 121.00 | 756,282.00 | 756,011.16 | 767,657.00 | | 767,657.00 | 882,303.00 |
| Salaries-Teachers | | 213 | 24,913,848.00 | 934,427.00 | 25,848,275.00 | 25,759,273.53 | 27,876,040.00 | | 27,876,040.00 | 30,504,734.00 |
| Salaries-Other Instr. Staff | | 214 | 2,295,954.00 | 114,000.00 | 2,409,954.00 | 2,406,151.15 | 2,605,379.00 | | 2,605,379.00 | 2,797,450.00 |
| Salaries-Sec. & Cler. Asst. | | 215 | 950,844.00 | 58,000.00 | 1,008,844.00 | 1,008,365.72 | 1,077,462.00 | 11,000.00 | 1,088,462.00 | 1,159,080.00 |
| Other Salaries for Instr. | | 216 | 367,298.00 | 184,006.00 | 551,304.00 | 551,301.83 | 562,997.00 | | 562,997.00 | 647,144.00 |
| Textbooks | | 220 | 350,901.00 | 16,700.00 | 367,601.00 | 347,400.96 | 379,016.00 | | 379,016.00 | 440,042.00 |
| School Lib. & Audio- | | | | | | | | | | |
| Visual Materials | | 230 | 99,850.00 | 3,500.00 | 103,350.00 | 92,331.96 | 113,187.00 | | 113,187.00 | 143,431.00 |
| Teaching Supplies | | 240 | 373,491.00 | 41,500.00 | 414,991.00 | 413,772.67 | 427,557.00 | | 427,557.00 | 477,220.00 |
| Other Expenses | | 250 | 244,470.00 | 90,000.00 | 334,470.00 | 310,063.06 | 272,265.00 | | 272,265.00 | 319,612.00 |
| SUB-TOTAL | | | 31,879,892.00 | 1,516,954.00 | 33,396,846.00 | 33,246,446.44 | 35,803,071.00 | 11,000.00 | 35,814,071.00 | 39,205,892.00 |
| Attendance and Health Services | | | | | | | | | | |
| Sal-Attendance | | 310 | 47,590.00 | 3,500.00 | 51,090.00 | 50,330.20 | 54,481.00 | | 54,481.00 | 57,463.00 |
| Other Exp.-Attendance | | 320 | 13,700.00 | | 13,700.00 | 12,529.75 | 14,300.00 | | 14,300.00 | 15,480.00 |
| Salaries-Health | | 410 | 681,000.00 | 12,400.00 | 693,400.00 | 693,346.57 | 736,354.00 | | 736,354.00 | 823,573.00 |
| Other Expenses-Health | | 420 | 30,325.00 | | 55,525.00 | 50,583.54 | 39,255.00 | 60.00 | 39,315.00 | 58,553.00 |
| SUB-TOTAL | | | 772,615.00 | 41,100.00 | 813,715.00 | 806,790.06 | 844,390.00 | 60.00 | 844,450.00 | 955,069.00 |
| Transportation | | | | | | | | | | |
| Salaries | | 510 | 118,073.00 | (3,635.00) | 114,438.00 | 112,466.81 | 201,271.00 | 631.00 | 201,902.00 | 205,443.00 |
| Contr. Serv. & Pub. Carr. | | 520 | 2,622,460.00 | (30,550.00) | 2,591,910.00 | 2,541,427.75 | 2,725,750.00 | | 2,725,750.00 | 2,943,810.00 |
| Trips Other Than to and From School | | 520C | 157,148.00 | 15,000.00 | 172,148.00 | 205,627.85 | 168,148.00 | | 168,148.00 | 217,957.00 |
| Replacement of Vehicles | | 530 | 14,500.00 | 500.00 | 15,000.00 | 14,925.00 | 14,500.00 | | 14,500.00 | 15,700.00 |
| Pupil Trans.-Insurance | | 540 | 2,416.00 | | 2,416.00 | 2,416.00 | 2,612.00 | | 2,612.00 | 2,820.00 |
| Curricular Activities | | 545 | 2,600.00 | | 2,600.00 | 738.16 | 3,099.00 | | 3,099.00 | 3,450.00 |
| Other Expenses | | 550 | 22,098.00 | 1,200.00 | 23,298.00 | 21,328.53 | 26,465.00 | | 26,465.00 | 28,495.00 |
| SUB-TOTAL | | | 2,939,295.00 | (17,485.00) | 2,921,810.00 | 2,898,930.10 | 3,141,845.00 | 631.00 | 3,142,476.00 | 3,417,675.00 |
| Operation | | | | | | | | | | |
| Salaries | | 610 | 2,203,014.00 | 116,770.00 | 2,319,784.00 | 2,301,640.45 | 2,338,670.00 | 191,236.00 | 2,529,906.00 | 2,991,491.00 |
| Heat | | 630 | 524,601.00 | (223,556.00) | 301,045.00 | 289,234.05 | 455,000.00 | (75,460.00) | 379,540.00 | 655,000.00 |
| Utilities | | 640 | 920,500.00 | 52,600.00 | 973,100.00 | 958,406.46 | 969,000.00 | | 969,000.00 | 1,360,361.00 |
| Supplies | | 650 | 125,000.00 | (25,000.00) | 100,000.00 | 98,774.60 | 125,000.00 | | 125,000.00 | 170,000.00 |
| Other Expenses | | 660 | 97,100.00 | 20,000.00 | 117,100.00 | 101,188.23 | 104,000.00 | 10,000.00 | 114,000.00 | 196,800.00 |
| SUB-TOTAL | | | 3,870,215.00 | (59,186.00) | 3,811,029.00 | 3,749,243.79 | 3,991,670.00 | 125,776.00 | 4,117,446.00 | 5,373,652.00 |
| Maintenance | | | | | | | | | | |
| Salaries | | 710 | 548,594.00 | | 548,594.00 | 539,623.68 | 582,721.00 | 20,033.00 | 602,754.00 | 720,682.00 |
| Contracted Services | | 720 | 318,209.00 | 111,300.00 | 429,509.00 | 385,003.46 | 348,099.00 | | 348,099.00 | 407,071.00 |
| Replacement of Equipment | | 730 | 6,305.00 | 5,600.00 | 11,905.00 | 6,847.31 | 12,945.00 | | 12,945.00 | 29,671.00 |
| Purchase of New Equipment | | 730c | 38,369.00 | | 38,369.00 | 31,951.51 | 52,862.00 | | 52,862.00 | 106,217.00 |
| Other Expenses | | 740 | 189,500.00 | 15,000.00 | 204,500.00 | 198,657.39 | 189,500.00 | | 189,500.00 | 215,450.00 |
| SUB-TOTAL | | | 1,100,977.00 | 131,900.00 | 1,232,877.00 | 1,162,083.35 | 1,186,127.00 | 20,033.00 | 1,206,160.00 | 1,479,091.00 |
| Fixed Charges | | | | | | | | | | |
| Employee Retirement Contribution | | 810 | 811,823.00 | 121,000.00 | 932,823.00 | 908,605.44 | 905,323.00 | (213,162.00) | 692,161.00 | 1,418,650.00 |
| Insurance & Judgments (Exclude U.C.C. Amount) | | 820 | 4,393,375.00 | (158,525.00) | 4,234,850.00 | 4,250,954.04 | 4,952,348.00 | | 4,952,348.00 | 6,655,683.00 |
| Unemployment Comp. (U.C.C.) | | 820B | 110,000.00 | (79,000.00) | 31,000.00 | | 110,000.00 | | 110,000.00 | 110,000.00 |
| Rental of Land and Buildings | | 830 | 6,790.00 | 840.00 | 7,630.00 | 7,630.00 | 8,240.00 | | 8,240.00 | 8,900.00 |
| Tuition - Special | | 870 | 1,047,438.00 | 250,000.00 | 1,297,438.00 | 1,257,431.65 | 1,515,900.00 | | 1,515,900.00 | 2,064,421.00 |
| Tuition - State Facilities | | 870 | 142,755.00 | | 142,755.00 | 140,943.00 | 154,096.00 | | 154,096.00 | 174,201.00 |
| SUB-TOTAL | | | 6,512,173.00 | 134,315.00 | 6,646,488.00 | 6,565,564.13 | 7,645,907.00 | (213,162.00) | 7,432,745.00 | 10,431,855.00 |
| SUNDRY ACCOUNTS | | | | | | | | | | |
| Student Body Act. | | | | | | | | | | |
| Salaries | | 1010 | 549,825.00 | 4,000.00 | 553,825.00 | 553,351.60 | 619,072.00 | | 619,072.00 | 671,154.00 |
| Other Expenses | | 1020 | 107,700.00 | 18,000.00 | 125,700.00 | 120,354.08 | 116,600.00 | | 116,600.00 | 132,100.00 |
| SUB-TOTAL | | | 657,525.00 | 22,000.00 | 679,525.00 | 673,705.68 | 735,672.00 | | 735,672.00 | 803,254.00 |
| Educable - Salaries | | | 91,686.00 | | 91,686.00 | 116,029.50 | 112,564.00 | | 112,564.00 | 132,159.00 |
| Educable - Other Exp. | | | 1,220.00 | (610.00) | 610.00 | 877.49 | 1,755.00 | | 1,755.00 | 1,636.00 |
| Trainable - Salaries | | | 92,994.00 | | 92,994.00 | 89,358.01 | 99,703.00 | | 99,703.00 | 67,933.00 |
| Trainable - Other Exp. | | | 1,728.00 | (305.00) | 1,423.00 | 1,278.33 | 1,605.00 | | 1,605.00 | 1,005.00 |
| Neuro. Imp. - Salaries | | | 42,093.00 | | 42,093.00 | | | | | |
| Neuro. Imp. - Other Exp. | | | 291,394.00 | | 291,394.00 | 403,148.00 | 688,923.00 | | 688,923.00 | 681,636.00 |
| Percep. Imp. - Salaries | | | 9,130.00 | 1,769.00 | 10,899.00 | 10,043.90 | 9,715.00 | | 9,715.00 | 16,599.00 |
| Emot. Dist. - Salaries | | | 52,992.00 | | 52,992.00 | 61,653.02 | 74,914.00 | | 74,914.00 | 99,220.00 |
| Emot. Dist. - Other Exp. | | | 671.00 | (366.00) | 305.00 | 283.40 | 780.00 | | 780.00 | 792.00 |
| Pre-Sch. Hand - Salaries | | | 37,171.00 | | 37,171.00 | | | | | |
| Pre-Sch. Hand - Other Exp. | | | | | | | | | | |
| Speech - Salaries | | | 227,790.00 | | 227,790.00 | 206,225.50 | 93,443.00 | | 93,443.00 | 272,652.00 |
| Speech - Other Exp. | | | | | | | | | | |
| Home Inst. - Salaries | | | 50,000.00 | 25,000.00 | 75,000.00 | 78,337.00 | 60,000.00 | | 60,000.00 | 75,000.00 |
| Resource Rm. - Salaries | | | 544,442.00 | | 544,442.00 | 586,591.05 | 683,046.00 | | 683,046.00 | 642,498.00 |
| Resource Rm. - Other Exp. | | | 12,663.00 | (488.00) | 12,175.00 | 15,195.56 | 15,150.00 | | 15,150.00 | 11,429.00 |
| SUB-TOTAL (Lines 114-147) | | | 1,456,174.00 | 25,000.00 | 1,481,174.00 | 1,569,020.76 | 1,841,598.00 | | 1,841,598.00 | 2,005,213.00 |
| J-1 SUB TOTAL | | | 50,282,591.00 | 1,810,533.00 | 52,093,124.00 | 51,780,041.03 | 56,394,316.00 | | 56,394,316.00 | 65,098,513.00 |
| J-2 Special Projects - Federal/State/Other | | | | | | | | | | |
| Federal Projects | | | | | | | | | | |
| P.L. 98-524 (Vocational) | | | | 83,524.25 | 83,524.25 | 83,524.25 | | | | |
| P.L. 97-35 (Chapter 1) | | | 326,339.00 | 12,190.76 | 338,529.76 | 312,130.22 | 309,504.00 | 45,064.00 | 354,568.00 | 354,568.00 |
| P.L. 97-35 (Chapter 2) | | | 50,421.00 | 9,653.00 | 60,074.00 | 59,967.19 | 60,074.00 | 3,129.00 | 63,203.00 | 63,203.00 |
| P.L. 94-142 (Handicapped) | | | 263,600.00 | (7,570.00) | 256,030.00 | 256,027.89 | 256,030.00 | 92,970.00 | 349,000.00 | 349,000.00 |
| Adult Basic Education (P.L. 91-230) | | | 7,500.00 | 8,042.55 | 15,542.55 | 15,542.55 | 15,785.00 | | 15,785.00 | 16,650.00 |
| Other Federal Projects | | | | 59,937.21 | 59,937.21 | 59,118.06 | | | | |
| SUB-TOTAL | | | 647,860.00 | 165,777.77 | 813,637.77 | 786,310.38 | 641,393.00 | 141,163.00 | 782,556.00 | 783,421.00 |
| S.C.E. - Salaries | | | 424,845.00 | 7,355.00 | 432,200.00 | 432,106.61 | 678,707.00 | | 678,707.00 | 1,031,504.00 |
| S.C.E. - Other Exp. | | | 25,030.00 | (7,355.00) | 17,675.00 | 17,282.75 | 15,000.00 | | 15,000.00 | 21,051.00 |
| Bilingual Salaries | | | 152,298.00 | 300.00 | 152,598.00 | 152,433.00 | 173,154.00 | | 173,154.00 | 236,455.00 |
| Bilingual - Other Exp. | | | 6,000.00 | (300.00) | 5,700.00 | 5,142.01 | 6,000.00 | | 6,000.00 | 7,313.00 |
| Nonpublic Textbooks | | 1161 | 66,014.00 | | 66,014.00 | 66,014.00 | 75,660.00 | | 75,660.00 | 93,357.00 |
| Nonpublic Auxiliary Services | | 1170 | 39,994.00 | 45,076.58 | 85,070.58 | 82,315.26 | 87,878.00 | | 87,878.00 | 139,205.00 |
| Nonpublic Handicapped Services | | 1180 | 96,901.00 | 20,616.00 | 117,517.00 | 102,939.94 | 103,939.00 | | 103,939.00 | 107,030.00 |
| Other (Inc. HSPT) | | | | 285,087.59 | 285,087.59 | 305,887.85 | | | | |
| SUB-TOTAL | | | 811,082.00 | 350,780.17 | 1,161,862.17 | 1,164,221.42 | 1,140,338.00 | | 1,140,338.00 | 1,635,915.00 |
| SPECIAL SCHOOLS AND EVENING SCHOOLS | | | | | | | | | | |
| J-4 Adult Education | | | | | | | | | | |
| Salaries | | | 57,500.00 | 18,159.21 | 75,659.21 | 54,987.93 | 54,600.00 | | 54,600.00 | 67,500.00 |
| Supplies | | | 1,300.00 | 60.00 | 1,360.00 | 1,054.70 | 1,600.00 | | 1,600.00 | 1,800.00 |
| Other Expenses | | | 8,750.00 | (60.00) | 8,690.00 | 11,984.38 | 8,355.00 | | 8,355.00 | 9,150.00 |
| SUB-TOTAL | | | 67,550.00 | 18,159.21 | 85,709.21 | 68,027.01 | 64,555.00 | | 64,555.00 | 78,450.00 |
| J-6 Summer School | | | | | | | | | | |
| Salaries | | | 102,995.00 | 7,729.99 | 110,724.99 | 112,062.60 | 114,718.00 | | 114,718.00 | 132,330.00 |
| Supplies | | | 2,400.00 | | 2,400.00 | 2,883.39 | 3,100.00 | | 3,100.00 | 2,856.00 |
| Other Expenses | | | | | | | | | | |
| SUB-TOTAL | | | 105,395.00 | 7,729.99 | 113,124.99 | 114,945.99 | 117,818.00 | | 117,818.00 | 135,186.00 |
| J-7 Vocational Evening | | | | | | | | | | |
| Salaries | | | 64,900.00 | 31,089.07 | 95,989.07 | 81,196.92 | 68,600.00 | | 68,600.00 | 73,500.00 |
| Supplies | | | 1,550.00 | 3,120.00 | 4,670.00 | 6,185.43 | 1,550.00 | | 1,550.00 | 2,400.00 |
| Equipment | | | | | | | | | | |

Continued from C-12

NT 3/4/88

*In addition to this amount \$900,381 state aid was paid to the Teachers Pension and Annuity Fund (Exclusive of Social Security tax) on the behalf of this district.

| <p>Capital Outlay</p> <p>Balance Appropriated _____ 1,894 1,894</p> | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue from Local Sources | | | | | |
| Local Tax Levy | 243,852 | 243,852 | 400,000 | 400,000 | 430,000 |
| Withdrawal from Capital Reserve | | | | | |
| Miscellaneous | | | | | |
| SUB-TOTAL | 243,852 | 243,852 | 401,894 | 401,894 | 430,000 |
| Revenues from State Sources | | | | | |
| Capital Outlay Aid | 52,293 | 52,293 | 54,046 | 54,046 | 54,888 |
| Revenues from Federal Sources | | | | | |
| Total Capital Outlay | 296,145 | 296,145 | 455,940 | 455,940 | 484,888 |
| Additional State School Building Aid Ch. 10 | | | | | |
| Additional State School Building Aid Ch. 177 | | | | | |
| Additional State School Building Aid Ch. 74 | | | | | |
| Total Additional State School Building Aid | | | | | |
| Total Balances Unappropriated | | 114,911 | | | |
| Total Funds Available | 18,543,672 | 19,308,379 | 20,140,741 | 20,140,741 | 21,728,509 |
| Total Free Balances 7/1/86 | \$ 744,122 | | | | |
| + or (-) Adjustments | (58,211) | | | | |
| Less Total Balances Appropriated During 1986-87 | 571,000 | | | | |
| Enter Column 4 line 48 | \$ 114,911 | | | | |

| J-1 Current Expense | Acct. No. | APPROPRIATIONS | | | | | | | |
|--------------------------------------|-----------|------------------------|----------------------------|--------------------------------|----------------------|------------------------|----------------------------|--------------------------------|------------------------|
| | | 1986-87 Appropriations | Transfers In/ (Trans. Out) | 1986-87 Revised Appropriations | 1986-87 Expenditures | 1987-88 Appropriations | Transfers In/ (Trans. Out) | 1986-87 Revised Appropriations | 1986-88 Appropriations |
| Administration | | | | | | | | | |
| Salaries | 110 | 477,802 | (20,000) | 457,802 | 457,367 | 532,332 | | 532,332 | 583,987 |
| Contracted Services | 120 | 92,227 | | 92,227 | 92,040 | 106,128 | | 106,128 | 86,989 |
| Other Expenses | 130 | 99,720 | | 99,720 | 99,506 | 116,726 | | 116,726 | 149,947 |
| SUB-TOTAL | | 669,749 | (20,000) | 649,749 | 648,913 | 755,186 | | 755,186 | 820,923 |
| Instruction | | | | | | | | | |
| Salaries-Principals | 211 | 483,789 | (50,000) | 433,789 | 432,923 | 520,371 | | 520,371 | 520,887 |
| Salaries-Supv. of Instr. | 212 | 471,566 | (120,000) | 351,566 | 350,768 | 526,360 | | 526,360 | 533,138 |
| Salaries-Teachers | 213 | 7,097,665 | (343,000) | 6,754,665 | 6,751,619 | 6,344,973 | (130,000) | 6,214,973 | 7,109,730 |
| Salaries-Other Instr. Staff | 214 | 436,590 | (18,000) | 418,590 | 417,197 | 506,677 | | 506,677 | 535,473 |
| Salaries-Sec. & Cler. Asst. | 215 | 490,679 | (55,000) | 435,679 | 434,560 | 546,323 | | 546,323 | 581,532 |
| Other Salaries for Instr. | 216 | 23,005 | 10,000 | 33,005 | 32,450 | 36,778 | | 36,778 | 42,345 |
| Textbooks | 220 | 110,545 | 5,000 | 115,545 | 111,900 | 104,642 | | 104,642 | 108,392 |
| School Lib. & Audio-Visual Materials | 230 | 132,475 | | 132,475 | 130,778 | 117,118 | | 117,118 | 120,989 |
| Teaching Supplies | 240 | 911,000 | 45,000 | 956,000 | 954,230 | 773,535 | | 773,535 | 744,640 |
| Other Expenses | 250 | 108,265 | 15,000 | 123,265 | 123,013 | 105,158 | | 105,158 | 108,869 |
| SUB-TOTAL | | 10,265,579 | (511,000) | 9,754,579 | 9,739,438 | 9,581,935 | (130,000) | 9,451,935 | 10,425,995 |
| Attendance and Health Services | | | | | | | | | |
| Salaries-Attendance | 310 | | | | | | | | |
| Other Expenses-Attendance | 320 | | | | | | | | |
| Salaries-Health | 410 | 252,461 | | 252,461 | 252,103 | 305,145 | | 305,145 | 308,311 |
| Other Expenses-Health | 420 | 6,400 | | 6,400 | 5,718 | 8,400 | | 8,400 | 7,700 |
| SUB-TOTAL | | 258,861 | | 258,861 | 257,821 | 313,545 | | 313,545 | 316,011 |
| Transportation | | | | | | | | | |
| Salaries | 510 | | | | | | | | |
| Contr. Serv. & Pub. Carr. | 520 | 51,000 | 20,000 | 71,000 | 70,944 | 61,000 | | 61,000 | 67,238 |
| Trips Other Than to and From School | 520C | | | | | | | | |
| Replacement of Vehicles | 530 | | | | | | | | |
| Purchase of New Vehicles | 535 | | | | | | | | |
| Pupil Trans.-Insurance | 540 | | | | | | | | |
| Curricular Activities | 545 | | | | | | | | |
| Other Expenses | 550 | | | | | | | | |
| SUB-TOTAL | | 51,000 | 20,000 | 71,000 | 70,944 | 61,000 | | 61,000 | 67,238 |
| Operation | | | | | | | | | |
| Salaries | 610 | 569,169 | (13,000) | 556,169 | 544,208 | 611,666 | | 611,666 | 666,833 |
| Contracted Services | 620 | 91,500 | 10,000 | 101,500 | 100,763 | 109,792 | 80,000 | 189,792 | 162,292 |
| Heat | 630 | 122,350 | (10,000) | 112,350 | 112,029 | 120,127 | | 120,127 | 130,147 |
| Utilities | 640 | 715,854 | 75,000 | 790,854 | 789,799 | 798,477 | | 798,477 | 815,137 |
| Supplies | 650 | 67,000 | (15,000) | 52,000 | 51,388 | 74,673 | | 74,673 | 69,673 |
| Other Expenses | 660 | 2,100 | | 2,100 | 1,478 | 2,500 | | 2,500 | 2,500 |
| SUB-TOTAL | | 1,567,973 | 47,000 | 1,614,973 | 1,599,665 | 1,717,235 | 80,000 | 1,797,235 | 1,846,582 |
| Maintenance | | | | | | | | | |
| Salaries | 710 | 270,187 | (25,000) | 245,187 | 244,308 | 305,979 | | 305,979 | 336,577 |
| Contracted Services | 720 | 156,000 | 530,000 | 686,000 | 504,540 | 325,098 | 50,000 | 375,098 | 447 |

June 30, 1987

RECAPITULATION OF BALANCES

| | (J-1) Current Expense | Spec. Schools or Spec. Proj. (J-2-J-8) | Capital Outlay | Debt Service | Capital Reserve Fund | Totals |
|--|-----------------------------|---|-------------------|-----------------|----------------------------|---------------|
| Free Appropriation Balances 6/30/87 (from the Audit) | \$ 13,825.33 | \$ 187,914.71 | \$ 1,894.92 | | | \$ 203,634.96 |
| Amount appropriated in adopted FY 87-88 Budget | | 118,000 | 1,894 | | | 119,894 |
| Additional amount appropriated during FY 87-88 | | | | | | 0.00 |
| Additional Balance anticipated during FY 87-88 | | | | | | |
| Free Appropriation Balances 6/30/88 (est.) | | | | | | |
| Amount appropriated in FY 88-89 | 10,000 | 60,000 | | | | 70,000 |
| Free Appropriation Balances 6/30/89 (est.) | | | | | | |
| 791-3/84 | | | | | | 1502 |

Ask At Desk

Edison - Schools.

#1

Reference

For Reference

Not to be taken from this room



KNOW YOUR
SCHOOLS

EDISON TOWNSHIP, NEW JERSEY

Edison Twp. Pub. Library
380 Plainfield Ave.
Edison, N. J. 08817

BUILDINGS OWNED BY EDISON TOWNSHIP SCHOOL SYSTEM

ELEMENTARY

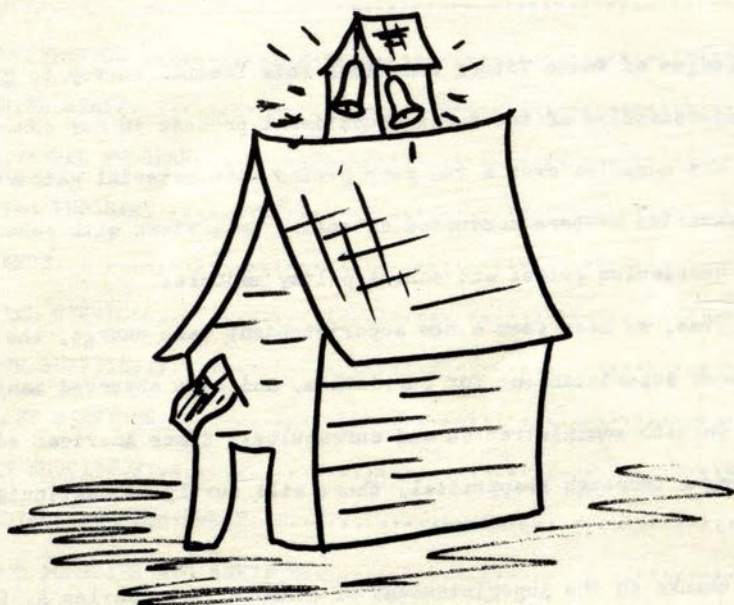
| School Name & Number | Year Built (& Additions) | No. of Classrms. | Grades Enrolled | Special Rooms | Enrolled as of 6/71 |
|--|-----------------------------|---------------------|--------------------|------------------------------|------------------------|
| Piscatawaytown #3 | 1913 (1921-1961) | 18 | K-6 | Gym | 457 |
| Clara Barton #7 | 1920 (1929) | 24 | K-6 | Library Gym | 639 |
| Oak Tree #6 Annex | 1922 (1950-1952) | 26 | K-6 | Library Gym | 553 |
| Stelton #5 | 1923 (1950) | 20 | K-6 | Library Gym | 417 |
| Lincoln #8 | 1951 (1956-1963) | 33 | K-6 | Library Multi- Purpose | 876 |
| Washington #9 | 1953 | 26 | K-6 | Multi- Purpose | 638 |
| James Madison #10 | 1959 (1968) | 33 | K-6 | Library Multi- Purpose | 706 |
| Franklin D. Roosevelt (James Madison Satellite) | 1969 | 12 | Spec. Educ. | | |
| Benjamin Franklin #11 | 1961 (1966) | 29 | K-6 | Library Multi- Purpose | 782 |
| John Marshall #13 | 1961 | 17 | K-6 | Library Multi- Purpose | 396 |
| Menlo Park #14 | 1963 (1966) | 26 | K-6 | Library Multi- Purpose | 803 |
| James Monroe #15 | 1963 | 13 | K-6 | Library Multi- Purpose | 378 |

(Continued on back cover)

KNOW YOUR SCHOOLS

Edison Township

New Jersey



A study conducted by

The League of Women Voters of Edison Township

ABOUT THE LEAGUE OF WOMEN VOTERS

The League of Women Voters is a national, state and local organization. It is non-partisan. Its purpose is to encourage the active and informed participation of citizens in government. Membership is open to all women citizens eighteen years of age and over.

FOREWORD

The Edison League of Women Voters undertook this factual survey to give the public a broad understanding of the total educational process in our community. This information was compiled over a two year period with material gathered from many sources. Committee members conducted extensive interviews with school personnel and reviewed curriculum guides and school policy manuals.

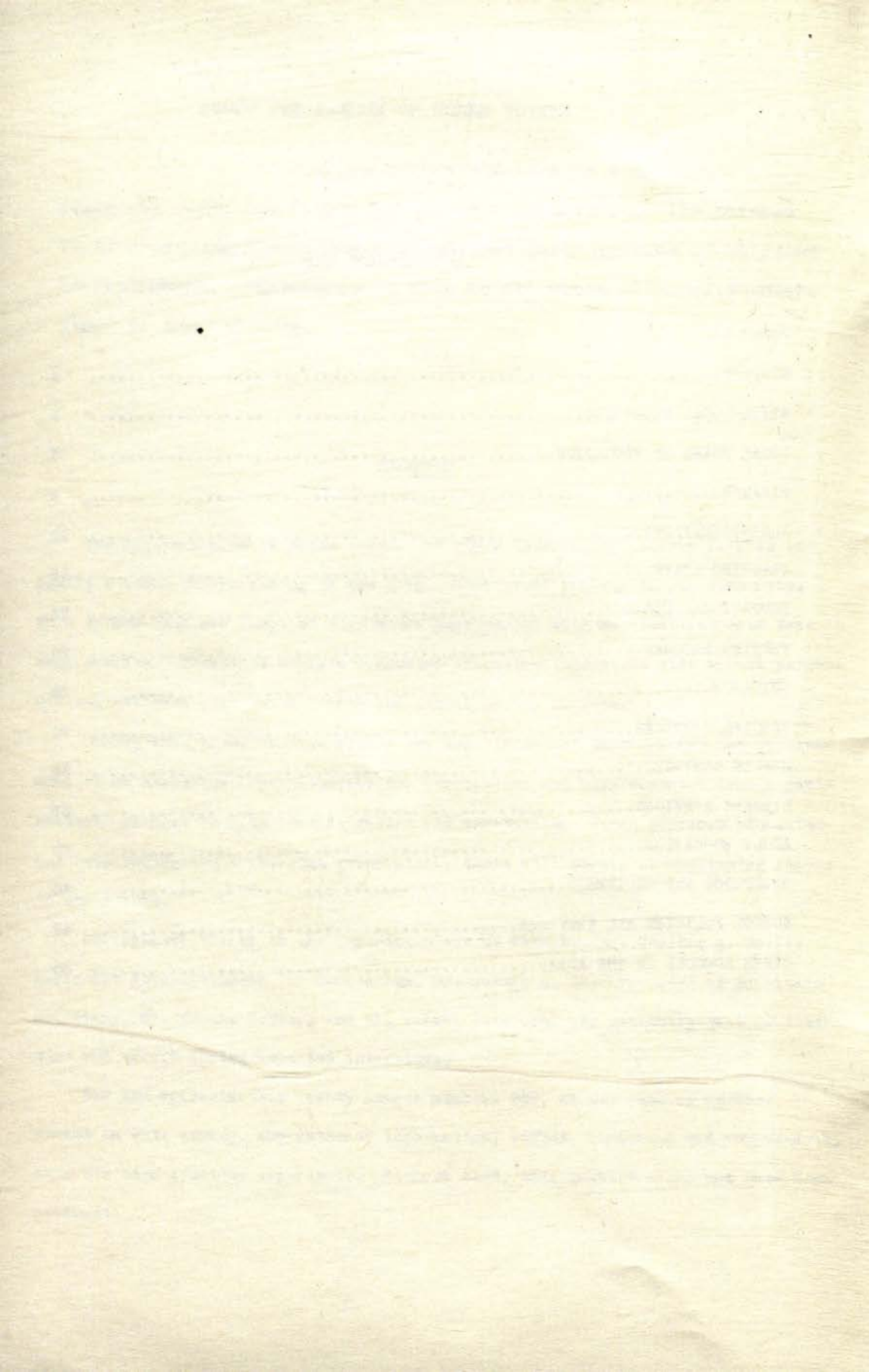
During this time, we have seen a new superintendent take charge, the appointment of an Assistant Superintendent for Curriculum, and have observed many organizational changes in both administration and curriculum. Since American education has been undergoing a thorough reappraisal, there will surely be continuing change in the future.

Our special thanks to the Superintendent of Schools, Mr. Charles A. Boyle; Assistant Superintendent for Curriculum, Dr. Joseph A. Kresky; Board of Education Secretary, Mr. Thomas McEvoy, and all school personnel who patiently gave of their time and effort during repeated interviews.

For the approximately twenty League members who, at one time or another, worked on this survey, who gathered information, sifted, condensed and compiled it, this has been a unique experience. Without them, this booklet could not have been produced.

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HISTORY

The earliest school house recorded in this area dates from 1689 and was located near a section of the town known as Oak Tree, which was then considered Woodbridge. A new, small unpainted building was constructed in Piscatawaytown around 1800. Crude desks against the walls and seats made of oak planks or slabs were used as the furniture of the school.

The first state legislation concerning schools was enacted in 1817 with the creation of a limited State School Fund. Legislation was enacted in 1829 which provided that income from the School Fund be granted to the counties in direct proportion to the state taxes paid. The law also allowed a township to elect a School Committee to care for school funds and educational facilities as approved by the town meeting.

In 1866, state legislation provided for the establishment of a State Board of Education and a State Superintendent of Schools. Provisions were made in 1867 for a County Superintendent, appointed by the State Board of Education. 1871 brought the establishment of free schools at which parents no longer had to pay tuition. At the time, the state provided for a state school tax on property. This was abolished in 1946 when the Legislature enacted a state aid formula.

In 1882, there were nine schools located in Raritan Township. (Edison Township was known as Raritan Township until 1954.) Each school was attended by children living closest to it and each was supervised by a local Board of Education. In 1894, all the schools were consolidated into one school district with transportation, school supplies, and textbooks furnished free of charge to the scholars.

The original Board of Education consisted of three members; today the Board of Education has seven members.

It is interesting to note that the school budget in the year 1889 was \$6,500. This included textbooks, supplies, repairs and maintenance, and expenses for janitors and clerks. The major portion of the budget was allocated for teachers' salaries.

In the first half of the twentieth century, there was much growth in the Raritan Township school system. By 1947 there was dire need for expansion and most schools were compelled to operate on double sessions. Sub-standard classrooms were used to accomodate the needs of an overcrowded school system and obsolete buildings were retained. The Board of Education, Parent Teachers Associations, and various other civic organizations in the community began to express interest and concern for the adequacy of school housing. This thinking was crystallized in the formation of a plan to project the needs of the community in the coming years. The plan established a base for determining the number of pupils to be expected from new building construction in the area, and anticipated the required number of school buildings in advance of the need.

Since Edison Township has experienced a very rapid growth in population, shifting from a generally rural to a substantially suburban area, the problem of accurate projection of student needs and anticipation of the required number of buildings remains. The population of Edison today is approximately 70,000 as compared to 45,578 a decade ago. School enrollment, at the present time, is over 15,000.

STATE-LOCAL RELATIONS

The New Jersey Legislature is required by the Constitution of New Jersey to "provide for the maintenance and support of a thorough and efficient system of free public schools" for all children between the ages of five and twenty years. Attendance is compulsory between the ages of six and sixteen. (The Constitution of the United States makes no specific reference to education.)

STATE DEPARTMENT OF EDUCATION

The State Department of Education was created by the New Jersey Legislature to exercise general control and supervision of public education. The State Department of Education is comprised of: (1) A State Board of Education, a policy-making body, whose members serve for overlapping terms of six years each, without remuneration; (2) A Commissioner of Education who is appointed for a five-year term, and who serves as the general supervisor over all schools which receive any state funds. Members of the State Board and the Commissioner of Education are appointed by the Governor with the advice and consent of the Senate.

COUNTY SUPERINTENDENT

The County Superintendent, an agent of the State Department of Education, serves as a link between the State Department and the local school districts. One superintendent for each county is appointed by the Commissioner of Education with confirmation by the State Board of Education.

LOCAL SCHOOL DISTRICT

The local school district was created by the New Jersey Legislature as the unit for exercise of local authority and initiative. It derives its authority from acts of the New Jersey Legislature, not from the people of the district, and can perform only those acts for which some authority exists, expressly stated or implied, in Title 18A-Education, New Jersey Statutes Annotated, or in the rules and regulations of the State Board of Education.

The New Jersey Legislature provided this framework so that public education would be free of political influence and be kept close to the people. State regulations impose minimum standards. The State Board of Education is committed to a policy of leadership and guidance, and uses sparingly the power vested in it by the State Legislature.

LOCAL BOARD OF EDUCATION

Edison Township is classified as a Type I school district in accordance with provisions of Title 18A. In a Type I district school board members are appointed by the mayor. School budgets are approved by action of a Board of School Estimate composed of; two school board members, two city officials (councilmen) and the mayor.

BOARD OF EDUCATION MEMBERSHIP

Edison Township has a seven-member board of education, appointed for overlapping terms of three years. Appointments are made between January 2 and January 15, and terms of office begin on March 1. Any vacancy in membership must be reported by the secretary of the board to the mayor, who must appoint a qualified person to fill the vacancy for the unexpired term within thirty days. Members of boards of education serve without pay.

The legal requirements for membership are:

1. Ability to read and write.
2. Minimum residency in school district of at least two years immediately preceding appointment.
3. A member may have no interest, either directly or indirectly, in any contract with or any claim against the board.

According to the New Jersey School Boards Association, to which all school boards are required, under state law, to belong, some of the qualifications for school board members include; devotion to public education, impartial service to all children of the community, familiarity with the problems of the school system in general, and non-technical manner, and a working belief that the school board should keep the schools close to the people.

BOARD MEETINGS

The Edison Township Board of Education meets on the second Monday of each month, alternating between J.P. Stevens High School in odd months and Edison High School in even months.

Board meetings must begin no later than 8:00 p.m. Any citizen has the right to speak on any matter related to the public schools.

All official business must take place at public meetings, although closed planning sessions may be held.

BOARD ORGANIZATION

The Edison Township Board of Education must hold its organization meeting on March 1 of each year unless such date is on a Sunday, in which case it must be held on the following day. If for any reason this meeting cannot take place on the specified day, it must be held within three days immediately thereafter.

The agenda for the organization meeting includes the election of a president and vice-president. The appointments of legal depositories, a school board attorney, a custodian of moneys, and an auditor are made at this time. The Board also recognizes bargaining agents for school employees at this meeting.

BOARD RESPONSIBILITIES

Members of the school board are "collectively charged with supervision, control and management of the public schools and public school properties", according to the New Jersey School Boards Association.

One of the major responsibilities of the school board is establishing policies which set the directions in which the chosen school administrators move, and the boundaries of an administrator's authority.

It is the responsibility of the local board of education to select a superintendent who is capable of administering the school system. It then works with the superintendent in planning school policy and the school budget. The board also makes final decisions upon expansion of facilities, after considering the recommendations of administrative officers.

The board has the legal responsibility to pass on courses of study and staff appointments proposed by the superintendent. It must prepare, adopt and deliver an itemized budget to each member of the board of school estimate, and must approve by resolution and roll call vote, all expenditures of school funds.

The local board of education is also responsible for maintaining book-keeping procedures consistent with state regulations, and for providing an official audit of all school funds in accordance with the compulsory audit program administered by the State Department of Education. The auditor must be either a Registered Municipal Accountant of New Jersey or a Certified Public Accountant of New Jersey and must hold an uncanceled registration license as a public school accountant for New Jersey.

FINANCE

BONDS & DEBTS

Monies for capital improvement come from the sale of municipal bonds. Before an ordinance authorizing the sale of bonds can be adopted by the Board of School Estimate, it must be advertised and a public hearing held. Following the hearing it is adopted by the Township Council.

The school debt is considered a municipal obligation and an item for school debt is included in the municipal budget. State law provides that a school debt may not exceed 4% of the total equalized valuation of the township real estate as averaged over the last three years, except with the consent of the State Board of Education, and until it is submitted and approved at a public referendum. The current school debt is about twenty-three million dollars (\$23,000,000), which is slightly over the limit. This difference, however, is absorbed by Edison's municipal borrowing power.

BUDGET

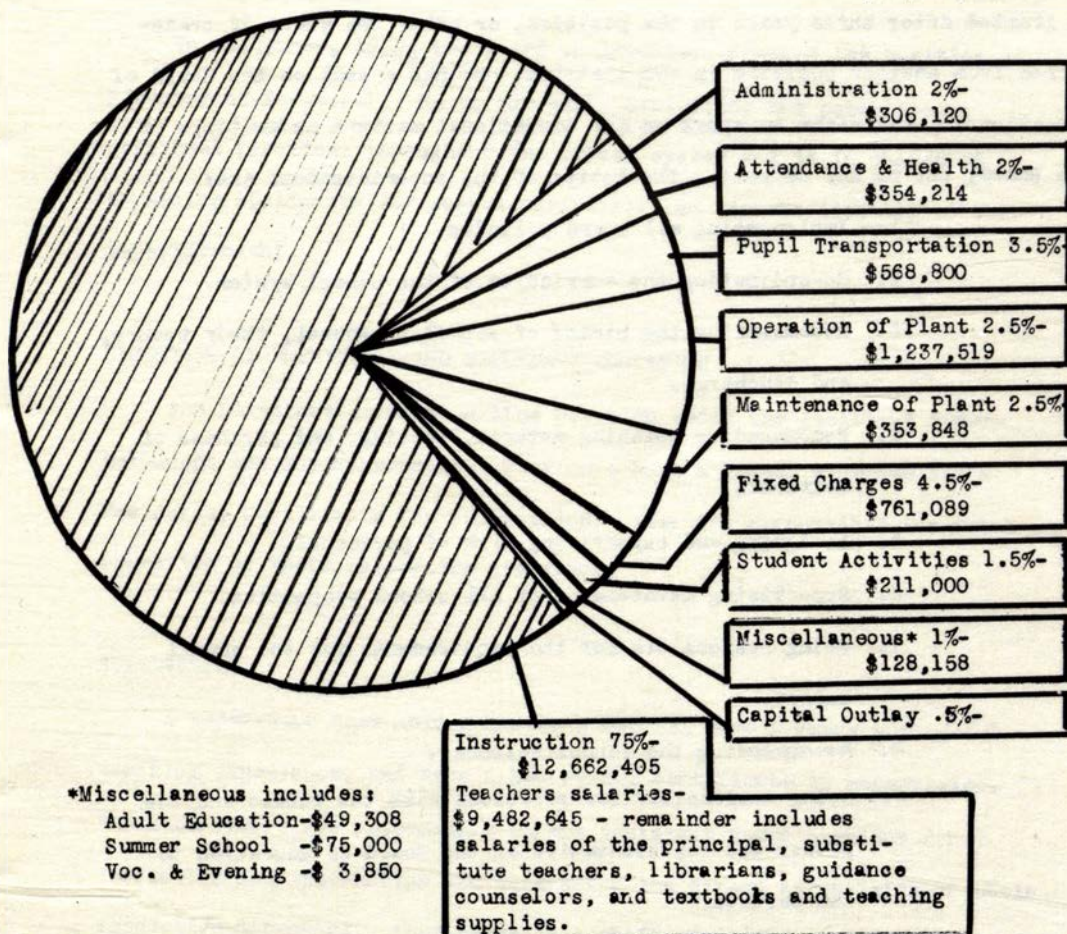
Each January a new school budget is prepared by the Board of Education. This proposed budget is published and is presented to the Board of School Estimate. The members of the Board of School Estimate, comprising the Mayor, two councilmen, and two members of the Board of Education, hold their positions for one year. The public may express opinions about the school budget at a public hearing before the Board of School Estimate, usually in the first week of February. The Board of School Estimate has the complete power to pass or reject the school budget.

Any additional or emergency funds, needed by the schools, must be approved by the Board and then included in the budget of the following year.

ANTICIPATED REVENUE

The Edison Township schools are financed primarily by local taxes. They also receive state aid and some federal aid. In the year 1971-72, the anticipated revenues are as follows:

| | |
|-------------------------|------------------------|
| Local tax | \$14,471,266.00 |
| State aid | 2,116,864.00 |
| Tuition-other districts | 50,000.00 |
| Misc. revenues | 50,000.00 |
| | <u>\$16,688,130.00</u> |



ADMINISTRATION

SUPERINTENDENT OF SCHOOLS

The Superintendent is appointed by a majority vote of the Board of Education. He must hold a Masters Degree and a New Jersey School Administrator's Certificate. He need not be a resident of Edison Township. Tenure is granted after three years in the position, or after two years if transferred from another position in the district. He has a seat on the Board of Education and the right to speak on all educational matters at meetings of the Board, but he has no vote. The duties of the superintendent are:

1. Implementing all board policies.
2. Co-ordinating the curriculum of the school system.
3. Recommending the hiring of school personnel, their tenure, and discharge.
4. Recommending teaching methods, testing, and purchase of textbooks.
5. Assigning and supervising work of personnel.
6. Supervising maintenance of all school properties.
7. Being responsible for the requirements for the annual budget.
8. Recommending the school calendar.
9. Being responsible for relations with the public and the press; the representative of the Board of Education to the parents.

ASSISTANT SUPERINTENDENT

The Assistant Superintendent for Curriculum and Instruction reports directly to the Superintendent. His duties are to re-evaluate and revise the curriculum as is necessary. He also assists the Superintendent as he is directed. The Assistant Superintendent must hold a Master's degree and a New Jersey School Administrator's Certificate.

DIRECTOR OF PERSONNEL

In September, 1970, the Board of Education created the position of Director of Personnel. He is currently evaluating and establishing personnel practices throughout the school system and is in charge of screening applicants for school positions. He reports directly to the Superintendent.

DIRECTORS OF ELEMENTARY AND SECONDARY EDUCATION

The Directors serve in a line position under the Assistant Superintendent and Superintendent. They must have a Master's degree and a New Jersey Certificate for Supervision. They are responsible for total operation of their respective divisions.

SUPERVISORS

A supervisor must hold a Master's degree, have 5 years successful teaching experience, and have a New Jersey certificate in supervision. The supervisors are responsible to the Assistant Superintendent for Curriculum and Instruction and work under the direct supervision of their respective directors. They serve in a staff position, working with teachers

in the school system regarding the many aspects of the educational programs. The supervisors are expected to be abreast of curriculum developments and serve as resource consultants to classroom teachers. They also assume a major role in implementing and evaluating new programs and teaching techniques.

PRINCIPALS

A principal is recommended for appointment by the Superintendent of Schools and approved by the Board of Education. In order to qualify for the position, a candidate must have a Masters Degree, with specialization in elementary or secondary administration and/or supervision. He should have 5 years successful teaching experience and a New Jersey School Administrators Certificate. Principals are responsible to the Superintendent of Schools and work under the supervision of the Director of Elementary or Secondary Education. The duties of the principals are:

1. Administration of Board policies in their schools.
2. Supervision of instructional programs.
3. Supervision of maintenance of school buildings and grounds.
4. Staff and pupil personnel management.
5. Evaluation of the teaching staff.
6. Responsibility for the school/community relations in the area his school serves.

All administrative personnel have tenure after 3 successful years in the position. Administrative personnel may retire at 65 with a New Jersey state pension and Social Security. Retirement is mandatory at age 70.

SECRETARY/BUSINESS MANAGER

Secretary to the Board of Education is appointed by the Board and is also the Business Manager. As Business Manager, he has charge and care of all properties belonging to the school districts. In accordance with Title 18, some of his duties as Secretary include keeping minutes, auditing all accounts, presenting bills to the Board for approval in open meeting, and indicating in writing with the Board president, the Board's approval for payment to the Custodian of School Monies. Edison Township's Finance Director serves as Custodian of School Monies.

CLERICAL STAFF

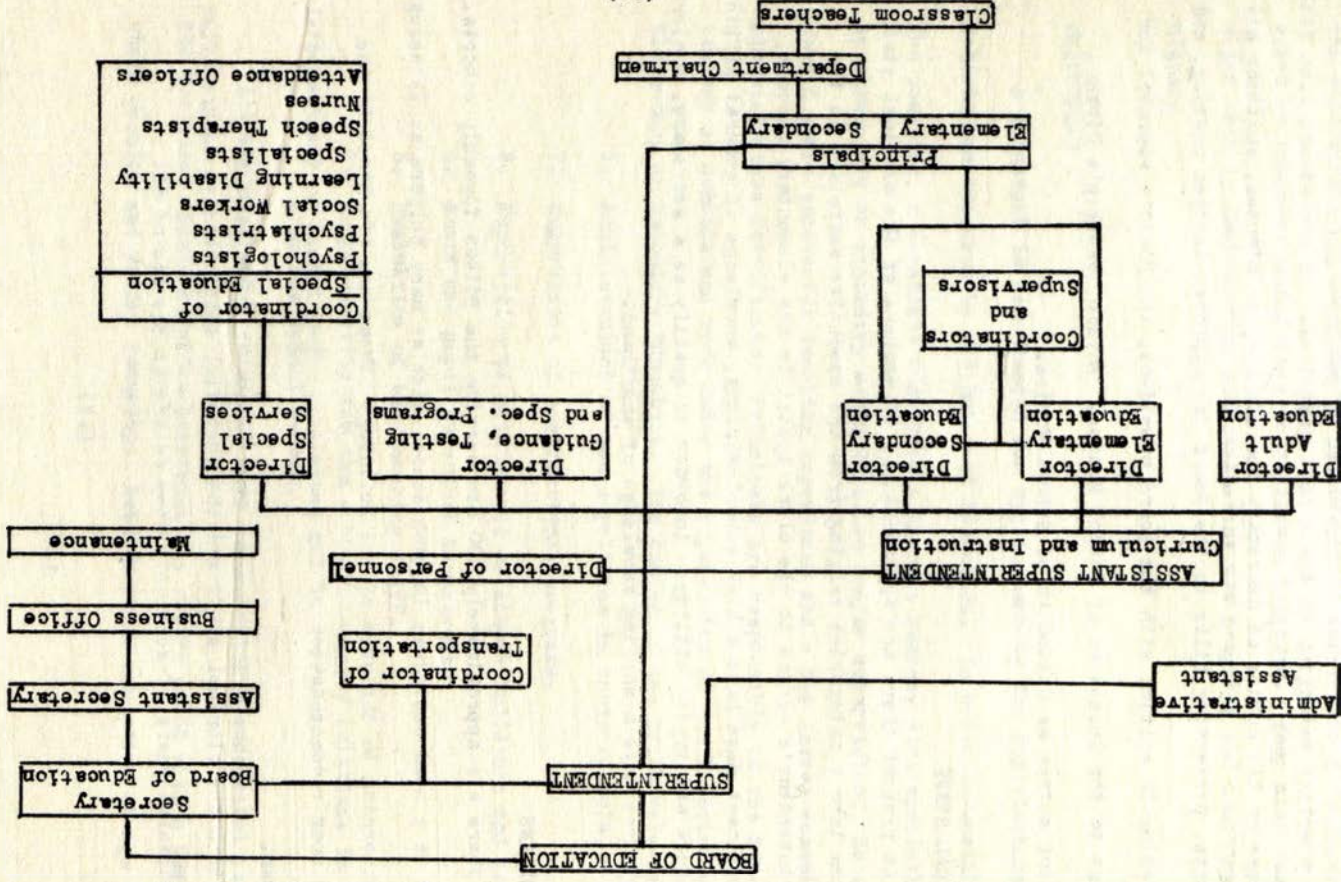
At present there are approximately 60 members of the clerical staff divided into 4 categories ranging from the executive secretary in the Superintendent's office to the clerk-typist in the elementary schools. An applicant must have a high school diploma, knowledge of general office procedure and typing ability. In order to qualify as a secretary, a clerk-typist must have a working knowledge of shorthand.

CUSTODIANS

There are approximately 100 men serving the Edison Township schools. There is a head custodian in each school with as many helpers as is necessary according to the size of the building. These men are hired by the Board upon recommendation of the Secretary. They report to the Custodial Foreman.

Both the clerical staff and the custodial staff receive tenure after 3 successful years of service. They retire at the age of 65.

TABLE OF ORGANIZATION



TEACHING STAFF

As of January, 1971, Edison had 824 teachers.

QUALIFICATIONS

Certification requirements are set by state law.

STANDARD CERTIFICATE

The holder has a Bachelor's degree from a state accredited college.

Elementary school teachers must earn thirty semester-hour credits in elementary education courses plus their student teaching experience.

Secondary school teachers must earn fifteen semester-hour credits in education courses in addition to a prescribed number of credit hours in both a major and minor subject field.

PROVISIONAL CERTIFICATE

The holder does not meet all the state requirements for a standard certificate but has agreed to complete the qualifications by earning at least four credits during the teaching year. This certificate is renewed each year only if the holder continues to work towards completion of the state requirements.

EMERGENCY CERTIFICATE

This type of certification is issued by the State Board of Examiners, to non-qualifying individuals, when an educational emergency exists. It is valid for one year only.

The holder need not have earned a Bachelor's degree, but must have at least ninety college credits, twelve of which are in education.

TEACHERS' SALARY GUIDE

There is a thirteen-step guide which is part of the teacher's contract. The following are excerpts from the guide, effective September 1971:

Teachers with a Bachelor's degree - \$8,200 to \$13,700

Teachers with a Master's degree - \$8,800 to \$14,600

Teachers with a Master's degree plus 30 credits - \$9,400 to \$15,600

Teachers with a Master's degree plus 60 credits - \$10,000 to \$16,400

Teachers with a Doctorate - \$10,000 to \$17,300

Department heads at the junior high school level will receive an additional \$500. Department heads at the senior high school level will receive an additional \$800.

All tenured teachers will receive an additional tenure increment beyond the salary guide ranging from \$300 to \$700.

HIRING

Qualified applicants for teaching positions are first interviewed by the Director of Personnel. Final selections are made by the elementary school principal or the department head and the principal on the secondary level. Approximately seventy new teachers are added each year.

DUTIES AND RESPONSIBILITIES

Teachers are to carry out the requirements of the approved curriculum.

They are expected to thoroughly prepare themselves for all daily lessons, and to participate in conferences with teaching and supervisory personnel, for purposes of evaluating instructional progress, planning new programs and instructional techniques. It is the duty of every teacher, as far as possible, to become familiar with the social and economic conditions of the group to which assigned.

Teachers shall observe and enforce the Board of Education Rules and Regulations. Teachers shall be in class 5 minutes before the late bell in the morning.

A Curriculum Committee consisting of members of the teaching staff plus supervisors, administrators and special service personnel study curriculum needs throughout the school system.

ABSENCES AND LEAVES

Ten days sick leave are permitted each year with unused sick leave days cumulative from year to year. There are two days allowed for personal reasons and an absence of four days for a death in the immediate family. Two days absence is permitted to observe teaching methods in another school or to attend meetings or conferences of an educational or professional nature.

Teachers are allowed to teach until the end of the fifth month of pregnancy. Tenured teachers are eligible for maternity leaves of absence of eighteen months without pay.

A leave of absence, without pay, of up to two years can be granted to any teacher who is a recipient of a full-time scholarship, such as a Fulbright Scholarship.

A teacher, with tenure, shall be granted a leave of absence without pay for up to one year to teach in an accredited college or university.

A sabbatical leave shall be permitted for pursuance of graduate studies at the rate of 75% of his annual salary.

VACATIONS

The teaching staff is considered ten month personnel and does not work when school is not in session.

TENURE AND EVALUATION

Formal evaluation reports are prepared by the principal and submitted to the Superintendent twice a year for non-tenured teachers and once a year for tenured teachers. Teachers are entitled to a conference with the principal for the purpose of discussing this report.

Teachers receive tenure after having taught for three years and one day in the school system. This means that they cannot be fired without just cause as outlined in the dismissal provisions of the state law. Contracts are awarded annually.

TURNOVER

Ten percent turnover is the average for Edison. The reasons are generally marriage, moving, or maternity.

ORIENTATION

Prior to the beginning of each school year, new staff personnel are involved in a two day orientation program. Emphasis focuses on school

philosophy, curriculum organization, and Rules and Regulations of the Board of Education. This program also includes a guided tour of Edison Township by the administrative staff. Special meetings are also held with new staff personnel throughout their first year of employment.

EDISON TOWNSHIP EDUCATION ASSOCIATION

The Association is an affiliate of the New Jersey Education Association. Membership is composed of professional personnel including teachers, full and part-time nurses, librarians, and coaches. Its purpose is to provide for a continuous study of the teaching profession and to negotiate contracts with the Board of Education.

RETIREMENT

Edison provides for teacher retirement through the State Teacher's Pension and Annuity Fund. The Board of Education deducts contributions to the Fund based on entrance age and sex. Retirement within one year after age 70 is mandatory.

INSURANCE

The Board of Education provides hospitalization, medical-surgical, major-medical, and Rider J insurance for employees of the school system.

SUBSTITUTES

Positions which are vacant because teachers are temporarily absent shall be filled by personnel who have fully met the appropriate certification requirements of the New Jersey State Board of Examiners or a County Substitute License.

Edison Township requires three years of undergraduate study as opposed to two years required in most of the school districts in the state.



EDUCATIONAL PROGRAM

"The philosophy of education in Edison Township aims to guide each individual in the formation of values by which to live. Academic competence, moral character, emotional maturity and physical development should be the end result of all educational training. Accepting that premise, we firmly believe in the inestimable value of each individual so that he may participate and enjoy the fruits and rewards of our complex and democratic society in an ever changing world."¹

STATE REQUIREMENTS

New Jersey imposes minimum curriculum requirements for both the elementary and high schools as detailed in Title 18A. These requirements are:

Two and one-half hours of each school week shall be devoted to courses in health, safety, and physical education for all pupils in grades 1-12.

Two years of American History in grades 9-12.

Curriculum planning, except for the above requirements, is delegated to local Boards of Education.

CURRICULUM PLANNING AND COORDINATION

Primary responsibility for curriculum rests with the Assistant Superintendent for Curriculum and Instruction. He oversees the work of the directors of elementary education, secondary education, adult education, guidance and testing, and special services, in the planning and implementing of educational services and programs for kindergarten-12.

¹Mr. Stephen Achaves, Director of Guidance

In Edison, staff involved in the articulation and co-ordination of school programs include elementary supervisors, co-ordinators in art, music, home economics, industrial arts, physical education and subject specialist supervisors at the secondary level. Teachers are involved actively in all curriculum improvement projects and in-service programs.

Courses of study and/or course guides have been developed and adopted for the various subjects at each grade level. Aims and objectives are stated for each subject in addition to the scope of the subject matter to be covered. Suggested activities, teaching techniques, and resource materials are included. Teachers are encouraged to employ creative and effective teaching strategies in their work.

Currently, many significant changes in curriculum organization and teaching strategies are underway at both the elementary and secondary levels.

ELEMENTARY PROGRAM

Curriculum in the elementary school, kindergarten through the 6th grade, falls into seven areas; language arts, mathematics, social science, music, art and physical education.

Beginning in kindergarten, with the transition from the home to school environment, attempts are made to provide more complex and sophisticated experiences at each succeeding grade level, within these seven areas. The child is introduced to a wide variety of formal experiences, the objective of which is to enable him to achieve academic goals which are realistic for him. At the same time, he learns to function with others within the school setting.

In kindergarten through the 6th grade, reading and writing readiness are stressed in mental and physical activities undertaken in the language arts program. Mathematical concepts, symbols, and processes are introduced through the use of counting, estimation, monetary games, rote activities, and set theory. Social studies and science curriculum begin with observation of the immediate environment and go on to deal with more diversified areas.

Extracurricular activities at the elementary level include instrumental music, chorus, and safety patrol.

SECONDARY PROGRAM

In Junior High School, grades 7 through 9, students attend classes under a departmentalized structure, rather than spending the school day with a single teacher.

The local program in grades 7 and 8 requires a year in each grade of language arts, social studies, science, and mathematics. Students also take physical education, health, art, music, home economics, mechanical drawing, and industrial arts. Foreign language instruction is available beginning in grade 7, and select students may elect German, French, or Spanish.

High School curriculum begins in grade 9, although ninth grade students usually attend the junior high schools. Four curricula are offered in the high schools:

1. College Preparatory - for the student who plans to enter college or other advanced schools.
2. Liberal Academic - for students who want a broad education leading to a high school diploma.

3. Business Education - for students desiring secretarial and clerical skills.
4. Trade and Industrial - a program for seniors offering an opportunity for on-the-job work experience on a part-time basis.

All students in grades 9 through 12 are required to take the following courses:

English - four years
World History - one year
U.S. History - two years
Science - one year
General Math I or Algebra I or General Business - one year
Physical Education and Health - four years

Students must carry a minimum of four major subjects, a minor subject, and physical education and health each year. Each major is equivalent to 5 credits, a minor to $2\frac{1}{2}$ credits, and physical education and health to 1 credit, for a minimum of $23\frac{1}{2}$ credits per year. A minimum of 80 credits is required for graduation. Students who have satisfactory grades may, with the approval of their guidance counselors, take five major subjects each year.

Accelerated, enriched, and advanced placement subjects are opened to selected students. Determining factors include report card marks, standardized test profiles, interest and motivation, reading ability, and recommendation of teacher and department chairman.

In grades 9 through 12, courses are offered in academic areas such as English, social studies, foreign language, science, and mathematics. Courses are also available in such departments as music(vocal and instrumental), art, home economics, industrial arts, distributive education, trade and industry, business education, health and physical education. Once the student has accounted for those courses designated as "required", the remainder of his program may be selected from any of the above areas to allow him to fulfill his

requirements of major and minor subjects.

VOCATIONAL

During the junior high school years, students are offered the opportunity to explore courses in industrial arts, fine arts, and homemaking. One such ninth grade course, Introduction to Vocations, explores over fifteen occupations. However, beginning with the tenth grade, skill courses are provided.

Business students may spend two to three years preparing themselves through a variety of courses including typing, stenography, bookkeeping, and office practice. Distributive Education is offered to those interested in retail and wholesale experience. Child Care, Nurses Aide, and Clothing Alterations courses provide training for students who wish to pursue careers in these areas. Occupational courses in printing, auto mechanics, electronics, carpentry, machine metal, drafting, etc., are available to those seeking a trade skill.

In most of the areas described, it is possible for senior students to attend classes in the morning and work, for pay, at their skill in the afternoon. This phase of the vocational program is called "Cooperative Work-Experience" and includes the business, retail, skilled, and occupational trades. Local industry, retail establishments, business and professional offices, in addition to non-profit agencies, have worked closely with the schools in providing the advisory and work-experience portion of the program. For students interested in more advanced skilled training, there are four county vocational schools.(see page 51).

TESTING PROGRAM

Test data is used in determining strengths and weaknesses of courses of study and grouping of students. The tests include:

1. The Stanford Achievement test in grades 1-9.
2. National group tests, such as National Merit, and Scholastic Aptitude Test, and Scholastic Achievement are given to college-bound junior and senior high school students.
3. Metropolitan Readiness Test, given in the spring of the kindergarten year.
4. Otis-Lennon Mental Ability Test, given in grades 4, 7, and 9, during the same period as the achievement test.
5. Differential Aptitude Tests, given in grade 8 in mid-October.

SCHOOL DROP-OUTS

The annual drop-out percentage for grades 9-12 was 2%. There is a continuous study as to the causes. The majority of students dropping out enter employment.

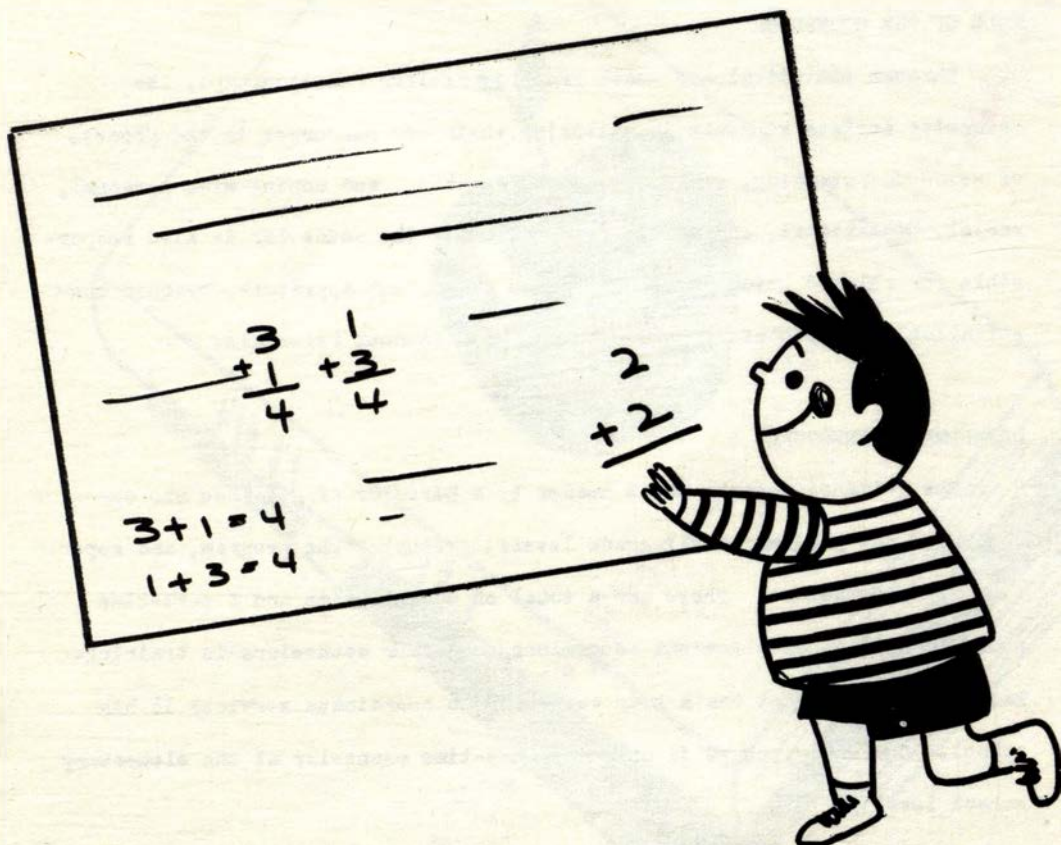
POST GRADUATE PLANS

There is a yearly follow-up of what graduates do after high school. The 1969 survey conducted by the guidance departments of our two high schools offers the following information:

| | |
|--|-----------|
| Number of graduates employed | 277 |
| Number of graduates in Armed Forces | 57 |
| Number of graduates in institutions of higher education | 506 |
| | <hr/> 840 |

A further breakdown of the 60% who went on to higher education reveals the following:

| | |
|---|------------|
| Number in 4 year colleges | 293 |
| Number in 2 year colleges | 136 |
| Number in Trade, Vocational or Technical Schools | 43 |
| Number in Nursing Schools | 8 |
| Number in Business Schools | 26 |
| | <u>506</u> |



GUIDANCE

The objective of the guidance program is to help each child develop to his fullest potential. It is concerned with all aspects of school life - testing, behavior, attendance, health, physical fitness, study habits, home and school relations, etc. It is developmental, preventative, and remedial.

ROLE OF THE COUNSELOR

Through individual and small group counseling relationships, the counselor assists students in utilizing their own resources in the process of self-understanding, planning, decision-making, and coping with personal, social, educational, and vocational problems. The counselor is also responsible for related guidance services such as student appraisal, teacher consultation, parent conferences, research, and student referrals.

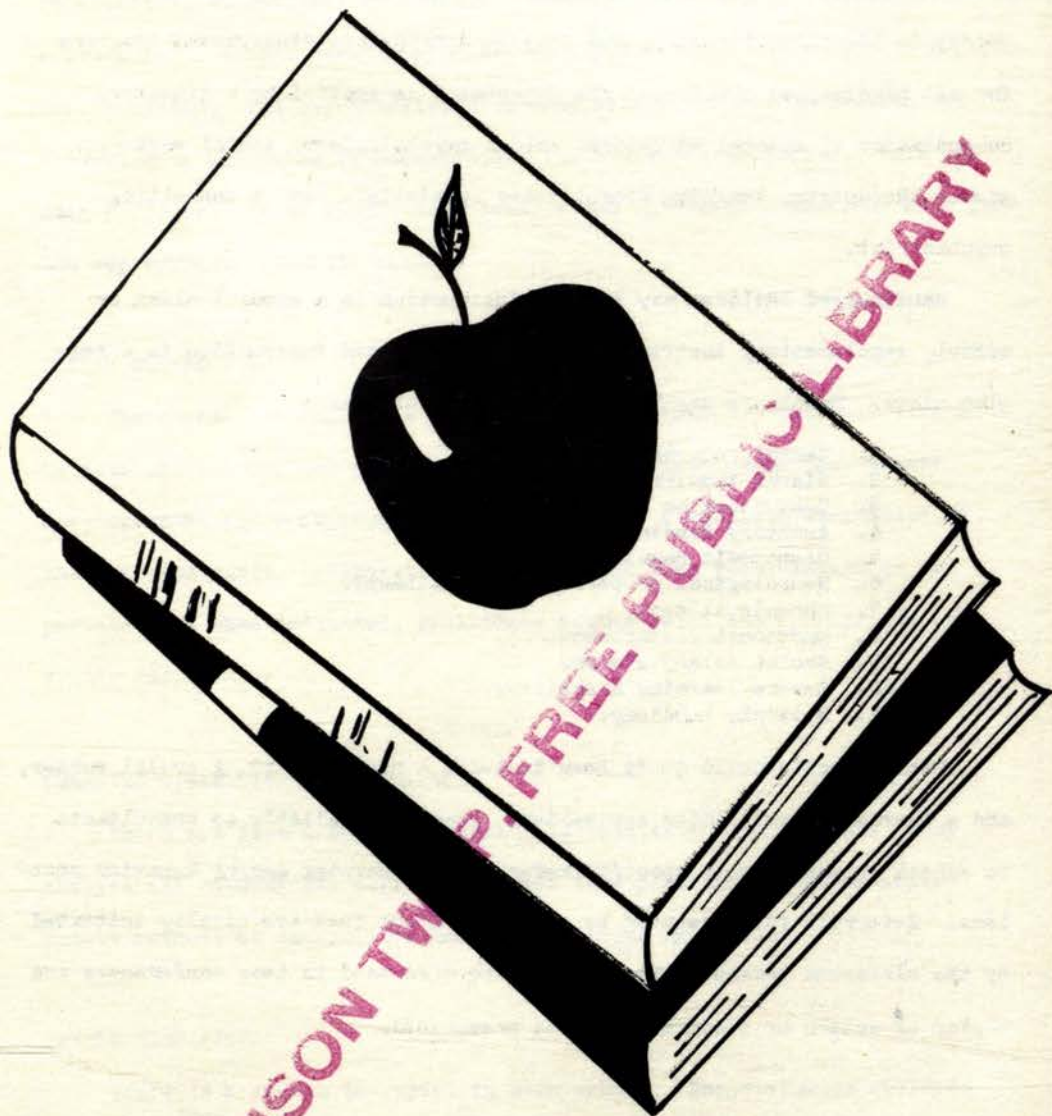
DEPARTMENT STRUCTURE

The guidance department is headed by a Director of Guidance who coordinates the program at all grade levels, evaluates the program, and supervises the counselors. There are a total of 26 full-time and 3 part-time counselors, two job placement counselors, and four counselors-in training. Each secondary school has a head counselor to coordinate services in his school. Currently, there is only one full-time counselor at the elementary school level.

At the secondary level, the pupil-counselor ratio is approximately 275 pupils per counselor. The state requires a counselor to have a Bachelor's

degree from an accredited college, a teaching certificate, and one year of teaching or related experience.

Under Title I of the Federal Elementary and Secondary Education Act of 1965, Edison receives approximately \$1,000. for guidance services.



SPECIAL SERVICES

The Special Services Dept. is responsible for fulfilling the requirements of the Beadleston Acts of 1955 and 1966 which require schools in New Jersey to identify, classify, and provide appropriate educational programs for all handicapped children. The department is staffed by a director, co-ordinator of special education, school psychologists, social workers, speech therapists, learning disabilities specialists, and a consulting psychiatrist.

Handicapped children may require instruction in a special class or school, supplementary instruction, or individualized instruction in a regular class. Handicaps may be categorized as follows:

1. Mental retardation.
2. Visual impairment.
3. Communication handicap.
4. Auditory handicap.
5. Orthopedic handicap.
6. Neurological or perceptual impairment.
7. Chronic illness.
8. Emotional disturbance.
9. Social maladjustment.
10. Severe learning disability.
11. Multiple handicap.

Each school's Child Study Team includes a psychologist, a social worker, and a learning disabilities specialist. They are available as consultants to school personnel with specific reference to learning and/or behavior problems. Referrals for screening by the Child Study Team are usually initiated by the classroom teacher. Evaluations are discussed in team conferences and a plan of action or recommendation is prescribed.

SCHOOL PSYCHOLOGISTS

There are five full-time psychologists in Edison. They are concerned with particular situations in which the individual child is not adequately functioning. These situations may be caused by mental giftedness, mental retardation, educational retardation, emotional disturbance, conduct disturbance, home or school related problems or psychological adjustment to a physical handicap. The psychologist uses specialized methods of testing and interviewing and makes recommendations for treatment indicated. This may mean a special class, specialized instruction in specific areas or help from the appropriate community agency.

SOCIAL WORKER

There are five full-time social workers in Edison. They are liasons between the school, the home, and the community agencies. They secure developmental and background data necessary for a complete evaluation of the referred pupil, interpret test results and team recommendations to parents, and when indicated, facilitate contact with the appropriate community resources.

LEARNING DISABILITIES SPECIALIST

There are five learning disabilities specialists at present. They analyze all educational difficulties and then plan and recommend appropriate methods of instruction and instructional materials.

SPEECH THERAPISTS

There is a speech therapist in each school. She evaluates children

with defective speech and gives them speech therapy on a weekly basis.

EDISON SPECIAL EDUCATION CLASSES

The following classes in Special Education are being conducted during the 1970-1971 school year:

- 4 classes for Trainable children at Roosevelt School.
- 5 classes for Educable children at Roosevelt School.
- 1 class for Educable children at Adams Junior High.
- 3 classes for Neurologically Impaired children at Stelton.
- 1 class for Emotionally Disturbed children at King School.
- 1 class for Emotionally Disturbed children at Adams and Hoover Junior High Schools.
- 1 self-contained class at Hoover Junior High.
- 1 self-contained class at Jefferson Junior High.
- 1 self-contained class at Edison High.
- 1 self-contained class at J.P. Stevens High.
- 6 classes at the Cerebral Palsy Center.

There is a program for the hearing handicapped at the King School. The children spend part of the day in the regular classroom and part of the day in with a special teacher and special instruction.

OTHER SPECIALISTS

There are remedial specialists in each school who do evaluations and also develop remedial and developmental reading programs. They offer additional specialized group instruction to those pupils with severe reading difficulties. These children are seen on a regular weekly basis.

HEALTH SERVICES

There are three areas to the school health program. The first is the procedure used by the physicians, nurses, teachers, and others designed to appraise, protect, and promote optimum health of students and school personnel. The second is the school environment; the physical, social and emotional factors of the school setting which affect the health, comfort, and performance of the individual. The third is the health science instruction which teaches procedures directed towards developing attitudes, understanding, and conduct relating to individual and group health.

The head nurse is the co-ordinator of the health services. The school health service is staffed by three physicians, four dentists, (on a part-time basis), and twenty-one full-time nurses. A screening type physical examination is done by the physicians for grades K, 2, 5, 8, and 11, and all new students. Sports' physicals are done prior to each sport's season. Physical examinations are given to fulfill the requirements for working papers. Dental screening is done by the dentists in grades K, 2, 4, 6, 8, 10, and 12. The dentists only act as consultants and make recommendations. They do not treat the children.

The screening programs conducted by the nurses include visual tests of all students, hearing tests of students in grades K through 6, 8, and 11 and all new students. The Tuberculin Tine test is given in grades 1, 5, 9, and 12, and to all new students. They also give growth and development tests to all students. The nurses make referrals to the parents or guardians and follow up on whether diagnosis and treatment have been carried out. Health records for each child are kept.

The classroom teacher refers students who are injured or ill to the school nurse.

In order to qualify as a school nurse, one must have an R.N. license and a New Jersey certificate in School Nursing. A nurse is hired by the Superintendent upon recommendation of the Director of Personnel and the head nurse. In accordance with the state recommendations, there is a nurse for every 700 to 1000 students. Nurses receive tenure after three years of successful work. Retirement is at 65 with a state pension and Social Security.

LIBRARY SERVICES

The American Library Association is the national organization of school and public libraries. It recommends the following standards for school libraries; ten books per pupil, one librarian per 500 students, minimum, and a clerk for every 600 students. Although the Edison school libraries do not meet these standards, they are fully functional and are constantly being improved as funds become available.

ELEMENTARY SCHOOL LIBRARIES

The libraries in the elementary schools are co-ordinated by the Director of Elementary Education. Each elementary school library is staffed with a part-time, fully certified teacher-librarian, plus parent volunteer workers. As of September, 1971, each library will have a full-time clerical aide. The professional librarian instructs students in library science and acts as a consultant in selection of books and research materials. The ordering of books is the joint responsibility of the librarian, teacher, and the principal. The amount spent annually on library books varies. For the year 1969-70, \$29,002.67 was spent. The system received \$4,484.85 from Title II funds.

In all schools, space is allotted for a central library. In the older schools, classrooms or all-purpose rooms have been converted into libraries. In the schools built since 1961, libraries have been included as separate, distinct areas. These were built in accordance with the American Library Association standards.

The libraries are usually available during school hours and each class

is assigned a library period weekly.

An evaluation of the library and its resources is conducted formally on a yearly basis and informally at other times. This task is performed by the principal and the librarians. A self-evaluation study was conducted in each school during the year 1969-70.

The following table shows the number of books per pupil in each of the elementary schools as of June, 1970:

| <u>School</u> | <u>Number of books per pupil</u> |
|---------------------------|----------------------------------|
| Piscataway | 9 |
| Stelton | 14 |
| Oak Tree | 8 |
| Clara Barton | 7 |
| Lincoln | 6 |
| Washington | 6 |
| James Madison | 5 |
| Benjamin Franklin | 7 |
| John Marshall | 11 |
| Menlo Park | 5.4 |
| James Monroe | 13 |
| Lindeneau | 8 |
| Woodbrook | 5.6 |
| *Martin Luther King | 4 |
| (*as of February 1, 1971) | |

SECONDARY SCHOOL LIBRARIES

The Director of Secondary Education co-ordinates the libraries for the junior and senior high schools. There are seven certified librarians. There are two in each of the senior high schools and one in each of the junior high schools. There are also clerical assistants. Each school has its own library facility, the size of which varies depending on the size of the building it was designed to serve. Each library area has auxiliary rooms for professional use, clerical purpose, audio-visual storage, as well as conference or study areas.

The librarian to student ratio varies from 1 librarian to every 795 students to 1 librarian to every 1100 students. The following table shows the number of books per pupil as of June 1970:

| <u>School</u> | <u>Ratio of books to pupils</u> |
|--------------------------|---------------------------------|
| J.P. Stevens High School | 4.3 |
| Edison High School | 8.8 |
| Jefferson Junior High | 7.5 |
| Adams Junior High | 8.2 |
| Hoover Junior High | 6.5 |

Librarians, with advisory assistance from administration, faculty, and students, are responsible for selection of books to be ordered. The annual amount spent on library books varies with the year and size and level of the school. The variations are from \$4,000 to \$9,000 per school.

There is a periodic evaluation of the high school libraries by the librarians, State Department of Education, Middle Atlantic States Evaluation Committee, faculty, and administration.

The secondary school libraries provide books, periodicals, newspapers and pamphlets to students and faculty. Individual guidance and instruction in the use of library resources and selection of materials are available. There are also cooperative arrangements for sharing resources with the public library. The librarians work with other members of the professional staff to select materials to assist in the classroom teaching program. Inter-library loans are made as needed and copier facilities are available.

The libraries are open throughout the school day and one hour after school ends. They are also open during the summer school session and the senior high libraries are open evenings and during Saturday school programs.

AUDIO-VISUAL AIDS

The schools are equipped with a variety of audio-visual aids which include; projectors, film strips, records, transparencies, pull-down maps, globes, and models. The equipment is usually stored in the school library. The newer schools have intercom systems. In addition, the secondary schools have special equipment such as; video tape recorders, T.V. monitors, T.V. cameras, Teaching Masters, perdeptomatics, Tachistascopes, Steno Electric Laboratory, and language laboratories.

ADULT EDUCATION

The Edison Township Adult and Continuing Education School is a non-profit organization sponsored by the Board of Education. The program is headed by a director, whose salary is paid by the Board of Education. It receives a two-thirds reimbursement from the state. Teacher's salaries and other costs are covered by modest tuition fees. The program is available to all who wish to participate regardless of residence. In the year 1970-71, there was an enrollment of 2400.

Classes are usually held at J.P. Stevens High School on Tuesday evenings and Edison High School on Wednesday and Thursday evenings.

There is a "High School Equivalency" program which is funded by federal and state grants. Tuition is free and it is available to anyone over 18 years of age who wishes to take courses needed for a high school diploma. The student is given courses to prepare him to pass a General Education Development test given by the state in order to qualify for a high school equivalency certificate. These courses are available every evening and Saturday morning for the shift workers. There are also courses in English and citizenship for the foreign-born, which are free.

Senior citizens, 65 years or over, who are residents of Edison Township, are invited to attend adult classes free of charge.

BUILDINGS AND EQUIPMENT

There are twenty school buildings in the Township of Edison. They include two senior high schools, three junior high schools, fourteen elementary schools, and one Special Education School. The Cerebral Palsy School is owned by the Cerebral Palsy Center, and is rented and staffed by the Edison Township Board of Education.

A fourth junior high school is scheduled for completion in 1972 and another elementary school is scheduled for completion in October, 1971.

ADDITIONAL BUILDINGS

The Board of Education office is located at Old Post and South Colton Roads. Offices are maintained here by the Secretary and Assistant Secretary to the Board of Education, the Transportation Coordinator, the Payroll Supervisor and assistant, and an executive secretary. The property is also used for storage and vehicles.

The Administrative Building, 2825 Woodbridge Avenue, at the present time, contains the offices of the Superintendent of Schools, the Assistant Superintendent, and the Administrative Assistant to the Superintendent. Offices are also maintained here by the Director of Personnel, Director of Secondary Education, Director of Elementary Education and Elementary Supervisors, Special Services staff, and Director of Guidance.

A garage is rented for the maintenance of vehicles.

BUILDING PROGRAM

A program for new buildings is included in the Master Plan. Respon-

sibility for the selection of building sites and the erection of buildings rests with the Board of Education in consultation with the Superintendent of Schools, Board of Education Secretary, and architect.

The Board of Education is responsible for letting contracts for school buildings. Contracts are awarded on the basis of competitive bidding.

PARKING FACILITIES

Parking and bicycle facilities are available at all schools.

SAFETY PROVISIONS

All of the schools are basically fireproof and conform to local and state requirements. Fire detection systems, school fire bells, extinguishers, fire doors, and broad, accessible stairways are standard in every building. Fire drills are held on a regular basis.

MAINTENANCE

The secretary to the Board of Education, in conjunction with a maintenance supervisor and staff, is responsible for the cleaning and maintenance of the school buildings and grounds. General cleaning is done on a daily basis by building custodians.

Funds are provided in the annual budget for the purchase and maintenance of equipment. Edison Township PTA groups have also provided equipment and supplies to their schools.

SCHOOL POLICIES AND SERVICES

SCHOOL CALENDAR

The school calendar is adopted by the Board of Education and provides for 180 days of instruction, at least four hours in duration. This is required for qualification for state aid, excepting kindergarten.

SCHOOL CLOSINGS

Notice of school closing due to inclement weather is announced on radio stations WCTC - 1450 and WERA - 1500, starting at 6 a.m. and at intervals thereafter.

ADMISSION TO KINDERGARTEN

Children reaching the age of five by October 1 are admitted to kindergarten that year. Children reaching the age of five between October 1 and October 31 may be admitted if tests administered the previous summer indicate acceptable levels of mental, social, and physical maturity.

The following records are required for admission: Birth or baptismal certificate, certificate of successful vaccination against smallpox, certificate of inoculation against diphtheria, certificate of inoculation against polio, and a physical examination.

Registration sessions are scheduled in the spring and announced in local newspapers and through flyers distributed through the schools.

ATTENDANCE

Children between the ages of six and sixteen (except those so mentally

retarded as to be neither educable nor trainable) are required to bring notes from home prior to or following each period of absence.

Attendance officers investigate repeated or extended unexcused absences, and in cases which cannot be remedied through the efforts of school staff, referral is made to Juvenile Court.

TRANSPORTATION

The Transportation Coordinator is in charge of all areas of student transportation. He works within the framework of the state law which requires transportation for all students who live more than two and one-half miles from a secondary school (9-12), or more than two miles from an elementary school (K-8). The state pays 75% of this cost as well as for the transportation for those students attending private schools beyond these limits but within a twenty mile radius of their home.

Edison also provides transportation under the limits set by the state, if the walking route is declared a safety hazard as determined by the Board of Education. Transportation is also provided for special education students.

School crossing guards, employed and supervised by the local police department, are stationed along walking routes and are assisted by student members of the elementary school safety patrols.

SCHOOL LUNCH PROGRAMS

All secondary schools have cafeterias operated by a private contractor. Lunches are offered under the Federal Milk and Lunch Program which provides a choice of a hot or cold lunch at nominal cost. Free lunch is

made available where need has been established.

Beginning in September, 1971, students attending elementary schools will have the options of purchasing a hot lunch under the Federal Milk and Lunch Program, bringing lunch, or going home (time permitting). Aides supervise the children during the lunch program.

HOMEWORK

Homework assignments are given as an out-growth of classroom teaching and reflect the amount of understanding of the day's lesson. Homework assignments are evaluated and are incorporated in the grading procedure for each marking period.

REPORT CARDS

Formal report cards are sent home with the students four times a year (approximately every 45 school days). The secondary schools' report cards are completed by computer. The secondary school uses alphabetical grades in subject areas.

Attitude marks are also given to indicate such items as cooperation, behavior, dependability, and effort. The letters S for satisfactory and U for unsatisfactory are used. This attitude mark may tend to explain the scholarship grade but is not part of it.

In the elementary schools, a five point alphabetical grading system is used (A,B,C,D,F) for academic subjects. A three point grading system (So, S, and U) is used for the following subjects; Art, Music, Health, Physical Education, Citizenship, Work and Study Habits, and Penmanship.

PROGRESS REPORTS

Written progress reports between marking periods serve many important purposes; formally alerting the home to the student's poor achievement, some decline in performance, or improvement, prior to the receipt of the next report card, increasing parental cooperation in assisting to up-grade student performance, etc.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences may be initiated by parents or teachers. Parents may arrange conferences by calling the school for an appointment. Some schools schedule a general conference night during the school year.

PROMOTION POLICY

Based on academic achievement, social adjustment, and a prognostication for reasonable success at the next grade level, a child is promoted to the next grade level. If in the judgment of the teacher and the principal a child would benefit from being retained, he may be retained once in the primary grades, once in the intermediate grades, and once in the junior high grades.

PUPIL TRANSFERS

Transfers for students out of the school district are issued to parents by the school office in the elementary schools and by the guidance office in the secondary schools. A copy of essential records is sent to the receiving school.

HOME INSTRUCTION

Edison provides home instruction for those children who are unable to attend school for either physical or psychological reasons.

STUDENT INSURANCE

Student accident insurance is made available in September of each school year to parents. Premiums paid by participants depend on whether insurance is for the school year or for the calendar year.

CO-CURRICULAR ACTIVITIES (Secondary Schools)

The co-curricular program attempts to offer pupils the opportunities to explore, to socialize, and to take advantage of wholesome, school-related activities.

Club activities are structured to meet the needs and interests of pupils and teachers. They are an outgrowth of related school experiences. Pupils are afforded the opportunity to attain recognition and a measure of success via the co-curricular program. Opportunities to develop leadership and to be exposed to a wide variety of activities are afforded pupils. The co-curricular activities are an important adjunct to the program of studies.

CO-CURRICULAR ACTIVITIES (Elementary School)

Extra-curricular activities are also offered in the elementary schools. They include: Library Club, Safety Patrol, and special interest clubs.

SATURDAY MORNING CLASSES

For the past ten year, the Edison Township Board of Education has sponsored enrichment and remedial courses on Saturday mornings to interested high school students. Some of the courses are open to junior high school students.

The 1, 1½, and 2 hour courses are of 10 to 15 weeks duration, and tuition is free to Edison Township students. Successful completion of these courses are noted on the students' permanent record cards, although no official credit is given for them. The courses, which are offered at both senior high schools, begin in January. In some years, as many as 650 students have taken advantage of these courses. The library at the two senior highs is also open to all secondary school students during the Saturday school program.

SUMMER SCHOOL

There is an extensive summer school program in Edison. It consists of enrichment and remedial courses for both elementary and secondary school students. High school students have the opportunity to attend Edison High School or J.P. Stevens High School to make up failing grades or to improve their present grades, explore an area of interest, or seek remedial help in areas in which they are weak. Not all courses are available at both high schools.

Special programs have also been created for seventh and eighth grade students requiring remedial work in English, mathematics, and social studies.

The summer school is free to all township residents. Non-residents are required to pay \$45 per course. Registration is the first two weeks of June.

In addition to the above, Edison has been involved in the federally funded Title I program since its inception in 1965. It is for culturally, educationally, and financially disadvantaged students in elementary school. Classes are limited to four to six students. The basic program provides for three hours of reading, mathematics, music, and art each day for six weeks. Speech therapy is included for those who need it. A Title I program is also conducted during the school year in the elementary schools at which these students are enrolled.

UPWARD BOUND

Upward Bound is a federal program under the United States Office of Education which seeks out high school students from low-income families and stimulates their aspirations to go to college. J.P. Stevens is one of the fourteen cooperating high schools at Douglass College, Rutgers University. Upward Bound offers disadvantaged students the opportunity to improve their academic skills and attitudes toward school and includes three summer sessions and counseling during the year.

As of summer, 1970, fifteen students and a teacher from J.P. Stevens were participating in the Upward Bound program.

RECREATION

An after school intra-mural program is conducted in the five secondary schools. The program for boys and girls is coordinated by the Director of Intramurals. The winter intramurals run for 12 weeks. The students act as managers, referees, timers, and score keepers, as well as spectators.

In 1970, the program ran from January 5 to March 26 with 750 participants and spectators weekly.

The Edison school buildings are open to community activities such as scouts and Y.M.C.A. programs.

PARENT-TEACHER ASSOCIATIONS

Every public school has a Parent-Teacher Association which functions independently, carrying out its own programs and projects.

Edison is unique in that all local PTA units, as well as the Superintendent, Board of Education, and Education Association (ESEA), participate in the Edison Township Council of PTA's which provides for communication, cooperation, and coordination of activities relative to the welfare of children in the home, school, and community.

OTHER SCHOOLS IN THE AREA

In June, 1970, there were slightly over 15,000 children attending the Edison public schools. This figure is 21 percent of the estimated local population of 70,000. An additional 1886 children attend private and parochial schools within the boundaries of Edison Township. Accurate figures are not available on how many students attend similar schools outside the township. Below is a listing of those facilities in Edison in 1970-71:

PRIVATE SCHOOLS IN EDISON

| <u>NAME OF SCHOOL</u> | <u>ADDRESS</u> | <u>NUMBER OF CHILDREN</u> |
|--|----------------------------------|---------------------------|
| Our Lady of Peace Grades 1-8 | New Brunswick Ave. | 375 |
| Rolling Hills Nursery and Kindergarten | Tingley Lane | 50 |
| *St. Thomas Aquinas Regional High School | New Dover Road & Tingley Lane | 56 |
| St. Helena Grades 1-4 | Grove Avenue & Oak Tree Road | 258 |
| St. Josephs High School (Brothers of the Sacred Heart) | Plainfield Road, Metuchen | 143 |
| St. Matthews Grades 1-8 | Seymour Avenue | 990 |
| Wardlaw Country Day School - Grades 7-12 | Inman Avenue | 14 |
| | TOTAL | <u>1,886</u> |

*The facility will be expanded in 1971

There are presently four vocational schools in Middlesex County. They are located in East Brunswick, Woodbridge, Perth Amboy, and New Brunswick. As public institutions, enrollment is open to county residents upon application and acceptance.

COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOLS

| <u>NAME OF SCHOOL</u> | <u>ADDRESS</u> | <u>NUMBER OF EDISON STUDENTS ENROLLED</u> |
|-----------------------|--|---|
| EAST BRUNSWICK | 112 Rues Lane | 15 |
| NEW BRUNSWICK | 256 Easton Avenue | 34 |
| PERTH AMBOY | 618 N.B. Avenue | 17 |
| WOODBIDGE | Convery Boulevard & Fla. Grove Road | 22 |
| | TOTAL | 88 |

Students generally attend the school closest to their home and bus transportation is provided free of charge.

ELEMENTARY (cont.)

| School Name & Number | Year Built (& Additions) | No. of Classrms. | Grades Enrolled | Special Rooms | Enrolled as of 6/71 |
|-----------------------|-----------------------------------|------------------|-----------------|---|---------------------|
| Lindeneau #16 | 1966 | 18 | K-6 | Library Multi-Purpose | 564 |
| Woodbrook #17 | 1967 (1970) | 29 | K-6 | Library Multi-Purpose | 710 |
| Martin L. King | 1970 | 16 | K-6 | Library Gym Auditorium Hearing Rm. | 392 |
| James Madison Primary | Fall 1971 (under construction) | | | | |

SECONDARY

| | | | | | |
|---------------------------|--------------------|----|------|--|-------|
| Edison H.S. | 1956 (1963) | 78 | 9-12 | 2 Gyms Library Auditorium Cafeteria | 1,610 |
| Thomas Jefferson Jr. H.S. | 1959 (1968) | 46 | 7-9 | Library Gym Multi-Purpose | 1,080 |
| John Adams Jr. H.S. | 1962 | 41 | 7-9 | Library Gym Multi-Purpose | 1,065 |
| J.P. Stevens H.S. | 1964 | 78 | 9-12 | Library Auditorium Cafeteria, Gym Team Room | 1,790 |
| Herbert Hoover Jr. H.S. | 1967 | 42 | 7-9 | Library Cafeteria Gym | 1,108 |
| Woodrow Wilson Jr. H.S. | Under Construction | | | | |

OTHER BUILDINGS

| | | | | | |
|--------------------|------|--|--|--|--|
| Bonhamtown #4 | 1908 | Superintendent Suite, Special Services | | | |
| Board of Education | 1959 | Office & Storage | | | |
| Old Post & Colton | | | | | |

EDISON TWSP. FREE PUBLIC LIBRARY

Policy

NO. 532

Board of Education
Edison

STUDENTS

EDISON TWSP. FREE PUBLIC LIBRARY

CLASS CUTTING

NOT TO BE TAKEN
FROM LIBRARY

Students who are absent from class without authorization while being in attendance on the day of that absence shall be referred to the principal's office for cutting class. A total of three(3) cuts in a course shall result in permanent removal from that class -- with no credit earned for that subject.

The student's Permanent Record shall indicate WF (Withdrawn Failing) or WP (Withdrawn Passing), depending on the student's academic status in the course at the time this action was taken.

Edison Twp. Pub. Library
340 Plainfield Ave.
Edison, N. J. 08817

Date Adopted: 8/10/76

Policy

NO. 503

Board of Education Edison

STUDENTS

ATTENDANCE

Regular school attendance of each student in this district between the ages of six(6) and 16 is required. This attendance may be in the schools of this district, schools of districts with whom this Board has a contractual relationship, or in a school in which the instruction is equivalent to that of the public school.

Attendance of students enrolled in the schools of this district shall be during the days and time school is in session unless the student is excused for:

- A. personal illness,
- B. illness or death in the immediate family,
- C. attendance required in Court,
- D. religious holidays as specified by the Board,
- E. other reasons with the permission of the principal.

The absence of a student for three consecutive days without proper written excuse shall be sufficient reason for a check of the home by an attendance officer. Parents of children 16 years of age and older shall be reminded that repeated absence of their child can be cause for his/her expulsion from school.

GRADES 10-12:

Students are expected to be in attendance on all days that school is in session. If students are absent, they are required to make up those assignments deemed necessary or "Incompletes" will be assigned for that marking period. If "Incompletes" are not made up by the mid-point of the following marking period -- or in the case of the final marking period, by the end of that marking period -- then the "Incomplete Grades" will become an "F".

A. Absences

Provision #1: 13-18 Days Absence per Year

Students absent 13-18 days will be required to complete the year, then attend Summer School on a credit completion basis as follows:

Required Courses (30 Hours) ----- Two(2) hours per day for 15 days for each required course.

Non-Required Courses (15 Hours) - One(1) hour per day for 15 days for each non-required course.

Failure to attend Credit Completion Summer School will result in students being required to repeat all courses the following school year.

Edison Twp. Pub. Library
340 Plainfield Ave.
Edison, N. J. 08817

NOT TO BE TAKEN
FROM LIBRARY

HN 8/28/83

Edison: Schools

EARNs MORE THAN STATE EDUCATION COMMISSIONER

School chief's salary riles officials

By KAREN DIEGMUELLER
Home News staff

At \$73,248, Edison Superintendent of Schools Charles Boyle is paid more than any other school superintendent in Middlesex County. So is Joseph Kreskey, Edison's deputy superintendent, who earns \$67,470.

Boyle's salary also tops that of state education Commissioner Saul Cooperman, county school superintendents and Columbus Salley, superintendent of New Jersey's largest school district — Newark.

But there are other school administrators in the state who apparently earn more than Boyle, as The Home News learned in a recent attempt to discover the value of school superintendents.

And, as various education officials have pointed out, observers cannot

look at dollar figures in a vacuum. Some of the superintendents have not received any salary increases since last year, and will be, or are currently, negotiating their '83-'84 salaries.

Statewide for 1983-84, superintendents' salaries range from \$40,000 to the high \$70,000s, according to the New Jersey Association of School Administrators. Specific districts where wages are in the high \$70,000s were unavailable.

Of the 28 districts surveyed in Middlesex and Somerset counties the salary of Woodbridge Superintendent Fredric Buonocore — \$64,901 — came closest to Boyle's.

Newark's superintendent earns \$72,000, while Commissioner Cooperman earns \$70,000. Virginia Brinson and Donald Vansan of Middlesex and Somerset counties superin-

tendents receive salaries of \$53,845.

Emerging from the survey is the pattern that, in general, the larger the school district's enrollment and budget, the higher the superintendent's salary.

The major exception is Perth Amboy. It has the fifth largest enrollment and seventh largest budget among the 28 districts, but Superintendent Frank Sinatra's salary ranks 19th. Similar patterns exist in Middlesex Borough and East Brunswick, but not to the same extent.

Conversely, the West Windsor-Plainsboro, Monroe and Somerville school boards tend to pay their superintendents more handsomely than enrollments and budgets would suggest.

In past years, Edison school administrators' salaries were not an is-

sue. This year, the economic climate changed. Although school and county taxes had increased annually, the municipal government raised taxes for the first time in five years. New assessments went into effect from the first property revaluation in 11 years, shifting the tax base from commercial and industrial properties to homeowners.

When hundreds of homeowners complained to the Township Council about their taxes, the salaries became an issue.

On Friday, Mayor Anthony Yelencsics and council members Margery Golin and George Spadaro filed a lawsuit against the school board. The lawsuit claims the school board misrepresented the salary increases it intended to give top ad-

See TA, page D1

NOT TO BE TAKEN
FROM LIBRARY

ASK AT DESK

VIII TWENTIETH CENTURY

room school, 27 pupils in 1880, valued at \$1500. Pupils shifted to Pierce School 1903.

PIERCE SCHOOL 1903-1920, located on the west side of Raritan Road, between Lincoln Avenue and Route 28, since 1913 belonging to Middlesex Borough. Built by Mr. Pierce of New York who had factories on Raritan Road producing the *Pierce Famous Remedies*, patent medicines and nostrums. Large brick building, razed in 1920, when Pierce donated other land to the Borough. Older citizens, such as Dick Bakker, graduated from Pierce.

RANDOLPHVILLE SCHOOL 1920-1942. Located at 740 S. Randolphville Road where it still stands converted into a residence. Built on two acres purchased from Andrew Setterstrom; it was a two-room school that replaced the *Newtown School*.

NEWTOWN SCHOOL Early school located on S. Randolphville Road bordering Doty's Brook, near the site of the Burroughs Corporation. Destroyed by fire in 1918.

UNION SCHOOL Stood beside Ambrose Brook at Ethel and Stelton Roads. In use about 1850-1929. Was moved opposite Hadley Airport and converted into a business place.

HARMONY SCHOOL Located at 511 S. Randolphville Road, now a residence; it was a two-room school in Colonial times, but was abandoned a century ago and became the tenant house of the William Fitz Randolph farm, located just to the north.

MODERN SCHOOL The Modern School on School Street, North Stelton, was a private school that is worthy of special mention. It was founded in 1915 in an abandoned farmhouse by a group of free-thinkers and atheists from New York, living in the Fellowship Farm Community. It actually represented the transfer of an existing school in New York, where the historian and philosopher, William James Durant, had been principal 1911-1913. The school, also known as Ferrer School, was founded on the ideology of Francisco Ferrer, 1859-1909. Ferrer, a Spanish educator and revolutionary, founded the *Escuela Moderna* in 1901. Within a few years, a hundred schools in Spain were operating on a libertarian basis, much to the consternation of the rulers of government and church. Ferrer was falsely accused of being a leader in an antimilitarist revolt in Barcelona in 1909 and was executed shortly thereafter.

The certificate of incorporation in 1918 states that the school "*will be conducted in a manner to appeal to the child's personality and energies, to seek to draw out and lead forward each individual's strongest traits, allow free play to his natural tendencies.*" Under its most prominent teacher, Alexis C. Ferm, formal academic instruction was abandoned, classes were organized as clubs and only when a child *wanted* to learn to read did he wander over to where a reading class was held. Manual work and creativity were stressed. So much permissiveness was quite revolutionary in Piscataway and tended to keep the school apart from the community. Academically the results were good enough however to defeat an attempt by the School

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Board in 1919 to declare the school educationally unsound, as pupils on the witness stand proved their competent scholarship.

The school which had moved into a concrete building near Ambrose Brook in 1920 reached its highest enrollment of 200 just before the depression in 1930. The Great Depression forced many residents to leave the community in search of work. World War II brought Camp Kilmer next to it and the anticommunist atmosphere of the late 1940's caused public controversy. Teacher Fern left in 1948 and the schoolhouse was gutted by fire in 1955, bringing to an end an experiment in permissive education, some of which has by now been adopted by the established educational system.

PRESENT DAY SCHOOLS

NEW MARKET SCHOOL New Market had schools at an early date, since it represented a densely settled area. A New Market School burned in 1904. It was replaced by a brick structure not unlike the Pierce School, but that, too, was destroyed by fire in 1929. In May 1929, a Township Committee resolution proposed to build a new school at the same location, at a cost not to exceed \$225,000, less the \$45,000 insurance money for the old building. The voters adopted the plan by a small majority 360 yes versus 276 no. All school districts were opposed, except New Market. The new school included 8 rooms for Grade School and 8 for Junior High, as well as an auditorium. Cost of furniture and furnishings were to be \$15,000. The present school includes an addition built in 1948.

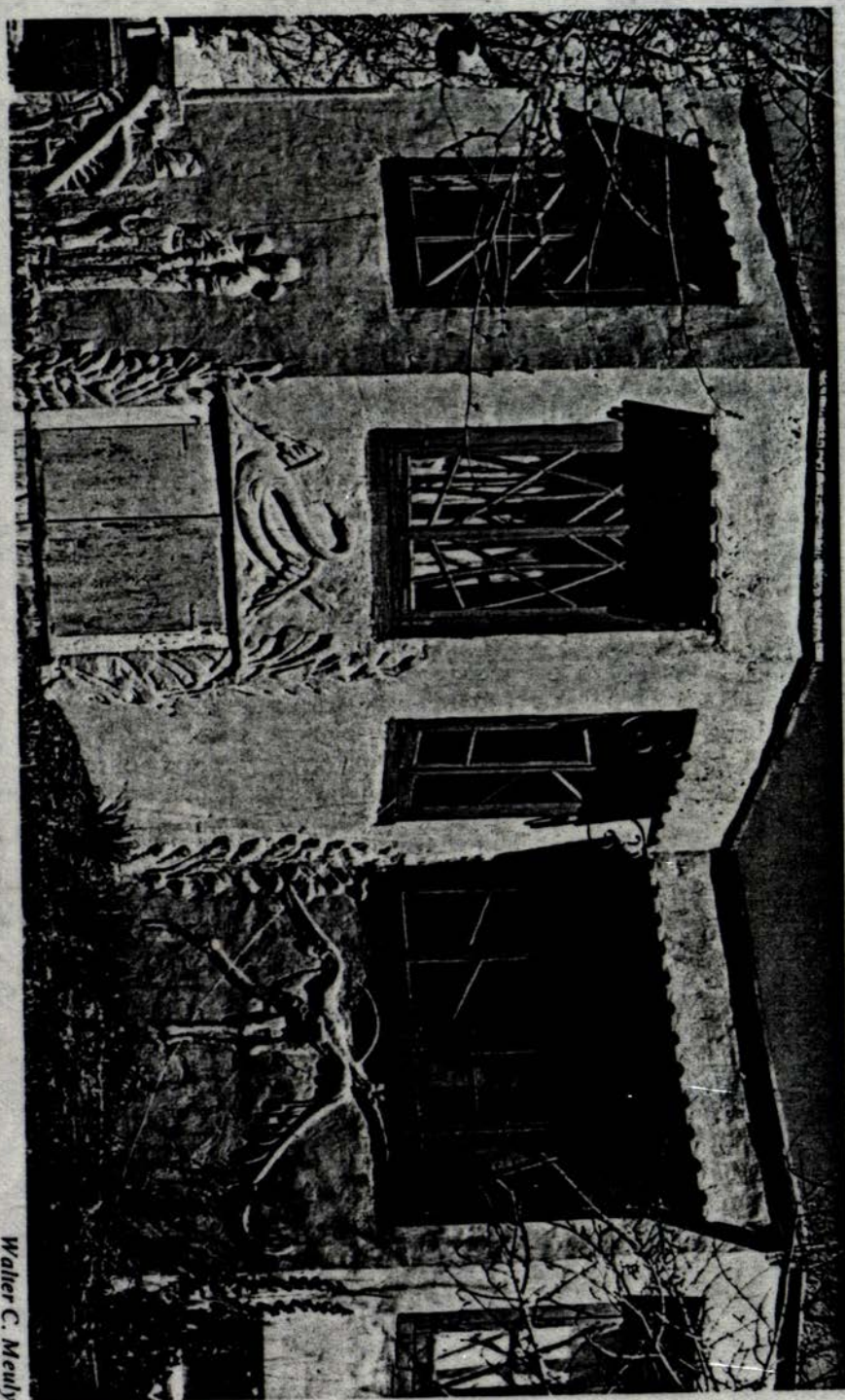
ARBOR SCHOOL Arbor also had an earlier school and in October 1921 a resolution was adopted to build a new school, not to cost over \$30,000. There was a debate about its location, at Kerwin's (4th Street) or Kline Boulevard. The latter location was chosen, the project there costing \$1000 less. The present Arbor School dates from 1970.

HOLMES MARSHALL SCHOOL The River Road area, after losing its two old one-room schools was in need of a replacement. It was built and opened in 1922 at River Road and Park Avenue near the developing settlement of New Brunswick Highlands. It was named for Holmes Marshall, a young soldier killed in World War I, whose family lived on River Road. The school was enlarged in 1952. At that time a plan was under discussion to build a school on Centennial Avenue closer to Bound Brook Heights. This plan was later dropped.

FELLOWSHIP FARM SCHOOL The private "Modern School" in North Stelton was supplemented with a new public school in 1926 at a cost of \$45,000. The School Board concluded that "it is not advisable to erect a cheaper building." There have been additions to this building in 1950 and 1969.

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Walter C. Mealy

FELLOWSHIP FARM RESIDENCE 1915
Home of sculptor Samuel Goldman who died recently aged 90. Bas Relief, left:
Industry, right: Peace.

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Wardlaw-HartridgeNOT TO BE TAKEN
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100 Years of Growth

PART II, THE 60's



Prentice C. Horne

Fate crucial in Horne's life

by Robert Paoli

In looking back over his personal life and career, Prentice Cross Horne sees fate as a major factor guiding the most important decisions that he made.

The former Wardlaw-Hartridge headmaster came to Plainfield when he was one and a half years old. The family lived at 1100 Evergreen Ave., diagonally across from Evergreen School. It was here that his mother died in January, 1929, and young Prentice was sent to spend the year with his aunt and uncle in Southern Pine, North Carolina.

Horne did not go to school that year but spent most of the time following around his uncle, a retired Methodist minister and "clever craftsman." He says that from his uncle he learned to respect hand tools of all kinds, how to drive a nail and saw a board.

"I also learned proper English grammar as he would correct me everytime I used the wrong gender,

(Continued on Page 9)

Teacher recalls 60's

Hartridge inspired growth of mind, character, confidence

by Ethel Cook

The theme for the centennial and this series of supplements, "One Hundred Years of Growth," may conjure up thoughts of new school buildings on increased acreage, more students, a larger faculty, and a bigger budget.

In these respects the Hartridge that I knew from the mid-fifties till the merger probably did not "grow" significantly. Yet, as I recall those years, great growth occurred for students and faculty alike.

Many factors tended to promote this growth, foremost among them the two successive headmistresses, who set their marks on the traditions established by Miss Hartridge. How fortunate we were to have Miss Sleeper and Mrs. Cayer! Different though they were in personality, both were highly intelligent, independent, cultured women devoted to maintaining first-rate academic standards and to nurturing the character development of their students.

Neither thought that the girls should be spoon-fed academically or be hemmed in by a myriad of rules. Inner discipline was the goal. So, as the girls grew older, they were given increasing responsibility for themselves.

Both women, therefore, worked to strengthen student government, and their efforts succeeded. The seriousness with which the students assumed responsibilities and the large number of girls participating in the weekly

meetings were among the most impressive aspects of Hartridge. How concerned they were with keeping the buildings tidy, with maintaining decorum during morning announcements!

Mrs. Cayer, a gracious, thoughtful woman, both quiet and articulate, brought new intellectual ventures to the school. As a person well informed about literature, world affairs and politics, a feminist, a devotee of music, ballet, and theater, she wanted the girls to find lifelong pleasure in learning. Her concern that Hartridge not be considered an "exclusive" school led her to work to broaden the composition of the student body.

During her regime new programs were instituted: a humanities course for seniors staffed by teachers from various disciplines, Asian and African history, laboratory physics, comparative mythology, and elementary anthropology for eighth graders to shake them out of their ethnocentricity.

With the enthusiastic support of the faculty, she also promoted the "January Term." Two to three weeks after Christmas vacation were set aside to give students an opportunity to explore areas not covered in the basic curriculum. The organization of such a program was a monumental job and meant extra work for everyone, in addition to making sure that

(Continued on Page 2)



The Hartridge Class of 1963 included (first row) Turner, Sellgmann, Sheble, Hogan, Yood, Waring, Detwiller, (second row) Wilkerson, Cole, Miner, Karner, Kenworthy, (third row) Neilson, Pohle, Donovan, Laidlaw, (fourth row) Lewis, Clark, Shaefer, (fifth row) Stillman, Saville, and Diss.

Hartridge inspired growth

(Continued from Page 1)

the regular work was covered in the shortened time. Among the offerings were: world religions, baroque music, performance of scenes from Shakespeare or a Greek play, silversmithing, images of women in films, computers, colonial crafts (in the Bicentennial year), archaeology, and local government.

Older girls were encouraged to undertake supervised independent projects within or outside of school. Instructors came from the larger community as well as from the faculty. It was beneficial for teachers to come to know better students they had not previously taught and for students to learn of faculty interests, e.g., the science teacher's extensive knowledge of music.

A teacher could not be a member of the Hartridge faculty without being influenced by these two principals. But the teachers themselves were remarkable women. Many were intellectuals; almost all were dedicated and put as many demands on themselves as they did on their students. They cared deeply about the intellectual and moral development of the young and viewed the school as a community for learning and growing.

The greatest achievement, however, was the student-proctored study halls. Despite some problems, the study halls were remarkably quiet. Best of all, the girls were learning self-discipline, and the older students were helping the younger ones to develop good study habits.

Toward the faculty Miss Sleeper and Mrs. Cayer showed similar trust. They had tried to choose mature teachers sympathetic to their philosophy of education, and to them they gave freedom to accomplish their goals. Naturally, they expected us to excel in our teaching and to contribute as fully as we could to the life of the school. But both realized that teachers, to be most effective, need time to read, reflect, attend concerts and plays, and to recharge energy away from school.

Miss Sleeper was lively and friendly. I remember enjoying my job interview with her and felt happy to be chosen to teach at the school of which she was the head. Though informal and relaxed, she commanded respect from students and teachers. She understood little children and adolescents well and often made wise, helpful suggestions to young teachers. But behind her jovial exterior were determination and commitment to

principle.

The Senior Class was always allowed to choose the commencement speaker, subject to the approval of the Board of Trustees. One year the girls chose Norman Thomas, the grandfather of a younger student. The Board approved. When some parents complained because of Mr. Thomas' socialist ideas and threatened to boycott commencement, Miss Sleeper stood firm. After Mr. Thomas' fine (and non-political) speech, the previously protesting parents acknowledged his excellence as a speaker.

Miss Sleeper, like the other Hartridge principals, thought that the students should not be isolated from the larger community but had a responsibility toward it. During her tenure a strong service program was carried on, to be continued and broadened under Mrs. Cayer. Girls were required to work at the Day Nursery, tutor younger children in the Plainfield schools, serve as Candy Strippers at Muhlenberg Hospital, or do comparable jobs in their home communities. Partly through her efforts the first black students were enrolled at Hartridge.

Janet Fine was unique. She also interviewed me since I was to teach one English course as well as all the Latin. I found her delightful, crisp, fascinating, and perhaps a bit formidable. Girls were sometimes intimidated by her, but in later years they expressed gratitude for the training she gave in observation, clear thinking, and precise writing. From her they also learned *how* to read a book. She tolerated no sloppiness in thought or performance.

When I was asked to do some reference work for her, I made certain that I had done a thorough job in proper form. She was always alive to the world around her: to nature, to national and international events, to literature, even to the selections read at morning announcements. (She sometimes tested the girls on these selections; they, unfortunately, were not usually so alert as she!) Though she did not suffer fools gladly, she had great patience with slow but earnest students. And she was a wonderfully warm human being with a delightful sense of humor and an enviable turn of phrase.

Agnes Hannay did far more than make mathematics exciting and stim-

(Continued on Page 11)

Expansion marked Wardlaw in the Sixties

by Peter Stevenson, W.S. '56

In April, 1959, Prentice Horne's first impression of the physical plant at Wardlaw's Central Avenue campus was that it "looked like a rabbit warren, but that it had wonderful possibilities." He was impressed by the superb teachers on Mr. Wardlaw's staff and was therefore able to concentrate most of his early activities to operational and structural changes.

In his opening letter to the parents in August, 1959, Horne announced some significant changes in the school day. Recess, for many years a short 15 minute late morning break, was abolished. A longer lunch hour for the entire school would be held in the gym until a new kitchen and all-purpose room could be constructed. Previously, everyone had eaten in virtually all corners of the building. While students would be expected to stay later in the day, early Friday dismissal by one p.m. was introduced, a tradition that continues until this day.

Prior to opening the doors in September, several other changes were made by Horne. A new lab was set up in the old shop building. The former senior study was made into a library while the old library became a classroom. The chapel was converted into a study hall and Upper School home room.

In an address to the Mother's Association early in the fall of the first year, Horne indicated his educational philosophy by stating he would "like to section more grades into ability groupings, maintaining 15 boys to a class as an ideal size." However, in order to accomplish this, he cited the need for the planned new addition, combined with at least a doubling of the upper school student body which then numbered only 55. The addition would be completed by the following fall and the enrollment goal was met within three years.

In March of 1960, the Plainfield Board of Adjustment approved the plans for the addition. With the donation of \$1,700 by the Mother's Association, it was announced in early May that 75 percent of the money needed had been raised or pledged. On Saturday, May 28, Horne announced to a gathering of 200 students, parents and alumni that con-

struction would start that summer. Ground was broken on July 10, and the dedication was held on the Tuesday after Thanksgiving.

The new addition, was built along the south side of the gym. The key-stone was a 4,000 square foot all-purpose room with a stage and a 40 foot kitchen with modern facilities to serve 300 hot meals at one sitting. Also featured were three classrooms, a new boiler room and an improved science laboratory. The former kitchen was converted into another classroom.

During the summer of 1965, a second floor was added to the original addition, giving the school five more classrooms. The entire cost of \$150,000 for the projects was met by the successful fundraising efforts of the trustees.

Of course, there were many other changes going on at Central Avenue besides those of brick and mortar and organization during the exciting early years. Educational enhancement was evident everywhere, spearheaded by the revitalization of the math and science departments, reflecting Wardlaw's part in America's answer to Sputnik. The *Beacon* was printed professionally and was mailed to parents and alumni for the first time. The school yearbook, *The Maroon and Gold* won several state and na-

tional awards, while the Glee Club expanded into four-part singing concerts. Dramatic productions filled the new all-purpose room, while a fine literary magazine, the *Compass*, was published throughout the late 60's.

Many new sports were added with the increase in the student population. In the early 60's, tennis, squash, cross-country, swimming and wrestling were started. Golf and ice hockey were added later and football was revived in 1968 after nearly a twenty-year absence.

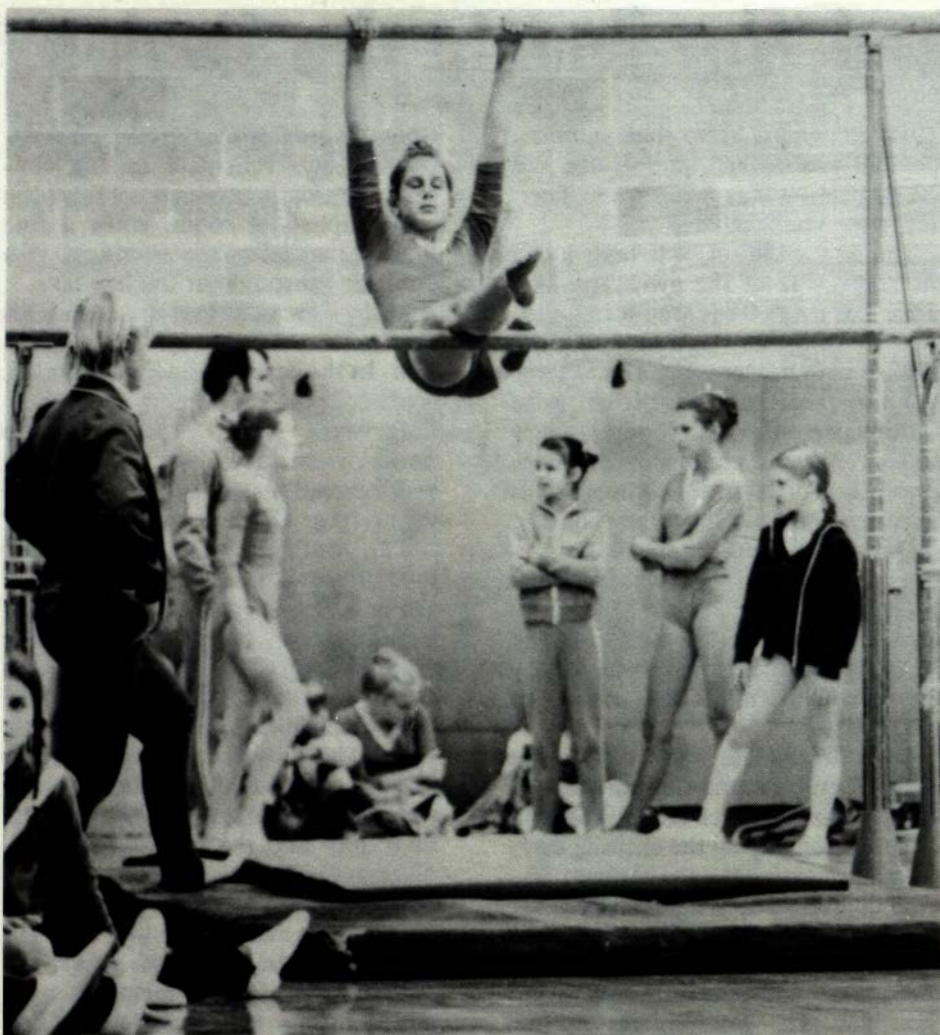
The Mother's Association started the school store in 1959. A tireless group of dedicated workers, they were largely responsible for the establishment and funding of the C.D. Wardlaw Memorial Library. Under the direction of Mrs. Hattie Hahn, the library was increased from 500 to over 4,000 volumes in three years. The mothers commemorated their 30th and the school's 80th anniversary in the fall of 1962 with a tea for past presidents and a reception for business men and donors who had helped the school over the years.

Many new faculty members were added during this period, including Max Munzel and Bob Paoli, who are

(Continued on Page 5)



Marion Kilpatrick, who devoted 45 years to teaching at Wardlaw, gives some extra help to a puzzled math student.



Gymnastics was an important and popular athletic activity at Hartridge during the sixties.

Hartridge sought increase of enrollment during Sixties

by Renie Fargo, H.S. '60

The Sixties were difficult times here in the United States as well as abroad. In October, 1962 we faced the Cuban Missile Crisis, barely a year later President John F. Kennedy was assassinated on November 22, 1963, in Dallas.

Less than five years later on June 5, 1968 Martin Luther King was shot in Memphis. Two months and one day later on June, 5 1968 Robert F. Kennedy was fatally shot outside the Ambassador Hotel in Los Angeles.

Miss Hartridge foresaw the sixties in her speech at the Monday Afternoon Club in March, 1939, in her final paragraph. "There is one thing more to be said that involves your

preparation, not that of your daughter, for her college life. Wherever you may send her for four years away from home after her secondary school, whether to college or to a studio, whether into a different section of your own country or to a foreign country, she will meet much that seems to her new, she may re-act for a time against much that seems to her old. And you may feel that what she seems in danger of accepting is iconoclastic, or atheistic, or utterly radical."

Remember then that each new generation must face its own problems, that no faith is worthwhile unless it can stand a test. Trust to time once more. And comfort yourself with the old Spanish proverb: "He who is not a radical at eighteen

has no heart; he who is a radical at forty has no head."

At Hartridge very early in the sixties came the introduction of book bags, which were used daily right up to the merger with Wardlaw in 1976. Gone were the days of two slumped shoulders cradling volumes of text books, which were dropped continuously. The students neatly carried all their books in durable, green satchels with white letters H over S down the center of the bags. Now only one shoulder sagged.

With the completion of the New Gym, it was now possible to add gymnastics to the sports already scheduled. Of course, this activity was held in the old gym. About the same time lacrosse was added to the spring schedule.

In 1964 the kitchen was remodeled and enlarged and the maintenance building, next to the Acorn, was rebuilt.

The following year Elizabeth E. Cayer (Mrs. David A.) came to the school to teach English. She became vice-principal in 1967 and in 1968 principal, succeeding Miss Sleeper. Mrs. Cayer was well qualified, having received two degrees in English from Vassar then Radcliffe and having taught in two private schools in Boston before moving to Plainfield. Her daughter, Susan, later graduated from Hartridge in the class of 1975.

In the mid sixties the Board of Trustees was discussing merging with Wardlaw. There were two main factors involved. Miss Sleeper had announced that she would retire in the near future, and Wardlaw was planning to build their new Upper School campus on Inman Avenue.

Half of the board members felt that the timing was right to merge. Others felt the decision was irrevocable and they were being rushed. As a two-thirds vote was needed in favor, the subject was deferred. Subsequently, Wardlaw went along with their plans, and Hartridge made plans to go ahead with the future expansion of its campus. Many questions arose, but first and foremost was whether or not the school was large enough to hold a larger student body. To help answer the questions, the Board of Trustees hired outside consultants in 1967 to review the situation. The resulting report discussed the possibilities of increasing the enrollment to 500-600, a size

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Expansion marked Wardlaw in the Sixties

(Continued from Page 3)

still with the school today. Ralph Harris, who had been named assistant headmaster at the time of the acquisition, left the school in 1963. James Hawley, a splendid upper school math teacher and Marian Kilpatrick, legendary head of the middle school, retired around the middle of the decade.

In March of 1964, the Drama Department put on a play called *The Drama of Wardlaw*, reviewing 80 years of history. Authored by student Ted Snowden and directed by Max Munzel, it was based upon material assembled by Ray Hoffman and Mrs. Charles Hellerson. Around the same time, the Senior Student Council introduced an annual "Town Meeting," which enabled students to express opinions on school matters. Each spring the Science Department held a highly successful Science Fair.

Even as Wardlaw was putting the finishing touches on the second stage of its Central Avenue addition in the fall of 1965, the Board and its long range planning committee were thinking beyond the then current environs. The school was at its absolute maximum utilization of space relative to the property, and suffered serious dearth of playing fields. According to Horne, "We either had to grow to compete and survive or stay a small tutoring school."

The Board had had its eye on a large tract of property on Inman Avenue in Edison for some time. There was considerable support for building a new school at that location. Thoughts of merger with Hart-ridge, which had always been in the background, were now given serious consideration in the planning of a major new campus. Toward that end, both schools formed a joint planning committee under the chairmanship of Alden Loosli, who was not a member of either board but a long-time friend and supporter of both schools. The committee met early in January 1966 and in May had formulated a detailed plan for merger.

Using the Inman Avenue property, which by now Wardlaw had decided to purchase, the proposed merged school would evolve in three stages. The first stage would set up the organization necessary to implement the master plan and prepare athletic

fields in Edison by the fall of that year. The second and third stages called for the construction of a lower school first, to be ready for occupancy by September 1968 and subsequently an upper school two years later, all at Inman Avenue. Wardlaw supported the plan and within a week the Hartridge Board accepted it "in principal."

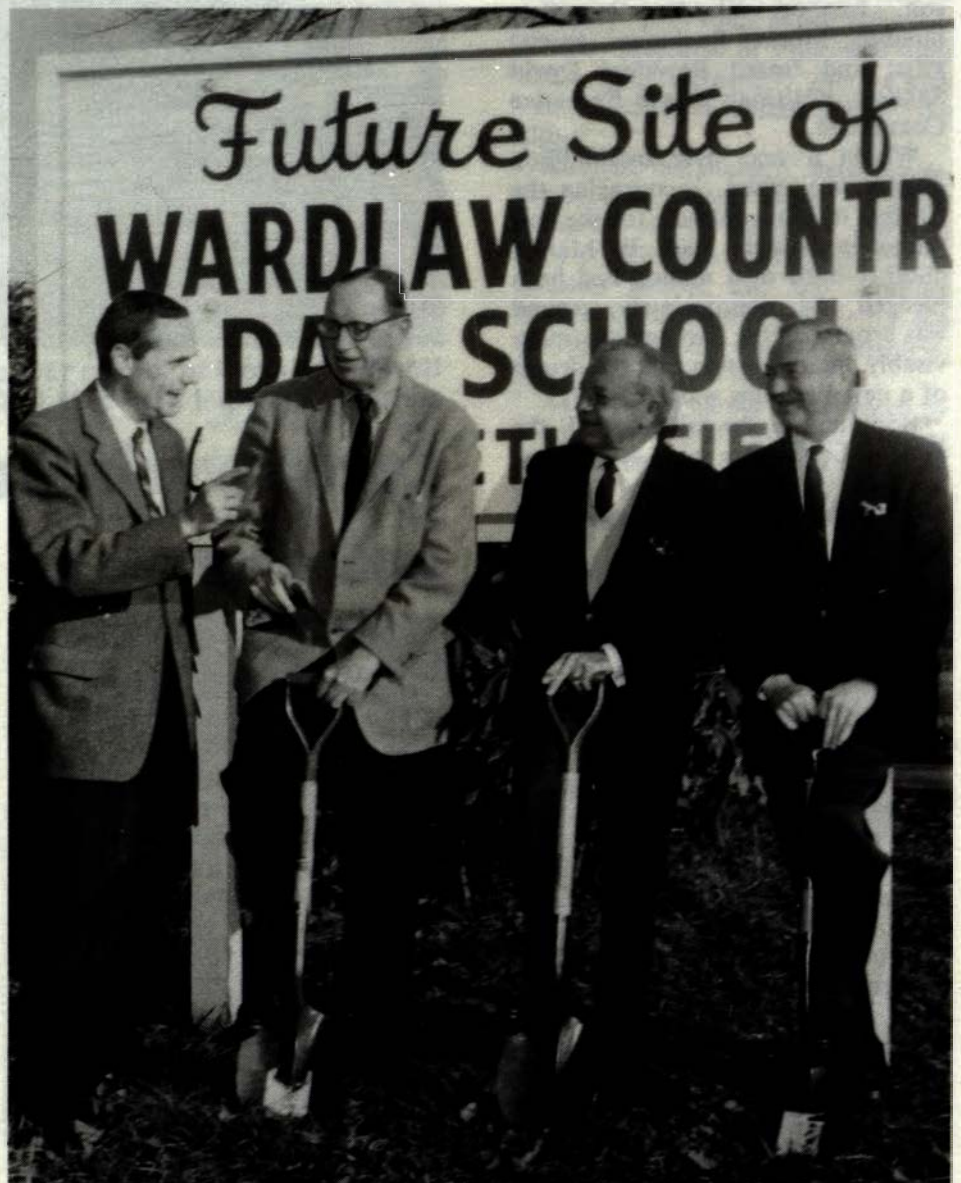
By mid-June, however, Hartridge suggested that the two schools merge at the lower level, with grades K-5 to be held at Central Avenue. Under this alternate suggestion, Wardlaw would move its upper school to a new campus at Inman Avenue, while Hartridge upper students would remain at Plainfield Avenue, with the two

schools sharing joint facilities where feasible.

Wardlaw, although not in complete accord, notified Hartridge on June 29 that it would go along with the change. Over the July 4 weekend, a small group of trustees and teachers from both schools inspected Central Avenue in order to determine the necessary changes for a combined lower school.

Throughout the summer, Hartridge board members wrestled with the problem of whether to formally accept the merger or not. Finally, in early September, the Board, which had long range plans of its own under

(Continued on Page 6)



Prentice Horne, Jack Stevens, Carl Menger, and David Sanders break ground for construction of the Wardlaw Inman Ave. campus.

Wardlaw. . .

(Continued from Page 5)

consideration, decided that the time was not appropriate for a merger, but wished Wardlaw well with its planned development of a new campus.

With the merger off, the Wardlaw Board proceeded full speed ahead with an ambitious campaign to build a school at Inman Avenue. Known as "Operation Lamplight," the fund-raising drive was kicked off at an elaborate dinner on December 5, 1966, addressed by Mason Gross. J.P. Stevens, Jr. served as honorary chairman of the 2.6 million dollar campaign. William Peterson, Jr. served as general chairman of an impressive committee that included Carl Menger, industry; Robert Hahn and John Kent, parents; Charles Heller-son, finance; Charles Detwiller, building; Murray Rushmore, special gifts; and Board President David Sanders, chairman of the Executive Committee.

Within a year over one million dollars was raised, encouraging the trustees to sign contracts for the new school in January 1968. By March, another third of a million had been pledged and, appropriately, ground was broken on the first day of spring, visably demonstrating that the dream of a new Wardlaw was a reality.

Beginning in the fall of 1967, the athletic fields were used at the new campus, two years before the commencement of classes in September, 1969.

A proud Wardlaw community gathered in the all-purpose room at Inman Avenue on the night of September 8 for the dedication, attended by New Jersey Governor Hughes and once again addressed by Mason Gross. The following week the new school opened for students in grades 7-12. The lower grades would remain at the Central Avenue campus pending a suitable disposition of that property and the eventual building of additional classrooms at Inman Avenue. Of course this was later changed when the actual merger took place with Hartridge in 1976.

It is interesting to note that the dedication of the new school occurred within the month of the Apollo lunar landing. In just 10 years, Wardlaw, led by a lean, energetic administrator from Deerfield and supported by a dedicated, visionary Board, had indeed landed on the moon!



Having come to Hartridge in 1965 as an English Teacher, Elizabeth Cayer served as principal from 1968 to 1976.

Cayer combined tradition and change at Hartridge

by Patricia Turner, H.S. '63

A product of the public schools in Rochester, N.Y., Betsy Cayer certainly didn't set out to teach in an independent school, let alone head one and help guide it through a merger.

In fact, she confesses to a "reluctance" to teach in a private school.

Mrs. Cayer attended the preparatory department of the Eastman School of Music before enrolling at Vassar College, from which she earned a bachelor's degree in English literature in 1952.

Three years later she had a master's from Radcliffe College and had just married her husband, David. They were in Boston and when she went to look for a job, Mrs. Cayer found that "a young married woman could not teach in public schools."

So Mrs. Cayer turned to independent school education and discovered that "I loved teaching and I loved the private school opportunity" at two quite different institutions, the Winsor School in Boston and Beaver Country Day School in Chestnut Hill, Mass.

Then she and David (by now Susan had joined the family) moved to New Brunswick where he took a job at Rutgers. Mrs. Cayer used a compass to draw a circle on a map, New Brunswick at the center and the distance she was willing to drive to work on the edge, and wrote to each independent school which fell within the area.

The first one that answered was Hartridge, and Mrs. Cayer went to have a look. "I really liked Harriet

(Continued on Page 7)

Cayer combined tradition and change

(Continued from Page 6)

Sleeper and Janet Fine," but "felt really sad that Harriet Sleeper was retiring in one year."

Nonetheless, Mrs. Cayer took a post teaching English at Hartridge in 1965 and quickly came to see that "it had the best qualities" of both of the previous schools she knew, with "the high intellectual standards of Winsor and the easy-going friendliness of Beaver."

In November, Mrs. Cayer was asked to meet with a selection committee established by the board to choose a new head of school. "They felt uncertain about my being at the school for only two months and asked if I would be vice-principal for a year." Miss Sleeper agreed to postpone her retirement for a year, "which was very helpful," Mrs. Cayer said.

"Harriet Sleeper was a tremendous help, and our senior faculty was a tremendous help."

The board had expected a merger with Wardlaw to make the choice of a new head "moot," Mrs. Cayer said, but the merger hadn't worked at that time.

"They took a tremendous chance on me," Mrs. Cayer said.

But Mrs. Cayer had help in making the transition from teacher to head. "Harriet Sleeper, Janet Fine, Anges Hannay, and Barbara Hitchings were the best mentors I could have had," she said.

"I became head in 1968, a difficult time for the nation, and the school felt that," Mrs. Cayer said.

That spring, Martin Luther King was assassinated. "Two days before graduation, Robert Kennedy was assassinated. I remember Harriet Sleeper trying to decide how to commemorate Martin Luther King" and wondering whether she should close school.

But there was a strong tradition of not closing the school, and Miss Sleeper decided not to close school, "but to do something at school so the students would have some conception of how the adults around them were reacting."

For graduation, Miss Sleeper's last as principal, the president of Smith College, Dr. Thomas Mendenhall, was chosen as speaker because of Miss Sleeper's long and deep ties to the college where her father taught

and from which she had graduated.

In looking back, Mrs. Cayer credits Miss Sleeper and two board presidents, Webster Sandord and David Morrison, with "making the transition superb for me."

During the selection process, Mrs. Cayer was asked "what I wanted to do with the school" and she answered that "there were several things I loved about the school," especially "the traditions and the attitude."

"But there was one tradition I wanted to modify, a certain aspect of the so-called initiation in the upper school," including "physical abuse and serious hazing."

Some board members on the selection committee "had been through hazing and were not as bothered as I was," but agreed that she should make the changes she deemed appropriate.

Another issue Mrs. Cayer chose to address was to "make sure there were Blacks in the school. The nation was 11 percent black, the city about 40 percent."

Mrs. Cayer set out to "recruit strong students we thought would gain from Hartridge and contribute to the school," initially two in the upper school and one in the lower.

The board, which several years before had passed a resolution declaring the school's admissions policy to be non-discriminatory, backed Mrs. Cayer.

"I felt fortunate to be in

Plainfield," she said, where "the black community was as diverse as the white. There were doctors and lawyers and professional blacks able to pay to send their daughters to Hartridge, as well as teachers and ministers who needed scholarship help."

It wasn't all smooth, of course, Mrs. Cayer acknowledged. "Some parents took their children out, not because of the Blacks, but because they wondered what the school would turn into."

Bad economic times made managing the school "tough in the early 1970s," Mrs. Cayer said. Scholarships were increased and annual giving was boosted from \$6,000 a year to \$60,000, "plus some major gifts."

"The pressures in 1968-1970 were drugs and Vietnam," Mrs. Cayer said. "The whole climate affected the kids."

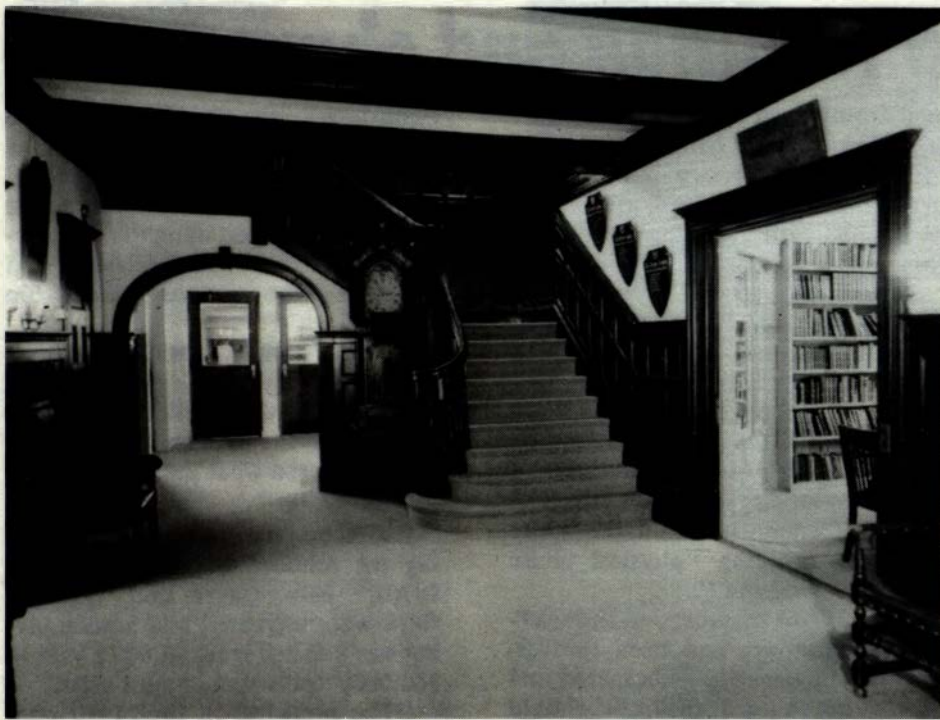
To meet the students' need for information, there were frequent speakers on Vietnam. "I was not keen on the school being involved in political action, and our working mode, our rule, was whatever you did on your own time was your business, but not on school time."

At least one parent was angered by this policy when she asked to have her daughter excused from school to take part in a protest march, and "I wouldn't excuse her."

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The Hartridge lacrosse squad of 1963 included (first row) Sheble, Kenworthy, Laidlaw, Hogan, Waring, Detwiller, Diss, Wilkerson, Turner (second row) Messner, Louring, Cole, Craig, Cowen, Horne, Sandford, and Loizeaux.



A view of the front hall at Wardlaw's Central Ave. campus one year after the school was purchased in 1959 reveals a number of changes. The C.D. Wardlaw Memorial Library replaced the old Senior Study Room. The Headmaster's Study remained on the left but now was open to the hallway. The doorway at the end of the hall leads to the \$150,000 addition built during the summer of 1960.

Incorporation of Wardlaw was accomplished quickly

by Peter Stevenson, W.S. '56

Ever since Hartridge was incorporated in the 1930's as a non-profit institution, many people had suggested to the Wardlaw family that a similar step be taken with its school. In fact, as early as 1956 some negotiations had taken place between the Wardlaws and a small group with strong ties to Hartridge, reflecting the possibility of the sale of the school and merger of the two institutions. Failing to reach accord, the matter was dropped until later in the decade, when another group came along.

Throughout the 50's, Charles Detwiller, Jr., an alumnus and parent of two sons, was in close contact with Mr. Wardlaw. Both were avid members of the Plainfield Historical Society and would meet weekly at the local Rotary luncheon. Detwiller urged Wardlaw on many occasions to consider setting up a trustees school, but the courtly headmaster maintained his desire to hold on to his school. Finally, on February 10, 1959, Ward-

law, now approaching 80 and in declining health, contacted Detwiller and told him he was ready to consider turning over the school to an interested board.

In less than a week Detwiller assembled a group of six other local men. They were J. Robert Laidlaw, F. Edgar Davis, Arthur L. Fischer, Osmun Fort, Robert F. Hahn and Corwin S. Scott. The seven met with Mr. Wardlaw and his son Fred on February 15. Several options were discussed, including purchase of the school, acquiring of the stock or rental of the plant on a yearly basis.

The next 60 days would see an incredible flurry of activity by the founding group, which would complete all of the major decisions necessary to convert Wardlaw to a non-profit institution and see that a smooth transition would take place the following September. The original group of seven was augmented by the addition of Charles B. Hellerson, whom Detwiller has described as a

"financial wizard."

Meetings were held for long hours every weekend in Detwiller's basement, in addition to weekday evening gatherings. The group made an exhaustive study of enrollment, staff, fundraising, and other aspects, as well as basic legal and financial matters. Within four weeks the decision was made to purchase the school outright for \$100,000.00 and to commence a search for a strong headmaster.

By March 16, a letter of intent was signed by the Wardlaws, and the period of gestation was half over in a month and a day. Fred Wardlaw sent a letter to the parents, indicating that a change was likely to occur in the near future and asking their support "to make this project a reality." The following day the trustees met with the faculty, which enthusiastically received the news. The board was now expanded to include Murray Rushmore, Jr. and William G. Wigton.

In seeking a headmaster, the board looked for a man whom they could rely upon to run the school in an affirmative manner, thus allowing them to concentrate on financial and developmental matters. This pattern would be continued by successive boards, which felt that a headmaster should not be hamstrung by nit-picking interference. In Prentice Horne, a successful administrator at Deerfield, they found just the person they were seeking to attract.

Like all of the founding board members, who were either alumni or parents of students, Horne had strong ties to Wardlaw. His father had attended Leal and he himself had gone to Wardlaw in the early thirties. On March 30, Horne visited the school, met with the trustees and had a friendly conversation with Mr. Wardlaw. He was immediately offered the position and accepted after a very short period of reflection.

On April 2, C.D. Wardlaw sent a letter to all parents, telling them of the accord that had been reached with the trustees and inviting them to a meeting on April 21, at which time they could meet with the trustees and hear of the plans.

On April 6, the incorporation papers were signed by five of the trustees who were all alumni. By now a decision was reached to go all out for a fundraising goal of \$250,000 to

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Wardlaw incorporation came quickly



The first Wardlaw Country Day School Board of Trustees included (from left) F. Edgar Davis, J. Robert Laidlaw, Arthur Fischer, Charles Hellerson, Charles Detwiller, Prentice Horne, Corwin Scott, Alden Loosli, and Robert Hahn. Absent members are Homer Cochran, Osmun Fort, John Kent, E.H. Ladd, Murray Rushmore, Jr., John Stevens, Jr., and William Wigton.

Fate crucial in Horne's life

(Continued from Page 1)

number or tense. It was a training I will never forget, and I found myself correcting others in later life."

As a boy Horne developed asthma, an affliction that remains with him today. When his doctor decided he should go to Arizona, he was shuttled off to the Judson School in Scottsdale. Horne refers to the "plus or minus" four years that he spent at this boarding school as his "greatest teen-age learning experience":

"I learned how to cope at an early age—how to be self-sufficient, how to fend for myself and try hard to get along with everybody because I had no one to defend me."

Deerfield Academy marked his next educational step. Horne admits candidly that he had a lot to learn to become competitive in the college pool, and he still remembers getting a 37 on his first quiz in physics. During the two years he spent at Deerfield, Horne learned what academic pressure was all about and what study meant. "And I learned the lesson I preached so often in the next 45 years—you can't teach someone to study."

From Deerfield Horne moved on to Amherst College, where he majored in economics and psychology. He found the classroom work relatively easy after being prepared at Deerfield but maintains that he never could have handled it after Judson. Thus he discovered "what a handicap many students face when they go directly

from any 'lesser' school to college."

Horne feels that the greatest educational benefit he derived from his total college experience was not in the classroom but rather in serving as football manager at a time when "that person was 'Big Man on Campus' and his responsibilities were those of a hired assistant on the athletic scene today."

Horne's belief in the vital importance of athletics, an attitude that he shared with Pop Wardlaw, stems from this period. "I learned," he points out, "the total overall advantages athletics offered in our individual maturation process. A lot of values can be learned through athletics. The same lessons are available through the performing arts, studio art, student government, forensics, etc., but my orientation happened to be in the direction of athletics at that time."

It was while he was at Amherst that fate brought Horne together with the girl who would prove to be his wife. A fraternity brother of his lived in Springfield, Mass., and went with a girl for whom a debutante party was being given. Asked to bring along some Amherst friends in an effort to increase manpower, the brother approached Horne and his roommate. The roommate's blind date turned out to be Betty Olsen, Smith '43, who had just moved to Springfield in the fall and didn't know many people other than those at Smith.

That first night Horne decided that

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cover both the purchase and a substantial improvement in the physical plant. It was felt that a major drive would set the right psychological tone instead of limping along under the then over crowded conditions. This would be the first, but certainly not the last time, that the board would decide to step straight ahead with a daring, but well-thought-out initiative.

By mid April the final five trustees were added to the board. They were John F. Kent, E.H. Ladd, III, Alden R. Loosli, John P. Stevens, Jr. and Homer P. Cochran.

On April 21, Horne joined the trustees in presenting their plan to the parents. Two days earlier, the Board had held its organization meeting, adopted by-laws and elected temporary officers. thus, in just over sixty days the school had been successfully launched by a dedicated and devoted group of interested men.

In mid-July, Detwiller, now president of the Board, sent a letter to parents describing the trustee operation and the needs of the school. The letter stressed that both the board and headmaster had agreed that contrary to rumors no classes would be eliminated. Faculty salaries would be increased by higher tuition payments. The 150 parents were each asked to give an average of \$500 to the fund drive, to be paid over three years. Already more than \$100,000 had been raised, over half of that coming from the fifteen trustees.

The formal closing of the sale was consummated on August 6. Around the same time, a residence at 1018 Field Avenue to be used as a home for the headmaster was purchased for \$22,000.

On September 16, the Wardlaw Country Day School Inc. opened its doors for the first time. More importantly, Wardlaw, with its predecessor, Leal, opened for its 78th year, with its future into the next century guaranteed by the acumen, insight and courage of the founding fathers of the first board.

his roommate's date was the girl for him! Not too long afterward the couple decided that they should get married, which they did on Nov. 13,

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Fate: a crucial force in Horne's life

(Continued from Page 9)

1943, in South Orange, N.J., where Betty's family lived and where she had grown up, attending the Beard School.

Fate next entered Horne's life by way of the navy (He was Executive Officer of a destroyer escort) and shaped his life's work. After the war ended, he was granted 30 days leave, not having had any for three years. He and Betty decided on a motor trip to visit Amherst, Smith, and Deerfield. At the latter, the headmaster, Frank Boyden, suggested that Horne consider teaching as a career. That following September he began what was to be a 14-year career at Deerfield, teaching math, coaching skiing and baseball and handling admissions work.

Horne frankly admits that he learned how to be a headmaster by "sitting at the knee of the greatest headmaster of all, Mr. Boyden," and "trying to do what I thought he would under the same circumstances." Indeed, anyone who has read John McPhee's biography of Boyden, *The Headmaster*, cannot fail to be impressed by the similarity in outlook and style of the two headmasters.

Horne's coming to Wardlaw also involved fate. Years earlier, when he was in ninth grade, he had spent six weeks at the Wardlaw School where he "caught up with some neat friends whom he hadn't seen for years." Twenty-seven years later these friends remembered him when they were looking for a successor to Pop Wardlaw. A mix-up, however, almost destroyed Horne's chances to head the Wardlaw School; for when the letter asking him if he would consider returning to Wardlaw arrived, he and Betty were off skiing. And Betty's mother, who was baby sitting in their absence, carefully stashed it away and forgot to tell them about it when she left. Fortunately, on Easter Sunday, 1959, J. Robert Laidlaw, a trustee, phoned to ask Horne why he had never answered the letter. Horne went to Wardlaw in August, 1959, and, as he says, "the rest is history."

In summing up his career as educator, Horne says quite simply, "I never sought a job—it just happened—but it gave us a wonderful life."

To do justice to the achievement of

Prentice C. Horne in an article of this length is indeed difficult. One could begin by citing the remarkable growth of the school during his tenure: the increase of the student body at Central Ave. and the enlargement of the physical plant there; the highly successful Operation Lamplight, which produced the Inman Ave. campus; and, of course, the merger with the Hartridge School.

Like his predecessors—Pop Wardlaw, John Leal, Emelyn Hartridge—Horne was an indefatigable worker who devoted countless hours to overseeing the school in all of its many aspects. For 22 years he gave his life to the school; it was his life.

For one small example of this truth, take a look into the file of each Wardlaw and Wardlaw-Hartridge graduate and you will find a *hand-written* recommendation—positive, supportive, thoughtful—that he sent to the colleges to which that graduate was applying. It was the kind of personal touch that he wished, and he never begrudged the time necessary to achieve it.

If one were to identify one feature that best illuminates Horne's style as headmaster, it would probably be his open office, an office without a wall or door. In a poem that I wrote at the time of his retirement, I twitted Horne about his "desk in the hall"—
where we met to discuss some grave matter,

While everyone walked in—and sat down to chatter.

And, in fact, that desk in the hall could be the despair of someone wishing to have a totally private conversation.

But the open office was Horne's way of making himself totally accessible at all time to his students and to their needs. And it worked. They would walk by and wave to him or stop in for a brief chat or for a more extended, fatherly discussion of their problems and their needs. At times—usually in the later afternoon—one might even see a student receiving some private tutoring in mathematics at his desk.

When these students left to go on to college, he still cared deeply about them and always made time to write to them or talk at length with them when they returned for visits.

With his faculty Horne was warm

and supportive. Any teacher under fire from a critical parent knew that he had the headmaster's complete support, and this support gave him a sense of security in his job. Horne also gave his teachers a large tether in the classroom. As long as they were doing their jobs effectively, he did not wish to dictate how they should run their classes. Often he would reply to a teacher's inquiry by saying, "You decide how you want to handle this matter, and I will back you up."

Finally, Horne grew as a human being during his 22 years as headmaster. The man that I saw leave in 1981 was not the same one that I first met 20 years earlier. He had found it possible to accommodate himself—more than some will admit—to the changing attitudes and lifestyles of the sixties and seventies, and I often think of his letting his hair grow longer as a symbol of his capacity to grow in spirit.

There were, of course, principles on which he would not budge. But at heart he was a pragmatist.

Today, Prentice Cross Horne enjoys an active retirement at his home in New London, New Hampshire. When he returns to the school, as he has done on occasion, he is immediately surrounded by friends and well-wishers, people who will never forget the great contribution that he made to Wardlaw-Hartridge's 100 years of growth.



Former headmaster Prentice Horne gives some timely advice to Roger Reid (left) and Billy Hewit, both members of the Class of '71. Horne will always be remembered for the long, fatherly chats that he had at his desk with students.



These girls, who began their careers in the Hartridge Lower School, went on to become members of the Wardlaw-Hartridge Class of 1980.

Cayer: tradition, innovation

(Continued from Page 7)

Once Mrs. Cayer intervened more directly when she learned that a group of young people, including some from Hartridge, had plans to march on a draft board and sack it. "I called the police" and later became "angry when a conservative parent criticized me for being too easy on the kids."

"Academically, we had a very strong program in French and Latin, but the parents and I felt Spanish was important too," so that was added, as was an attempt at Greek.

"I felt science was weak" with only two courses available and required for graduation. It took Mrs. Cayer four of her eight years at the school to add physics to the curriculum, but she succeeded. "I wanted a five-year science sequence. In this era, you needed five years for a liberal arts education."

"I wanted a little more emphasis on contemporary history" to complement and broaden "the great emphasis on British and ancient history." The school added work in modern history and in non-Western history.

At the same time, Mrs. Cayer wanted to maintain "the tradition of

studying mythology and the Bible. I thought that was wonderful" as a means of understanding "the roots of Western experience and the use of language."

With changes in student population and in curriculum and in the face of rapidly declining College Board scores nationwide, Hartridge SAT and achievement remained well above the national average and even rose.

Mrs. Cayer feels that the faculty from kindergarten on up contributed to good SAT scores "through their constant attention to extensive reading and writing and to mathematics concepts and skills."

During this period, Hartridge added "well-supervised independent work and the January term" to the curriculum. This permitted inclusion of subjects, such as computers or typing or self-defense, for which the school lacked the resources or the student body to offer for a full term or year.

"These were offered not after school, but as part of a mini-term and made a perfectly reasonable beginning" to a subject.

As principal, Mrs. Cayer also worked with the student government. "I wanted the students to be involved

in taking more responsibility for their actions."

In her first year, the school formed a judicial board, the members of which were "inclined to be extremely responsible and thoughtful."

Other aspects of school life changed and remained the same. Some years there was a prom, other years not. Some graduations the seniors wore the traditional white dresses, other years they wore black academic gowns.

"The board members were always very supportive," Mrs. Cayer said. "Dave Morrison was president most of those years, then Ed Samek. They organized themselves into a working board" and provided the backing Mrs. Cayer wanted for "money and publications to spread the word, for a consulting psychologist and curriculum changes." "And Ed Samek was instrumental in providing fine leadership and support for me and all of Hartridge in planning and effecting the merger."

"It was a very good board, very orderly with a sense of humor."

"I learned from the Hartridge School that humor is important."

Hartridge . . .

(Continued from Page 2)

ulating, though this she did supremely well. No one could know her without sensing her keen intellect, her wit, her integrity, her fairness. Because of her ability to penetrate foggy thinking, she could get students and faculty back on the path to logical thought. With consummate skill she dealt with wayward students, helping them to see what they ought to do without ever violating their dignity. To new teachers she was an invaluable guide and help. From her and Miss Fine I learned so much!

Of course it is impossible to mention all the able and dedicated women, young as well as older, who helped to make Hartridge a true community. Their respect for the students as individuals and their insistence on consideration for others fostered a courtesy that went beyond superficial manners.

Hartridge did much to help its students grow in intellect, in character, in confidence as women. It helped its teachers to grow in understanding and sensitivity to others. I am glad I had the opportunity to teach in such a school.



The 1968 Tempora et Mores staff included (from left) Lane Kearney, Melissa Johnson, Roberta Wallack, Miss Elsie Nelson (adviser), Sydney Smith, Cyrrelle Singher, and Chris Corey.

Hartridge sought increase

(Continued from Page 4)

which might be able to support the most desirable educational program.

In 1967 Hartridge started to repurchase the three homes next to the campus. The lots of the Hewit, Wich and Rose Houses had been sold by Hartridge during the depression. Within a year two, Hewit and Wich had been purchased, enabling the school to enroll more students and to offer an expanded curriculum.

The objectives of the philosophy in 1967 were as follows: Responsible, Informed Citizenship; Discovery and Use of One's Talents; Appreciation of Talents and Points of View of Others; Discrimination between Fact and Judgment; Freedom; Freedom to Make Mistakes and Learn from them; Respect for Authority and Law and Decisions Made by Others; Solid Academic Training; Satisfaction and Excitement in Learning; Friendliness between Students and Faculty.

On June 7, 1968, Miss Sleeper presided over the Hartridge graduation; it was he last as principal of the School. In addition to the usual parents, trustees, and Board of Trustees, a group of alumnae were guests at the reception given by the school trustees. There Miss Sleeper

was presented with a rocking chair, with which she was highly amused—she had never sat still for five minutes previously. She didn't know how to!

Miss Phoebe C. Macbeth and Miss Agnes Hannay were named assistant principals of the school in addition to their respective positions of head of the Middle and Upper Schools and teachers of English and history and of mathematics.

Mrs. Cayer had been named by the Trustees to succeed Miss Sleeper as principal—not an easy job for anyone, much less someone who had been at the school for only three years. Mrs. Cayer's first move as principal was a concrete one. A classroom in the Main House was converted into her office. The office previously used by Miss Sleeper was used by the business manager, a new position created by Betsy.

Gone certainly were the boarding students from all over the country; however, the school started to exchange foreign students in 1956. The American Field Service Program provided some of the cultural enrichment lost in 1940 by having girls from many parts of the world. Yet not one Black student had been admitted to Hartridge.

In her first year as principal Mrs. Cayer set out to recruit strong Black students who would gain from Hartridge and contribute to the school. Initially, there were two in the Upper School and one in the lower. Within six years the Black enrollment was 17 per cent of the student body. Mrs. Cayer was largely responsible for the smooth transition of an integrated Hartridge.

In September, 1969, the Board of Trustees purchased the three-bedroom Rose House at 1147 Stillman Avenue. This corner lot completed the Hartridge block property. Although the Hewit and Wich houses were used for classes, the Rose House was always used for faculty housing.

Last supplement overlooks teacher

In Part III of the historical series, we neglected to include Daphne Willard, our splendid kindergarten teacher who started at Hartridge in 1956.

Miss Willard came over from her native England and spent a year in New Jersey in a teacher exchange program with the Raritan school system. Upon returning home, she decided that a teaching position in a private school in northern New Jersey would be her career choice. Among others, she wrote to Miss Hartridge, who arranged for a friend of hers to interview Daphne in London. Based on the recommendation, she was hired by Miss Hartridge, sight unseen.

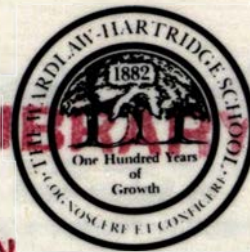
Miss Willard has observed a tremendous change in the kindergarten classroom over the past 27 years. She notes that pre-school and nursery classes are teaching what used to be taught in her class two decades ago, and that her students are doing much more advanced work today.

Daphne also informed us that we incorrectly referred to Marianne Schantz's background as English, when, in fact, her heritage is distinctly Welsh! By this time, however, we suspect that Marianne has a pronounced New Hampshire Yankee accent!

Finally, in the last issue we featured a picture of Pop Wadlaw and a group of students identified as the class of '59. Unfortunately, while these gentlemen may be feeling younger each day, they are three years older and most of them will find themselves closer to fifty than forty this year!

Wardlaw-Hartridge

ASK AT DESK

NOT TO BE TAKEN
FROM LIBRARY

100 Years of Growth

PART III, THE 40's AND 50's

Postwar years see Wardlaw change

by Peter Stevenson, W.S. '56

On December 7, 1941, Charles Digby Wardlaw was playing badminton on a quiet Sunday at the Wardlaw gym with his twin sons, Dig Jr. and Fred. The seemingly tranquil game was interrupted by a bulletin on the radio that the Japanese had attacked Pearl Harbor.

With this great watershed moment, the future of the Wardlaw School would be changed significantly. During the war years, Wardlaw continued to educate the young men of the area. However, the high enrollments and unbounded optimism of the 30's were greatly reduced during this period.

The April, 1942 *Wardlawsun* describes the formation of a school first aid squad. During a first aid drill in cooperation with other squads in the Plainfield area, the school was used as a central emergency station. Other articles detailed defense stamp sales, tin conservation programs and books for soldiers campaigns. The Mothers' Association had established an emergency motor corps which would evacuate students from the school in the event of an enemy attack.

John Goddard, a senior and top athlete, was featured in the paper. Dig Wardlaw, Jr., school principal, was the faculty advisor. Tragically both would die in the war, along with seven other sons of Wardlaw. It was believed by many that Dig Jr. would succeed his father as headmaster some day. His loss was a terrible blow to his family and the school.

A saddened school returned from summer vacation in the fall of 1945. But Mr. Wardlaw and his son Fred, now principal, refused to give up and

went back to the business of running their school.

In July, 1947, Mr. Wardlaw was seriously hurt in an auto accident. He was permanently injured and had to use a cane and wear a raised shoe for the rest of his life. However, nothing would keep him down, and in the fall he returned to school on crutches. A serious fire that year destroyed the barn in the rear of the school. A new building was erected on the spot to house a manual training shop, kindergarten and custodian apartment.

Through the efforts and generosity of Wardlaw parents, a Memorial Chapel was started in the summer of 1948. Later that year it was dedicated in a solemn ceremony that was at the same time triumphant—reflecting the indomitable will of the Wardlaw family and school to survive in spite of all the adversity of the past few years.

In 1948, Wardlaw held its first summer school under the direction of Lewis Timberlake. That fall a Hallo-

(Continued on Page 4)

Hurrey, Sleeper maintain excellence of Hartridge

by Reenie Fargo, H.S. '60
and Patricia Turner, H.S. '63

The retirement of Miss Hartridge and Miss Mapelsden in 1940 marked the end of an era for what had become a girls' day and boarding school with a national reputation.

Perhaps most dramatic was the elimination of the boarding department. The last boarding class graduated in June, 1940.

During the summer months the four boarding units at Oakwood were extensively remodelled into large, light classrooms. The Main House was designed to accommodate the academic department and administrative offices. The "Acorn" was transformed into a study hall, art studio, library, and sixth and seventh grade classrooms.

Forty years later that library is still providing a cheerful, comfortable place for students to learn and learn

to enjoy books. On the walls there hang the portraits of the women who headed The Hartridge School and helped create an atmosphere of academic success and leadership which continues today.

Also, 40 years later, the study hall remains a study hall for sixth graders, a place of intense concentration during exams and also an occasional classroom, especially for one seventh grade math section.

The "Pine Cone" housed the second through fifth grades and the "Mushroom" nursery through first grades, an arrangement which remained in effect until the late 1950's.

Another major move came on Monday, May 2, 1940, when the trustees of the Hartridge School and the trustees of The Plainfield Country Day School announced a merger

(Continued on Page 3)

Friends recall Pop Wardlaw's last years

by Robert Paoli

Fair, gentle, courtly, a great old guy, a victorian gentleman—these are some of the words used to describe Pop Wardlaw by members of today's Wardlaw-Hartridge community who knew him during his later years.

There can be no doubt that Pop made a deep and lasting impression on those whose lives he touched. Even as an old man he retained the charismatic quality that he had possessed when he was young. And it may be that age, which made him a kind of grandfather figure to his boys, even deepened the aura of respect that surrounded him.

The grace with which Pop passed through old age is all the more impressive when we realize that these were by no means untroubled years for him. First there was the death of his son Digby, who died in June of 1945, the victim of maltreatment in a German prisoner-of-war camp.

Then two years later Pop was involved in a head-on collision on East Front Street in Plainfield. This accident sent him to the hospital with a fractured pelvis, a broken rib, and possible fractures of the shoulder and collar bone. It left him with a permanent infirmity that required that he use a cane and a special shoe.

The fifties brought growing financial strains to the school, such that by 1959 Pop was about at the end of his credit. In 1958 he lost his wife, Charlotte, who succumbed after a long and painful battle with cancer. And not long afterward Pop himself was forced to endure the terminal stages of the same disease.

But whatever adversity he faced, Pop was not the sort to complain. Peter Stevenson recalls seeing him two weeks before his death. "He was at home, sitting with a blanket around him. He must have been in pain by then, but you would never have known it from talking with him."

As the fifties wore on, Pop was obliged to delegate more of the daily running of the school to his subor-

dinates—Ralph Harris, his son Fred, and Marion Kilpatrick, head of the Lower School. But, as Gladys Katrausky puts it, "He was always in evidence." He knew all the boys by name and was vitally interested in their progress. He continued to teach English to the older boys, who met in his office for their classes.

And he never lost his love of athletics at the school. Mike Blazo, whom Pop hired to coach baseball,

recalls that he never missed a game at home. "During football season he would drive his black Lincoln onto the field. He would sit there, smoking his pipe as usual, and when Wardlaw scored a goal, he'd blow the horn."

Others who knew Pop will never forget the memory of his blowing the horn to cheer on his boys.

Any serious disciplinary problem

(Continued on Page 10)



Pop Wardlaw discusses college plans with members of the Class of '59. They include (clockwise from left) Al Mingione, Ronny Kenny, Frank Pisani, Nick Gessner, Peter Stevenson, Roger Cohen.



In 1954 the Main House of the Hartridge Campus was remodeled. The third and fourth floors were removed, along with the north and west porches and the porte-cochere. A new south wing was added to give a main entrance.

Hartridge quality maintained

(Continued from Page 1)

which would take effect in September, 1940.

According to Barbara Hitchings, Mrs. Georgianna Hoadley Smith Breese, an old Plainfield figure whose father was with the Stock Market, founded the P.C.D.C. in 1933.

Miss Hitchings joined as head teacher through the connection of the Child Education Foundation in New York, an organization which helped organize the Plainfield school and the place where Miss Hitchings trained.

Miss Hitchings was graduated from the University of Maine in 1924, received a diploma from the Child Education Foundation in 1926, and an A.M. from New York University School of Education in 1948, having specialized in the field of school psychology.

Before coming to Plainfield, Miss Hitchings was director of the nursery school of Bowling Green Neighborhood House, New York, and organized the nursery school of the Mary C. Wheeler School in Providence. For seven years she was in charge of the education program for the Plainfield Country Day School. During the summers of 1933 to 1938 she was in

charge of the Educational Therapy Department of Babies' Hospital in New York.

Located in the big old Otterson house at 1333 Evergreen Avenue, the school was based on Montessori principles and accepted boys and girls.

The school opened with children from nursery school through sixth grade and added a grade each year until 1940 when two young women graduated. There were 70 students enrolled at the time of the merger, most of them in the preschool and elementary grades.

Miss Hitchings said that a beech tree on the school property is still standing, although the houses have been torn down.

A squash court in the Otterson house was just right "for storing outdoor equipment and playing in on rainy days. The big sand box went to Hartridge, as did the big blocks for building."

All of the furniture in the Mushroom came from Evergreen Avenue, and much playground equipment including swings behind the Mushroom, which weren't replaced until 1981.

Miss Elsie Goddard, who had join-

ed the Plainfield Country Day School in 1939 as co-director with Miss Hitchings, came to Hartridge with the merger, as did most of the faculty, trustees and students.

At Hartridge, Miss Hitchings and Harriet Sleeper were chosen as associate principals by Miss Hartridge, while Frances Hurrey was named principal. As Miss Hitchings remembers it, each was paid \$1,200 for her work.

Just as furniture, books and supplies were on the move from the Plainfield Country Day School on Evergreen Avenue to The Hartridge property on Plainfield Avenue, so too was all of the equipment from the Hartridge building at West Seventh Street and Arlington Avenue, a building bought by the Plainfield Red Cross.

On Wednesday, Sept. 25, 1940, The Hartridge School reopened as a day school.

Much had changed when less than a year later Miss Mapelsden died on July 25, 1941. Then Miss Hartridge died in her sleep on Thursday night, Sept. 24, 1942, at her apartment, 235 East 73rd Street, New York.

The news came as a shock to hundreds of former students and former associates in Plainfield. She had been expected to visit in town with two members of the faculty the following weekend.

Funeral services were held in Savannah, and Miss Hartridge was buried in the family plot in Bonaventure Cemetery, Savannah. The memorial service for Miss Hartridge was held on Oct. 12, 1942, at the Crescent Avenue Church in Plainfield.

(Continued on Page 5)



Frances Hurrey

Postwar years saw Wardlaw change

(Continued from Page 1)

ween party was staged complete with a house of horrors, pony rides and a magician. Proceeds were used to pay for the Chapel lighting fixtures.

In May of 1949, the school held a minstrel show, in which the entire student body participated. The Class of 1949 was so successful that Mr. Wardlaw took out a full page ad in the *Courier News*, extolling their excellence and acceptance at top colleges in the East. Five of the six graduates went on to attend Yale, Princeton, Brown and Lehigh.

In the fall of 1950, two new clubs were started, a drama club under the direction of Mrs. Fred Wardlaw and a journalism club, which produced a revised *Wardlawsun* for a couple of years:

The Class of 1948 re-instituted the year book after a gap of over 30 years. Yearbooks were issued in every subsequent year except 1950. In 1951, Mr. Wardlaw was approaching 70, and his strength, if not will, had been greatly drained by his personal and physical tragedies.

Fred Wardlaw, although a devoted and loyal son, did not have the desire to take over the active day-to-day running of the school. It was at this time that Mr. Wardlaw turned to Ralph Harris, a former teacher for a short period in the 30's, to assume the role of assistant principal.

Harris immediately rushed into the job with extreme vigor and enthusiasm. In a short period, he revitalized the school and literally kept it going until the sale to the Trustees in 1959.

Harris, an indefatigable worker, was a combination business manager, operations director, disciplinarian and athletic director, among other things. He introduced soccer to Wardlaw, replacing six-man football which had been played in the late 40's. Sports teams became better organized and equipped during this period.

The Class of 1956 had ten members, the largest of the post war era. This class was instrumental in establishing the *Wardlaw Beacon* in December 1953, which became the first paper in school history to survive for more than several years. Original-

ly established as a crisp and timely paper published every two weeks, it has developed over the years to become one of the top school papers in the state, thirty years after its first publication.

During this period Wardlaw athletic teams had difficult times because of the small number of students. However, they always competed avidly. Persistence paid off for the 1955 soccer team, which, after going nearly two seasons without a victory, burst forth with a splendid 6-3-1 winning season. In the late 50's, with enrollments increasing, teams became more respectable, especially in soccer and basketball. In 1958, J.V. soccer and baseball teams were formed, in addition to J.V. basketball.

One of the most lasting memories of the 50's was the chapel service held each morning before the start of school. Mr. Wardlaw would stand in front of the chapel door and personally greet each boy as he entered the room. He sat in the middle up front, surrounded by his son Fred on his right and Ralph Harris on his left.

Fred would read a passage from the Bible while Harris would make all the announcements of school business and call upon coaches, faculty members and students for other news.

Usually 10-15 minutes in length, chapel would occasionally be extended several minutes if Mr. Wardlaw had something serious to say to the boys. With the eloquence of a Churchill, he would often deliver an inspirational oration that students would remember for years to come.

Of the ten members of the class of 1956, six were admitted MIT, Brown, Yale, Trinity and two to Lehigh. By 1959, enrollment had increased to well over 200 students, with a graduating class of seventeen. This last class under Mr. Wardlaw's tutelage was the largest in the school's history. At the emotional final commencement in June, 1959, the graduating class presented a silver shafted cane with their signatures as a fitting tribute to a man who was undoubtedly one of the most loved headmasters at any private school in the nation.



During the 1950's the Wardlaw school day began with morning chapel, which included a scripture reading, flag salute, the Lord's Prayer, and announcements for the day. Shown here are (from left) Fred Wardlaw, Pop Wardlaw, and Ralph Harris.

Hartridge

(Continued from page 3)

Trustees, faculty and students of The Hartridge School, as well as former teachers, alumnae and friends, attended the four o'clock service on Sunday.

Miss Amy L. Reed of the English department at Vassar College represented the Associate Alumnae of Vassar, and Miss Harriet L. Hunt, principal of the Kent Place School in Summit, represented the Headmistresses Association of the East, both groups with which Miss Hartridge was active.

All praised Miss Hartridge for her foresight as an educator and an administrator, a mold of women's education.

Miss Frances A. Hurrey took over as principal after the 1940 commencement. She led the school for 11 years and is remembered for a number of accomplishments.

Among the most outstanding are: the organization of a student government which became one of the strongest features of the school; evaluation and accreditation of the Upper School by the Middle States Association; implementation of a pension plan for faculty; student and faculty participation in the Buck Hill Conference of the Council for Religion in Independent Schools, an interest at Hartridge for more than 20 years; establishment of a standardized achievement testing program under the Educational Records Bureau; and introduction of the evaluation of each new student with an individually administered intelligence test.

In a history of the Hartridge School published in *The Hue and Cry* in April, 1965, is the following note: "Miss Hurrey was gracious and charming. The school under her leadership had an atmosphere of friendliness that was felt by faculty and students alike. While guarding well the academic standard which Miss Hartridge had established, she added the gentleness and fun which were part of her personality. Her sympathetic understanding and enthusiastic interest in the girls and all they did was reflected by their devotion to her and to the school. She was indeed a very happy choice as principal."

Although the United States was not yet at war, the school had in its in-

(Continued on Page 8)



Hartridge's dramatic production of 1946 was the play "Harriet," by Florence Ryerson and Colin Clements.

Longevity marked faculties of Wardlaw and Hartridge

by Reenie Fargo, H.S. '60
and Peter Stevenson, W.S. '56

Both Hartridge and Wardlaw were indeed fortunate to have numerous loyal and dedicated faculty members who gave long and devoted service to their schools. Many served for several decades and some even spent their entire careers at the two schools.

Starting from the top, one of the most incredible statistics is that as Wardlaw-Hartridge entered its 100th year, the school and its two all-male predecessors, Leal and Wardlaw, had had only three headmasters! John Leal served for thirty-four years until he sold his school to Charles Digby Wardlaw in 1916.

Mr. Wardlaw spent 43 years in the headmaster's chair until succeeded by Prentice Horne, who stood 22 years at the helm. It is doubtful that there are many institutions in America, education or otherwise, that have had only three leaders in a century.

At the same time the Hartridge School probably had more long term faculty members than any private school in New Jersey. Led by its dynamic founder, Miss Hartridge,

who guided her school for close to 40 years, Hartridge had at least a dozen members who served for over a quarter of a century.

Mary Byrd Wells and Elizabeth Mapelsden both joined Miss Hartridge after the turn of the century and stayed on until after her retirement in 1940. During her more than 40 years, Miss Wells, a tall and gracious woman, taught virtually all classes from the sixth grade through high school with equal skill. A scholarship at Smith College stands to this day as a testimony to her renowned educational prowess.

Miss Mapelsden taught English and history and served for a period as associate principal. She also was the director of dramatics and was known for doing a myriad of jobs with grace and leisure while never losing her tact and sense of humor.

Similarly Mr. Wardlaw had two teachers who stayed with him during most of his career. Harriet Holloway was an institution in the old Wardlaw School. A member of the original faculty in 1916, Miss Holloway taught geography to legions of young

(Continued on Page 6)



Wardlaw's basketball team of 1959 was coached by Robert Vieter (standing, far right). The team included (kneeling) A. Greenwald, J. Moore, R. Kurre, A. Goodfriend, G. Taylor, D. Thomas, and G. Lebedeff. Standing are L. Gelfond, M. Kunzman, J. Mellin, L. Gunzelman, P. Havens, G. Lang.

Longevity marked faculties

(Continued from Page 5)

men until 1950. A firm and eloquent woman, she was also an avid horticulturist who oversaw the planning of many public gardens in the Plainfield area.

Conceivably Mr. Wardlaw's greatest find, Marion Kilpatrick left her native Tennessee to join the staff in 1920 and served admirably until her retirement shortly before her death in 1965. Save for Mr. Wardlaw, she taught longer than any other faculty member of the two schools. While known for being strict, she had a keen sense of humor and a dedication to her boys second to none. There are many parents today who still are able to set up and explain word problems to their children based on Marion Kilpatrick's methods.

Janet Fine was an eloquent English teacher at Hartridge who served from the year of the stock market crash in 1929 until the peak period of U.S. involvement in Viet Nam in the late 60s. An all-state hockey player as a young girl, she later attained a command of the English language second to none.

Shortly after Miss Fine came to Hartridge, she was joined by Harriet Sleeper, who taught various subjects

before becoming the lower school head, associate principal and eventually principal in the 50's and 60's. In all, Miss Sleeper devoted a third of a century to her beloved Hartridge, which she so ably helped shape, carrying on the splendid tradition of her mentor, Miss Hartridge.

In 1931, Mildred Lum assumed the position of first grade teacher at Wardlaw, one she was to effectively carry on until her retirement in 1967. Few primary teachers were better at giving the first grade foundation that Mrs. Lum offered her students. We had hoped to interview her for this series, but unfortunately she passed away late last summer.

Barbara Hitchings came to Hartridge following the merger with Plainfield Country Day School in 1940. Like Mrs. Lum, she was a renowned primary teacher who later became associate principal. She was responsible for organizing and equipping the primary playground, which was a favorite spot of young Hartridge girls for several generations.

Juliette Escoffier had the unique distinction of ably serving both Wardlaw and Hartridge. She spent most of the 1930's teaching French at

Wardlaw. In 1944 she joined the Hartridge family, where she taught the girls the essence of a difficult but beautiful language. She was affectionately known as "Mamzelle" and still lives today in the Plainfield area.

Fred Wardlaw joined his father in the early 30's after graduating from North Carolina. He taught Bible and aided his father as assistant principal and later as principal until the sale of the school to the trustees in 1959. His devout religious faith was a trait he passed on to many of his students over the years.

Agnes Hannay joined Hartridge in 1941 and taught mathematics into the early 70's. She was known for doing a remarkable job with a basically cut and dry subject. She was a tall slender woman with a remarkable sense of humor who expected her students to know their work.

After a short stay in the late 30's, Phoebe Macbeth rejoined the Hartridge faculty in 1944 and served as a kindergarten and fifth grade teacher, as well as an English and history instructor. She became head of the Lower School and remained at the lovely Plainfield area campus until just before the merger in the mid 70's.

Elsie Nelson took over the Art Department at Hartridge just after the Second World War and single handedly shaped and guided that area so that it was much more than an extra-curricular activity. Her students worked in a multitude of mediums, and she gave many a solid background for future artistic endeavors.

Edith Thomas came to Wardlaw in 1946 and taught third grade for over 25 years. She instructed many boys throughout that period, including her own son D.C., who graduated in 1959. A spirited person, she always had time to help young boys master new problems.

Mildred Little joined Mr. Wardlaw in 1948 and served for nearly a quarter of a century, primarily as a superb English teacher in the middle school. A consummate professional, she was insistent on her students learning the fundamentals of English grammar.

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Longevity marked both faculties

(Continued from Page 6)

Elizabeth Schanz left her native England and fortunately met Mr. Wardlaw in the early 50's. She spent 27 years as a kindergarten teacher, getting many girls and boys started on the right educational foot. A favorite of both student and faculty members, she served as Lower School representative to the Board of Trustees in the late 70's.

Bob Viotor came to Wardlaw in 1951, shortly after graduating from Rutgers. He has the unique distinction as being one of two faculty members who have served under three Wardlaw and Wardlaw-Hartridge headmasters. He has also had the longest tenure of any male teacher, save Mr. Wardlaw himself.

Former Headmaster Prentice Horne, has described Viotor as "the most loyal and dedicated person" a school could have. If a returning alumnus from the fifties were to walk in on an athletic event today, it would be like entering a time machine, for there he would likely find Bob Viotor officiating a soccer or basketball game. A tireless worker he has never missed a full day of school in the past 32 years.

Joan Williams started teaching at Hartridge in 1947 and is thus the dean of the current Wardlaw-Hartridge faculty. A superb fifth grade teacher, she has spent a lot of time with her charges in the athletic department. Well liked by her Hartridge students, she has continued her pleasant approach to her profession to this day. Her patience and concern for students and athletes of all ability levels has been appreciated by both parents and students alike for many years.

Ethel Cook is another of our current faculty members who has served admirably at both Hartridge and Wardlaw-Hartridge. A true classic scholar, she has always insisted and invariably obtained the best from her students. A great booster of the Hartridge School, she has been very helpful in assisting in the preparation of this historical series. As long as Mrs.

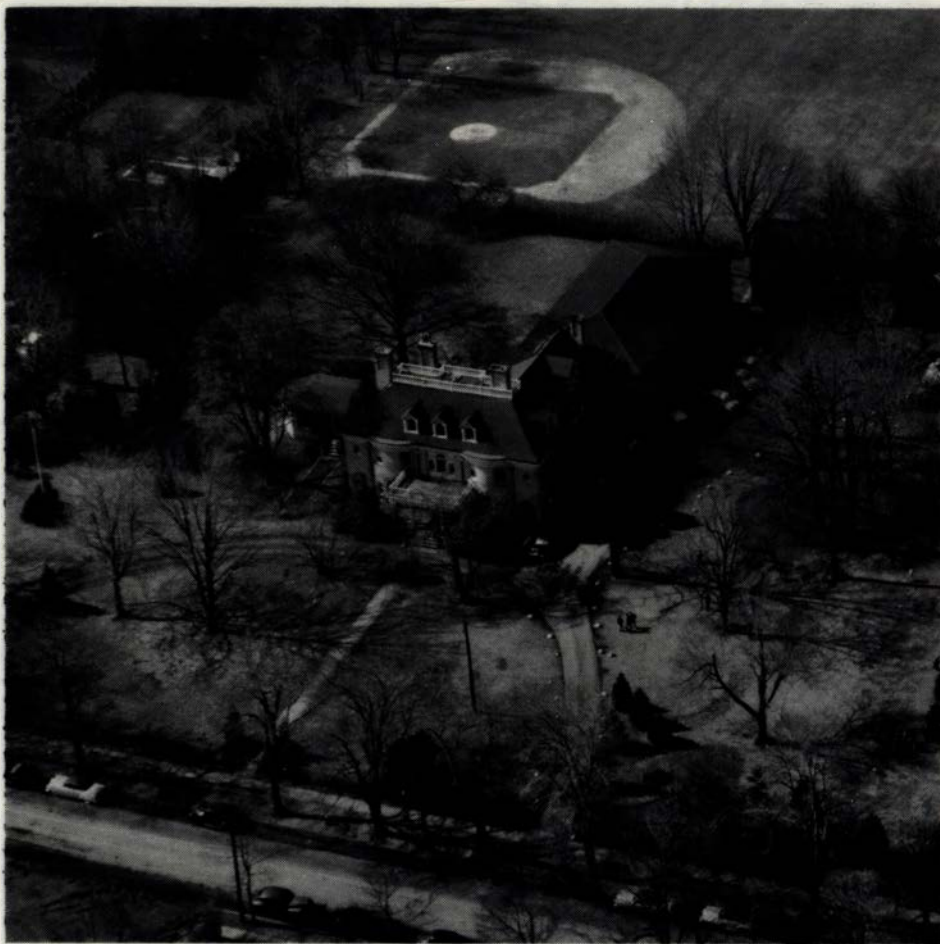
Cook is around, Latin will never be called a dead language at Wardlaw-Hartridge.

Gladys Katrausky joined Mr. Wardlaw in his last year as headmaster in 1958. She is well known to scores of students for her discipline. In spite of her seriousness toward her beloved subject, she has a keen sense of humor and is greatly admired by returning alumni. As head of the Math Department, she has maintained the dynamic tradition of Marion Kilpatrick and James Hawley, her predecessors at Wardlaw.

Mike Blazo was hired by Mr. Wardlaw in 1957 to coach the school baseball team. After the arrival of Mr. Horne in 1959, he took over the position of superintendent of build-

ings and grounds, a position he has held for over 20 years, covering three separate campuses. It's a well known fact that if you want to get something done at W-H, you have to get hold of Mike. He is proud of all of his students at Wardlaw-Hartridge, but most of all of his own son, Mike Jr., Class of 1960, who holds down a top technical job with ABC sports.

We have attempted to cover the faculty members of both Wardlaw and Hartridge and the current school who have served at least 25 years. If we have left someone out we truly apologize and would welcome the calling to our attention of anyone who missed, so that he or she may be cited in a future issue.



With the purchase of the Strong residence in 1933, Wardlaw acquired a beautiful Georgian mansion and ample grounds for athletics. The site at 1030 Central Ave. would house the whole school until 1969.



Hartridge students of the fifties are kept busy at their art projects under the direction of Miss Elsie Nelson. The two older girls are Pamela Troth '58 (standing) and Judy Beck '58.

Hartridge quality maintained

(Continued from Page 5)

coming student body several British refugees who studied at Hartridge on partial scholarships offered by the school. One such student was Marian Vans Agnew of Truro, Cornwall, England, a high school student who resided with her cousin, Mrs. William B. Jupp, at 915 Kensington Avenue in Plainfield.

War changed everyone's life. The usual theory was that school girls would suffer least disruption, and while this was generally true, there were differences.

When the labor shortages became acute, the girls took over major and minor cleaning chores in the classrooms and halls. They swept floors, emptied wastebaskets, washed blackboards, dusted chairs and desks.

Once again, all were members of the Junior Red Cross, the organization Miss Hartridge founded nationwide. In addition to annual donations, the girls voted to go without dessert in the lunchroom one day a week, filling up on rolls to help them last until supper and saving the nickels the desserts represented.

Red Cross projects also included knitting afghans, sewing, making scrapbooks and producing favors for

the soldiers at Lyons Veterans' Hospital.

For its part, the service committee raised money by auctions. Each girl and teacher brought something to school, anything from a can of soup to a safety pin. Each item was wrapped in secret and then auctioned off during assembly. No one knew what she was bidding for, but there was something about the crowd and the auction that really made people part with their money.

The spring production of the dramatic club was given to benefit the war effort.

On Dec. 9, 1946, Miss Frances Hurrey married Mr. Dixon C. Philips, the mayor of Plainfield, in Montclair, N.J. Inadvertantly, Mrs. Philips' marriage and the fact that she remained head of the school may have been a first for Hartridge, for married teachers were virtually unknown at the time.

Mrs. Philips, Miss Hurrey at the time, had joined the faculty in 1934 and become head of the French department the next year.

As a member of the Head Mistresses Association of the East, she served on its Professional Standards Committee and was the repre-

sentative from the association to the New York Cooperative Bureau for Teachers. She also served on the executive committee of the bureau. She was president of the Alliance Francaise and a member of the Monday Afternoon Club, the Plainfield College Club and the Mount Holyoke Club of northern New Jersey.

On February 15, 1951, John A. Darsie, president of the Hartridge board of trustees, announced that Mrs. Philips planned to retire at the end of the school year.

He said, "When Mrs. Philips submitted her resignation to the board of trustees, it was accepted with the deepest personal regret by the members of the board.

"Under the guidance of Mrs. Philips, the school has not only carried on the fine tradition established by Miss Hartridge, but has maintained its position of high rank in the secondary field.

"The naming of a successor has not been a serious problem, however, for in Miss Sleeper and Miss Hitchings the school has on its staff able administrators who have had many years of service in education, a large part of which has been at the Hartridge School. The school, we feel sure, will carry on the same high standard of scholarship that existed under the leadership of Miss Hartridge and Mrs. Philips."

He noted that Miss Sleeper had wide training and experience. The daughter of the late Prof. Henry D. Sleeper, for many years head of the Music Department at Smith College, she graduated from Smith in 1923. Miss Sleeper then taught at the Park School in Cleveland, the Brooklyn

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Harriet Sleeper

Excellence maintained by two principals

(Continued from Page 8)

Ethical Culture School and the Harley School in Rochester.

In 1932, Miss Sleeper earned a master's degree in educational psychology from Columbia University. She joined the Hartridge faculty in 1933, became head of the Lower School in 1935 and associate principal in 1940.

Miss Sleeper was widely known in academic circles for her work in helping to write the Master Key Arithmetics series.

She directed Camp Marbury in Vergennes, Vt., for more than 20 years. After her retirement she spent her summers there and her winters in Montpelier, Vt.

In Plainfield, she was an officer of the United Family and Children's Society, but devoted almost all of her efforts to Hartridge and its activities.

Miss Sleeper was co-author of a textbook for educators, "The Creative Individual."

Miss Sleeper spent 35 years at Hartridge, 17 of those as principal. During her years as head, the enrollment nearly doubled and there were waiting lists for many grades when she retired.

In summing up her tenure, Miss Sleeper said she emphasized the policy begun by Miss Hartridge "to give the students as much freedom as is compatible with sound scholarship."

The early 1950's saw more changes. In 1953 Margaretta Kuhlthau designed the new school seal which replaced the original Hart on a Ridge logo, which continued to be used for a number of years on class rings.

The new seal was an upright oval with a dark border on which the words "The Hartridge School" and "Knowledge is Power" were written. In the center was a banner with the date Miss Hartridge took over the school, 1903, and a shield.

For some years, the trustees had hoped to erect new buildings at Plainfield Avenue. Instead, in 1954, the money in the building fund was invested in the rejuvenation of the Main House.

While retaining the classic Victorian style, the third and fourth floors were removed, as were the

north and west porches and the portecochere. A new south wing was added to give a main entrance.

Elsewhere on campus, the old clay tennis courts were replaced.

The changes stood the school in good stead until it became apparent that Hartridge needed more classrooms and a full size gymnasium. In 1958 the Harriet Sleeper Gymnasium and science labs were built. Because of this expansion the hockey field was turned on end from perpendicular to Plainfield Avenue to parallel. The cafeteria was enlarged.

A year later the Art Studio and History of Art room were added to the new gym. The old science labs were moved from the basement of the old gym, and additional locker rooms and a large music room resulted.

With all the changes, certain things remained constant, including the sound of Miss Sleeper's bugle calling students to class when the bells weren't working, the set of trains in her office, and the red engineer's cap Miss Sleeper wore at varsity games.

In 1968, *the Hue and Cry* offered this summary of Miss Sleeper:

"To run a school, all it took was devotion, diligence, understanding, labor for as much as 18 hours a day, sympathy, intelligence, capacity, re-

silence, love for the job, the school, the faculty, and the community; and, oh yes, faith, hope and charity. Miss Sleeper had them all."

When she retired an editorial in *the Curier News* said that a long-time trustee had described her as a person who adjusted to any situation with absolutely no fuss, while "inside she's solid oak."

The newspaper went on: "She can compromise on the means, but never on the ends, the trustee said, and while she has definite objectives, high standards and staunch principles—she manages to attain her goals by almost invisible means. She has touched the lives of many girls."

"In her position as teacher and principal, Miss Sleeper has been happily tireless in her attention to every facet of the schools operation and its extra-curricular activities as well. At the same time she has maintained an interest in each girl as an individual."

"Miss Sleeper can be absolutely objective in her attitudes, a longtime associate said of her. She has been praised for her sense of humor as well as her good humor—two entirely different attributes."

Miss Sleeper died in Vermont on October 13, 1975. She was 73 years old.



The "Ten of Hearts" became a popular feature of Hartridge's spring concerts. Shown above (from left) are Frances Gaston, Judy Beck, Karen Kolseth, Kathy Sauer, Nancy Loizeaux, Betsy Laidlaw, Rae Hanewald, Peggy Ann Peters, Beverly Day, and Janet Roberts.

Friends recall Pop Wardlaw's last years

(Continued from Page 2)

inevitably ended up in his office, where he would have a "fatherly chat" with the mischievous boy. His approach to discipline was low-keyed: he did not get angry or make threats. However, he was by no means permissive.

Gladys Katrausky recalls that when a certain kindergarten boy was disrupting the class, Pop said to Marianne Schanz, "Marianne, it could be that the boy needs a spanking. But if you do spank him, don't do it in anger." When Marianne asked how the boy's parents might react, Pop replied, "Well, if they don't like it, they know what they can do. They can take him out. We can't have one boy ruining a class."

On another occasion he spoke to Gladys about a fourth grade boy who was undergoing psychiatric treatment. "I'm going to tell his father," Pop said, "that he could do better

with the side of his shoe or the back of his hand applied to the right place."

Pop sought to instill good manners and a sense of decorum in his boys. Each year he would give a lecture on what it means to be a gentleman. In the fall of 1950 he even gave ten dollars in prizes to the boys whose posture had improved the most. And the boys, in turn, would address him as "Sir," open the door for him when he entered the school, and stand whenever he came into the classroom.

It's easy to see Pop as a figure of a bygone era. But this impression would be misleading, for he never really lost contact with the younger generation. Marianne Schanz recalls that at one of the school's many dances Pop, who seemed agitated, called her over and said, "Look there. Look at the way they are dancing!" It was during the fifties, when

kids danced close together, and Marianne thought that at any minute Pop was going to turn off the lights and end the dance.

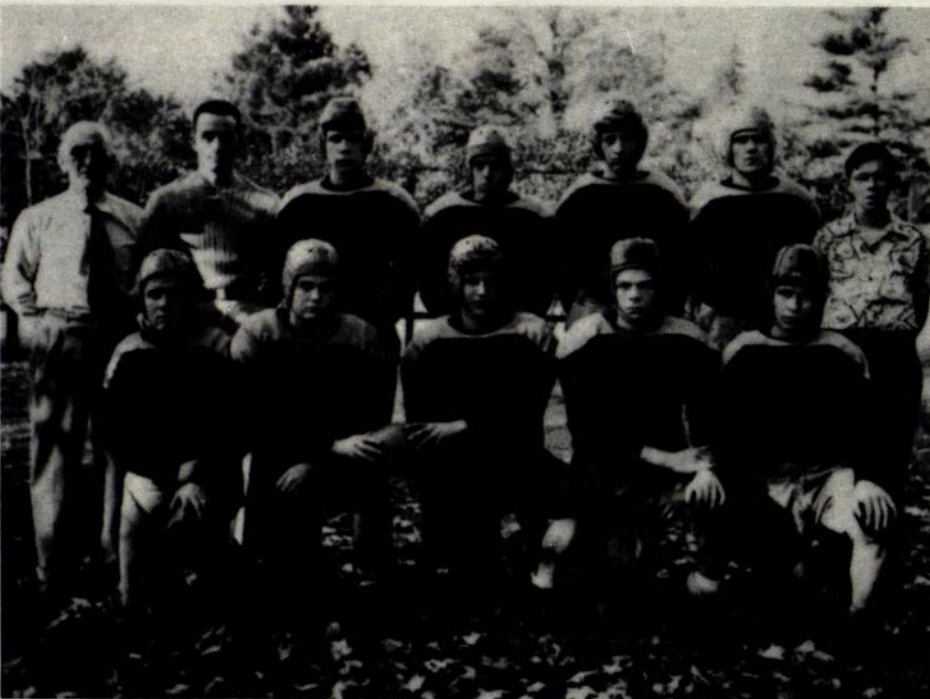
"But that wasn't it at all because finally he said to me, 'Why couldn't we have danced that way when we were young?'"

There came a point in the later fifties when Pop realized that he must soon retire and that the school would pass from the Wardlaw family. Gladys Katrausky still remembers the day that Pop called her into his office and said, "If I'm going to save this school, I'll have to sell it. A board of trustees will be set up to find a new headmaster." Gladys recalls that Pop had tears in his eyes as he added, "But one thing I assure you. This school will always keep my name."

Charles Digby Wardlaw died on October 4, 1960, at the age of 78. His funeral service was held at the school on Central Avenue, and, as Paul Troth remarked in his *Courier News* editorial, "He would have wanted it that way—to return to the familiar halls in the school which bears his name and stop briefly in the memorial chapel built for his son Digby and all those other Wardlaw boys, so dear to him, who gave their lives in World War 2."

As luck would have it, though, Pop's funeral could not be held in the chapel because it simply would not hold all the students and friends who turned out to pay their last respects. And so the coffin was brought into the gymnasium, where his son Fred Wardlaw conducted the services.

Pop was buried in Hillside Cemetery, Plainfield—just about a mile from the school that he loved, that he nourished, and to which he did, indeed, give his name.



The 1949 Wardlaw football team included (front row) R. Graham, D. Driscoll Jr., H. Stevenson, S. Paliska Jr., and P. Baldinger. Standing are Carl Smith, the coach, D. Stine, C. Folsome, D. MacFarlane, K. Major, W. Ehler, and J. Darby Jr.

NOTICE
Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and State of New Jersey that a public hearing will be held at the Municipal Complex, 100 Municipal Boulevard, Edison, New Jersey at 7:30 P.M. on Thursday, March 15, 1984, on the following Budget for the 1984-85 School Year:

The budget will be available for examination by the public at the Board of Education Office located at 100 Municipal Boulevard, Edison, New Jersey, between the hours of 9:00 and 11:30 A.M. and 1:30 and 3:30 P.M. on March 8, 9, 12, 13, 14 and 15, 1984.

JOHN C. THOMAS
Secretary
Edison Township Board of Education

EDISON TOWNSHIP
SCHOOL DISTRICT BUDGET STATEMENT
FOR THE SCHOOL YEAR 1984-85

| | Sept. 30, 1982 Actual | Sept. 30, 1983 Actual | Sept. 30, 1984 Estimated |
|---|--------------------------|--------------------------|-----------------------------|
| Enrollments | | | |
| Resident Pupils | 10,336.0 | 10,109.5 | 9,883.0 |
| Pupils in State Facilities | 32.0 | 24.0 | 24.0 |
| Private School Placements | 43.0 | 52.0 | 52.0 |
| Pupils Received | 21.0 | 6.0 | 6.0 |
| TOTAL | 10,432.0 | 10,191.5 | 9,965.0 |
| Pupils Sent to Other Districts To Special Education Programs | 22.0 | 11.0 | 11.0 |

| | 1982-83 Anticipated | Increase/ (Decrease) | 1982-83 Actual | 1983-84 Anticipated | Increase/ (Decrease) | 1983-84(*) Revised | 1984-85 Anticipated | | |
|---|------------------------|---------------------------|-------------------------------|--------------------------------------|-------------------------|---------------------------|-------------------------------|---|---------------------------|
| Current Expense | | | | | | | | | |
| Balance Appropriated | 155,000.00 | | 155,000.00 | 552,000.00 | | 552,000.00 | | | |
| Revenues from Local Sources | | | | | | | | | |
| Local Tax Levy | 32,819,223.00 | | 32,819,223.00 | 34,518,276.00 | | 34,518,276.00 | 36,601,684.00 | | |
| Tuition | 320,000.00 | (107,869.62) | 212,130.38 | 16,000.00 | | 16,000.00 | 21,000.00 | | |
| Miscellaneous | 112,314.00 | 501,095.41 | 613,409.41 | 205,750.00 | | 205,750.00 | 236,410.00 | | |
| SUB-TOTAL | 33,251,537.00 | 303,225.79 | 33,644,762.79 | 34,740,026.00 | | 34,740,026.00 | 36,859,094.00 | | |
| Revenues from State Sources | | | | | | | | | |
| Equalization Aid | 2,703,431.00 | (86,252.00) | 2,617,179.00 | 2,850,958.00 | (187,478.00) | 2,663,480.00 | 3,066,497.00 | | |
| Approved Transportation | 1,167,030.00 | | 1,167,030.00 | 1,226,264.00 | (184,367.00) | 1,041,897.00 | 1,006,801.00 | | |
| Categorical Aids | 1,370,049.00 | (46,583.00) | 1,323,466.00 | 1,628,212.00 | (55,171.00) | 1,573,041.00 | 1,795,872.00 | | |
| Other State Aids | 551,137.00 | (64,461.74) | 486,675.26 | 399,535.00 | 1,347.00 | 400,882.00 | 488,983.00 | | |
| SUB-TOTAL | 5,791,647.00 | (197,296.74) | 5,594,350.26 | 6,104,969.00 | (425,669.00) | 5,679,300.00 | 6,358,153.00 | | |
| Revenues from Federal Sources | | | | | | | | | |
| P.L. 97-35 Chapter 1 | 183,522.00 | 37,521.00 | 221,073.00 | 221,073.00 | 33,767.00 | 254,840.00 | 254,840.00 | | |
| P.L. 97-35 Chapter 2 | 39,900.00 | 9,482.49 | 49,382.49 | 49,383.00 | 8,917.00 | 58,300.00 | 58,300.00 | | |
| P.L. 94-142 (Handicapped J-2) | 151,200.00 | 63,000.00 | 214,200.00 | 218,280.00 | | 218,280.00 | 277,800.00 | | |
| Other | 33,900.00 | 268,571.56 | 302,471.56 | 7,500.00 | 35,787.00 | 43,287.00 | 7,500.00 | | |
| SUB-TOTAL | 408,552.00 | 378,575.05 | 787,127.05 | 496,236.00 | 78,471.00 | 574,707.00 | 598,440.00 | | |
| Total Current Expense | 39,606,736.00 | 574,504.10 | 40,181,240.10 | 41,893,231.00 | (347,198.00) | 41,546,033.00 | 43,815,687.00 | | |
| (1) As of 12/1/83 | | | | | | | | | |
| Capital Outlay | | | | | | | | | |
| Revenue from Local Sources | | | | | | | | | |
| Local Tax Levy | 45,053.00 | | 45,053.00 | 46,000.00 | | 46,000.00 | 46,000.00 | | |
| Miscellaneous | | (28,131.70) | (28,131.70) | | | | | | |
| SUB-TOTAL | 45,053.00 | (28,131.70) | 16,921.30 | 46,000.00 | | 46,000.00 | 46,000.00 | | |
| Revenue from State Sources | | | | | | | | | |
| Capital Outlay Aid | 947.00 | (943.00) | 4.00 | | | | | | |
| TOTAL CAPITAL OUTLAY | 46,000.00 | (29,074.70) | 16,925.30 | 46,000.00 | | 46,000.00 | 46,000.00 | | |
| Total Balances Unappropriated | | | 240,231.43* | | | | | | |
| Total Funds Available | 39,652,736.00 | | 40,438,396.83 | 41,939,231.00 | (347,198.00) | 41,592,033.00 | 43,861,687.00 | | |
| Total Free Balances 7/1/82 | \$ 395,231.43 | | | | | | | | |
| Less Total Balances Appropriated During 1982-83 | 155,000.00 | | | | | | | | |
| | \$ 240,231.43* | | | | | | | | |
| APPROPRIATIONS | | | | | | | | | |
| | Acct. No. | 1982-83 Appropriations | Transfers in/ (Trans. Out) | 1982-83 Revised Appropriations | 1982-83 Expenditures | 1983-84 Appropriations | Transfers in/ (Trans. Out) | 1983-84 Revised(*) Appropriations | 1984-85 Appropriations |
| J-1 Current Expense | | | | | | | | | |
| Administration | | | | | | | | | |
| Salaries | 110 | 661,501.00 | 18,126.00 | 679,627.00 | 667,834.03 | 684,432.00 | 4,500.00 | 688,932.00 | 648,324.00 |
| Contracted Services | 120 | 102,048.00 | 6,850.00 | 108,898.00 | 85,991.75 | 83,048.00 | | 83,048.00 | 81,248.00 |
| Other Expenses | 130 | 73,150.00 | 3,400.00 | 76,550.00 | 64,346.09 | 66,250.00 | | 66,250.00 | 66,800.00 |
| SUB-TOTAL | | 836,699.00 | 28,376.00 | 865,075.00 | 818,171.87 | 833,730.00 | 4,500.00 | 838,230.00 | 796,372.00 |
| Instruction | | | | | | | | | |
| Salaries - Principals | 211 | 1,199,786.00 | 83,000.00 | 1,282,786.00 | 1,281,060.07 | 1,370,670.00 | 26,700.00 | 1,397,370.00 | 1,360,622.00 |
| Salaries - Supv. of Instr. | 212 | 810,186.00 | 62,220.00 | 872,406.00 | 831,308.70 | 669,502.00 | 53,480.00 | 723,182.00 | 652,848.00 |
| Salaries - Teachers | 213 | 19,611,512.00 | 497,000.00 | 20,108,512.00 | 19,993,393.26 | 21,351,881.00 | 262,000.00 | 21,577,881.00 | 22,384,770.00 |
| Salaries - Instr. Staff | 214 | 1,961,364.00 | 10,800.00 | 1,972,164.00 | 1,957,629.03 | 2,115,100.00 | (18,100.00) | 2,097,000.00 | 1,951,300.00 |
| Salaries - Sec. & Cler. Asst. | 215 | 765,794.00 | | 765,794.00 | 743,706.39 | 816,751.00 | | 816,751.00 | 842,071.00 |
| Other Salaries for Instr. | 216 | 418,905.00 | | 418,905.00 | 414,777.42 | 445,523.00 | | 445,523.00 | 424,083.00 |
| Textbooks | 220 | 280,699.00 | | 280,699.00 | 273,230.16 | 291,497.00 | | 291,497.00 | 291,497.00 |
| School Lib. & Audio-Visual Materials | 230 | 89,692.00 | | 89,692.00 | 79,872.54 | 90,296.00 | | 90,296.00 | 90,096.00 |
| Teaching Supplies | 240 | 359,906.00 | | 359,906.00 | 336,440.87 | 360,000.00 | (10,000.00) | 350,000.00 | 359,804.00 |
| Other Expenses | 250 | 262,555.00 | (7,000.00) | 255,555.00 | 237,244.87 | 262,366.00 | (15,000.00) | 247,366.00 | 230,004.00 |
| SUB-TOTAL | | 25,760,410.00 | 646,070.00 | 26,406,470.00 | 26,148,663.31 | 27,373,586.00 | 299,280.00 | 28,036,866.00 | 28,587,097.00 |
| Affendance and Health Services | | | | | | | | | |
| Salaries - Affendance | 310 | 39,103.00 | 3,000.00 | 42,103.00 | 42,320.10 | 45,413.00 | | 45,413.00 | 48,060.00 |
| Other Expenses - Affen. | 320 | 12,925.00 | | 12,925.00 | 12,510.00 | 14,300.00 | | 14,300.00 | 14,790.00 |
| Salaries - Health | 410 | 531,201.00 | 25,100.00 | 556,301.00 | 552,923.78 | 606,174.00 | | 606,174.00 | 593,850.00 |
| Other Expenses - Health | 420 | 74,718.00 | (15,000.00) | 59,718.00 | 56,465.93 | 27,515.00 | | 27,515.00 | 27,815.00 |
| SUB-TOTAL | | 657,947.00 | 13,100.00 | 671,047.00 | 664,419.83 | 693,402.00 | | 693,402.00 | 684,300.00 |
| Transportation | | | | | | | | | |
| Salaries | 510 | 94,398.00 | (3,437.00) | 90,961.00 | 82,412.58 | 97,959.00 | | 97,959.00 | 100,501.00 |
| Contr. Serv. & Pub. Carr. | 520 | 1,563,536.00 | 65,000.00 | 1,628,536.00 | 1,570,199.72 | 1,717,594.00 | (10,000.00) | 1,707,594.00 | 1,884,597.00 |
| Replacement of Vehicles | 530 | | | | 12,500.00 | 12,500.00 | | 12,500.00 | 12,500.00 |
| Pupil Trans.-Insurance | 540 | 1,980.00 | | 1,980.00 | 1,980.00 | 2,178.00 | | 2,178.00 | 2,178.00 |
| Curricular Activities | 545 | 2,100.00 | | 2,100.00 | 379.14 | 2,100.00 | | 2,100.00 | 2,400.00 |
| Other Expenses | 550 | 12,452.00 | 8,300.00 | 20,752.00 | 19,839.37 | 20,152.00 | | 20,152.00 | 20,252.00 |
| SUB-TOTAL | | 1,674,466.00 | 69,836.00 | 1,744,329.00 | 1,674,810.81 | 1,852,483.00 | (10,000.00) | 1,842,483.00 | 2,022,628.00 |
| (2) As of 12/1/83 | | | | | | | | | |
| Operation | | | | | | | | | |
| Salaries | 610 | 1,855,606.00 | (43,000.00) | 1,812,606.00 | 1,790,709.35 | 1,921,811.00 | | 1,921,811.00 | 1,975,918.00 |
| Heat | 630 | 855,000.00 | (268,000.00) | 587,000.00 | 547,250.94 | 600,000.00 | (50,000.00) | 550,000.00 | 565,000.00 |
| Utilities | 640 | 787,950.00 | 24,000.00 | 811,950.00 | 786,319.55 | 742,000.00 | (10,000.00) | 732,000.00 | 768,400.00 |
| Supplies | 650 | 85,000.00 | 31,000.00 | 116,000.00 | 110,448.91 | 100,000.00 | | 100,000.00 | 100,000.00 |
| Other Expenses | 660 | 91,900.00 | 49,000.00 | 140,900.00 | 128,249.43 | 99,000.00 | | 99,000.00 | 102,101.00 |
| SUB-TOTAL | | 3,675,456.00 | (209,000.00) | 3,466,456.00 | 3,362,978.18 | 3,482,811.00 | (60,000.00) | 3,422,811.00 | 3,511,419.00 |
| Maintenance | | | | | | | | | |
| Salaries | 710 | 463,787.00 | | 463,787.00 | 433,781.97 | 433,025.00 | | 433,025.00 | 472,203.00 |
| Contracted Services | 720 | 316,569.00 | 12,000.00 | 328,569.00 | 306,252.27 | 306,803.00 | (10,000.00) | 296,803.00 | 311,740.00 |
| Replace of Equipment | 730 | 6,500.00 | 1,200.00 | 7,700.00 | 5,419.56 | 6,500.00 | 3,700.00 | 10,200.00 | 17,423.00 |
| Purchase of New Equipment | 730c | 5,844.00 | 5,000.00 | 10,844.00 | 10,559.23 | 8,959.00 | | 8,959.00 | 23,036.00 |
| Other Expenses | 740 | 165,000.00 | 11,000.00 | 176,000.00 | 180,771.21 | 158,000.00 | | 158,000.00 | 182,000.00 |
| SUB-TOTAL | | 957,700.00 | 29,200.00 | 986,900.00 | 934,784.24 | 923,287.00 | (6,300.00) | 916,987.00 | 1,006,402.00 |
| Fixed Charges | | | | | | | | | |
| Employee Retirement Contributions | 810 | 592,625.00 | 32,000.00 | 624,625.00 | 633,659.21 | 610,500.00 | | 610,500.00 | 637,000.00 |
| Insurance & Judgments | | | | | | | | | |
| (Exclude U.C.C. Amount) | 820 | 2,403,025.00 | (614,959.00) | 1,788,066.00 | 2,226,810.87 | 2,806,612.00 | (501,180.00) | 2,305,432.00 | 3,306,931.00 |
| Unemployment Comp. (U.C.C.) | 820b | 110,000.00 | | 110,000.00 | | 110,000.00 | | 110,000.00 | 110,000.00 |
| Rental of Land and Buildings | 830 | 73,820.00 | (26,900.00) | 46,920.00 | 46,684.80 | 5,000.00 | 700.00 | 5,700.00 | 5,700.00 |
| Tuition - Special | 870 | 623,000.00 | | 623,000.00 | 633,526.06 | 727,500.00 | (98,845.00) | 628,655.00 | 817,700.00 |
| Tuition - State Facilities | 870 | 164,609.00 | | 164,609.00 | 164,609.00 | 201,684.00 | | 201,684.00 | 177,860.00 |
| SUB-TOTAL | | 4,167,079.00 | (609,859.00) | 3,557,220.00 | 3,705,289.94 | 4,461,296.00 | (599,325.00) | 3,861,971.0 | |

Micah will give that grad speech . . . sideburns and all

By ABBIE ZIFFREN

Micah Bertin, Edison High School's senior class president, will be allowed to speak at graduation ceremonies despite his long sideburns.

The state Board of Education voted 5-4 yesterday to stay execution of Acting Education Commissioner Joseph E. Clayton's order depriving the youth of the privileges of office and forbidding him to participate in the class party tonight.

Clayton's order Monday upheld a May 24 decision of the Edison school board to suspend the honor student unless he sheared his sideburns to

conform with the school dress code.

Although the action of the state board is not a final say in the case, Joseph Ferenczi, Edison school board attorney, indicated the Edison board will not push the situation any further.

"Although the board has not met yet," he said, "graduation takes place in five days and after the graduation the whole issue is moot."

Bertin was suspended after a 13-hour hearing three weeks ago by the Edison board which ruled he was in violation of a rule regulating the length of sideburns to be worn by male students.

Bertin said yesterday he was delighted with the outcome of the case, and would report to school at 8 a.m. today.

"The state board was just great," he said, "I feel it was well worth the trouble to pursue the case."

Bertin refused to shorten his sideburns on the grounds he was not interrupting the educational practice at the school, and rules that have no purpose should not be followed.

His mother, who accompanied him to Trenton for the state board hearing said, "For the first time we had

the feeling we were being listened to."

"They (the state board) seemed to have more interest in the education of children than what they wear on their heads or feet," she said.

Mrs. Bertin added her husband, Dr. Gerald Bertin, a Rutgers University professor, was skeptical about the outcome of yesterday's hearing at the outset of the session.

"He whispered to me we don't stand a ghost of a chance," she said, "before the board ruled in our favor."

Jack Wysoker, the American Civil Liberties Union attorney representing Bertin,

said he does not feel the case is over.

"The resolution suspending him is still on the books," he said, "and it should be removed."

Later yesterday the state board reserved decision on an appeal by Francis Pelletreau, 15, whose long locks led to expulsion from New Milford High School in November. Harvey Dembe of Jersey City, chairman of the board's legal committee, said he hoped a decision would be reached at their next meeting June 28.

In both cases, the youth's lawyer argued that the code was too vague to be valid. In

both cases, board members questioned the local authorities' contention that the boy with long hair created discipline problems.

"Is there a single evidence of disciplinary action against students who made remarks about this boy's hair?" Martin S. Fox of Newark asked Mario LeBarbera, the New Milford board's attorney. Pelletreau did not accompany his lawyer, R. Michael Gross of Hackensack.

"What Mike Bertin's crime has been," Wysoker said, "is that when he went through the education system of New Jersey he was supposed to learn how this country was

founded. He was taught about independence, freedom and liberty.

"His crime is that he takes these principles seriously."

Micah, 18, who plans to enter Brandeis in the fall, took his examinations separately from his classmates. He has not been back to classes at Edison since May 24. The merits of his case remain to be decided by the board.

Pelletreau has had only a smattering of tutored instruction since his suspension from New Milford High in November, Gross said in an interview.



Micah Bertin
Suspension stayed

Edison:
Schools

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ASK AT DESK

Music makes their day in Edison

by LORI EISENBERGER
The News-Tribune Staff Writer

NT 3/17/92
EDISON Edison High School has a 160-member marching band, a 20-member concert choir, a \$2 million state-of-the-art facility, dozens of trophies, and one of the largest music programs in the area. Just 12 years ago, before Robert Porecca was named director of bands, there were only 50 members in the Eagle's band.

"He [Porecca] went down to the middle school to recruit and talk with teachers," said Winston Hughes, supervisor of music for the district.

According to Porecca: "It's not uncool to be in the band. This band is well received by the school."

And Hughes maintains it is not the new wing, complete with nine sound proofed practice areas, and two large rehearsal halls that attract students to the program.

Rather, it is quality and success that draw the teen-agers, Hughes and Porecca agree.

"The only other school like this is John P. Stevens; the only other school in the state to compare is Stevens," said Porecca.

Hughes agreed, saying John P. Stevens boasts a good music program, with good instructors, and good facilities. J.P. Stevens this year added a music wing onto its existing building on Grove Avenue in North Edison.

One of the other changes Porecca has made over the years at Edison High School is to accept students into the band ensemble class without mandating their participation in the marching band.

"There are 40 kids who play but don't march because they are involved with sports or work," said Porecca.

He also permits students to play in the band without requiring them to take a music class.

"My philosophy is that everyone who wanted to play in a band but couldn't take a class could get into the program," he said. "I try to be compassionate with their problems. We are dealing with different facets of students' lives."

Hughes has a similar philosophy



MIKE SYPNIEWSKI/The News Trib

Band director Robert F. Porecca instructing Edison High School junior Michelle Fernandez on the trumpet.

when instructing the choir.

"Anyone who wants to sing can," said Hughes, adding that in his 25 years of teaching he only had to dismiss three students because their singing threw the other students off key.

When Porecca was first hired, he augmented the staff here with special marching staff to assist him and to design a marching band program.

"I changed the philosophy to a drum corps style," said Porecca. "There is almost no stopping and there is a lot of moving with different arrangements."

According to Porecca and Hughes, the two teachers put a lot of kids in all-state and all-regional ensembles.

"That's definitely a measure of success," said Hughes. "Students from the high school are vying for the same kinds of honors based on

their abilities through auditions."

Besides the success of the choir and band, students are rewarded for their hard work with an annual trip south to participate in competitions. They've gone to Myrtle Beach, S.C.; Williamsburg, Va.; and Ocean City, Md.

But rewards don't come without a lot of hard work and practice.

Marching band members devote three hours three times a week practicing, plus performances, as well as a full week of summer camp. During those five days, students report to the school to practice from 7:30 a.m. to 4 p.m. In addition, the band front practices every Monday and Tuesday evening for the months of July and August.

Gina Engracia, 18, a senior, has participated in the choir for four years. She said she spends eight hours each week between practic-

ing at home and rehearsing with the group.

"You do devote a lot of time," said Engracia, who this fall will attend the University of California, Santa Cruz, where she plans to study medicine. "You come home and practice music."

She credits Hughes, who has been a "great force to make [the choir] successful. He makes you want to be determined to achieve."

Freshman Steve Alese, 14, spent the last six months as a member of the marching band. He said he spent almost every day after school rehearsing during the football season.

"It's fun going out to football games and being with your friends," said Alese. "It's fun traveling, playing an instrument and winning everything."



100 Years of Growth

PART V: THE EARLY '70's AND THE MERGER



John P. Stevens, Jr.

Stevens backed school merger

by Peter Stevenson, W.S. '56

Most people are aware that J.P. Stevens, Jr. was a long time supporter of both the Hartridge and Wardlaw Schools.

He attended Leal and all four of his children were students at either Wardlaw or Hartridge. He served on the Hartridge School Board from its earliest years, continuing for a period of more than two decades. He loved both schools and his fondest dream was to see them merged as one splendid institution.

As far back as 1952, the visionary Stevens had talked to the Wardlaw family regarding the purchase of their school and the subsequent merger of it with Hartridge. When Wardlaw finally purchased in 1959, the new board felt that it had to establish Wardlaw on a firm footing before proceeding with merger discussions.

According to Charles Detwiller, the first President of Wardlaw Country

(Continued on Page 2)

Wardlaw-Hartridge merger was 'logical, rational move'

by Peter Stevenson, W.S. '56
and Patricia Turner, H.S. '63

In Part IV, we detailed the events surrounding the near merger in 1966. While Wardlaw proceeded full speed ahead with the construction of its new school in the late 60's, thoughts of merger and active pursuit of union continued on and off for the next ten years.

Within two years of the rejection of merger, the long range planning committees of both schools were again meeting. In early 1969 Hartridge hired an educational consultant, who developed a report that included a design for a merged school.

Guidelines discussed then were very close to those used in the actual merger seven years later. The plan was based on Hartridge's obtaining adjoining property on Inman Avenue. When this attempt proved fruitless by early 1970, the merger was dropped.

Talks picked up again in the mid-seventies, and by this time it appeared to many that after a long and sometimes turbulent ten year courtship, the time had come to join the two schools.

In the fall of 1974, Wardlaw Board President Richard Hale appointed Dr. Garrett Keating to chair a long-range planning committee. Almost from the beginning that committee set as its number one goal the bringing together of the Wardlaw and Hartridge Schools.

A joint merger committee was established for the umpteenth time in January, 1975. According to Dr.

Keating, who headed the group, "There was a spirit of determination this time by the participants to get the job done." The merger committee met frequently through the winter and early spring, again at Charles Detwiller's home. The ubiquitous Detwiller, whose presence and home have given birth to the two major events of modern Wardlaw and Wardlaw-Hartridge history, seemed to lend the right touch to finally getting the merger into effect. While the talks were going on, a questionnaire was sent out to faculty, parents and students of both schools in April 1975, requesting their views and degree of support for combining the two institutions. Ninety-two percent of the Wardlaw boys supported the merger compared to 79 percent for the Hartridge girls. However, 86 percent of the Hartridge faculty voted favorably compared to 70 percent of the Wardlaw mentors.

Based on a six point agreement that had been negotiated in a "spirit of mutual respect," according to Keating, the two boards met simultaneously at each campus on the night of May 20, 1975, and approved the merger.

According to Prentice Horne, who became headmaster of the joined schools, "Merger was the logical decision for both schools, and its time had come." Elizabeth Cayer, Hartridge's head at the time of the merger, recently stated, "My own feeling was that merger would be advantageous from the start. Both schools had classes too small to do the best job

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Stevens

(Continued from Page 1)

Day School, "Stevens always had merger as his ultimate goal for the schools."

By the mid-sixties, as Wardlaw sought to move to new quarters, Stevens was active in attempting to get the two institutions united. Probably no one was more disappointed than he when the merger was not approved in September 1966. He called Prentice Horne on the morning after the vote and, rather than dwell on the disappointment, stated, "We've got a job to get done, we have to get that school built out on Inman Avenue," according to Horne.

While some thought that the school would never get off the ground and many looked at it afterwards as a miracle, those who knew Stevens and others associated with the campaign realized that it was just another significant task among many that Stevens would positively affect and see completed.

Stevens was named "Honorary Chairman" of Operation Lamplight, the organization which developed the new school. The title was incongruous with his actual active role, but was in keeping with his modesty and desire to remain in the background.

Stevens never gave up in his desire to see Wardlaw and Hartridge join. When the talks finally came close to fruition in early 1975, his presence was ever apparent. According to Dr. Garrett Keating, who headed the joint merger committee, "Jack Stevens' assistance, support and counsel were invaluable to all of us, especially when the going got tough."

Fortunately, Stevens was able to see the two schools finally unite in May of 1975.

Reflecting on Stevens, former Headmaster Prentice Horne stated after his death, "He was an impressive man, tempered with a fine sense of humor and a certain warmth that endeared him to his many friends."

Regarding the merger of 1975, Horne noted, "Jack's greatest hope and dream was to unite two fine independent schools. His seemingly tireless efforts on both boards (35 years) did much to make the Wardlaw-Hartridge School what it is today. Fortunately he lived to see them combine. The standards he set will long survive his distinguished service to the two schools."



Mr. Michael Blazo makes a few pointed observations to Mr. John Sisto, a Wardlaw parent who donated earth-moving equipment used to level the grounds on the front and side of the new Inman campus.

New Inman Ave. campus shaped Wardlaw in 70's

With the arrival of 1970, the Wardlaw Country Day School had settled into its new existence as a school with two campuses.

At the brand-new Inman Ave. campus, which housed grades 7-12, students and faculty alike had at last learned just which floors were labeled A, B, and C and where the various facilities were located. Over at Central Ave., now limited to younger students, Mrs. Mildred Little, a veteran English teacher from Pop Wardlaw's day, had been named to head the Lower School. She would eventually be succeeded (before the merger) by Paul Troth and Everett Newcomb, the present head.

Completion of the outdoor athletic facilities at Inman Ave., which had been put off because of lack of funds, was begun in mid-January, 1972, with the arrival of heavy earth-moving equipment donated by Mr. John Sisto, a Wardlaw parent. Tractors and bulldozers leveled the terrain for the eventual completion of nine tennis courts, as well as junior football and soccer fields at the front of the building.

The actual installation of the tennis

courts had to be put off over a year. It was at last made possible in the spring of 1973 when the Halecrest Company offered to install nine all-weather courts at a savings to the school of nearly 50 percent of the courts' retail value. Despite Halecrest's large contribution, nearly \$20,000 was needed to complete the financing of the courts, the backstops, nets, etc. As a result, the school offered to those who made contributions in excess of \$1,000 membership in the Wardlaw Tennis Club, members of which had easy access to the courts.

The winter of 1969-70 saw Wardlaw inaugurate its annual-giving program, still in existence today. Designed to supplement the school operational budget with emphasis on increased teachers' salaries, the program was chaired by Dr. Paul Johnson, with Mr. William Peterson Jr. as development fund director and Mr. Peter Stevenson as chairman of the alumni class agent committee.

In 1971 the Wardlaw community was saddened by the loss of three of its members. On January 10 Lewis Timberlake, teacher of Latin and

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Inman campus shaped Wardlaw in 70's

(Continued from Page 2)

Spanish and adviser to publications, died in Muhlenberg Hospital. Timberlake had taught under Pop Wardlaw from 1946 to 1950 and had returned to the school in 1963, remaining until his death. With Timberlake gone, a new teacher was needed, and William Kenny, later to become a highly influential teacher and administrator at the Lower School, was hired.

Then on Saturday night, October 2, juniors Sandro Bofill and Thomas Ropp were killed after being struck by a train at the main Plainfield station. The boys, who were evidently going to the movies, jumped the fence separating the east and west tracks and were hit by an oncoming freight train. Sandro was the son of Mr. Edward Bofill, who was a Spanish teacher at Wardlaw at the time of the tragedy.

By the spring of 1971 Wardlaw's efforts to sell its Central Ave. property were being thwarted by zoning regulations in the neighborhood. Several offers had been made for the property, but the only one that would have provided the needed funds to build a new wing at Inman Ave. was for high rise apartments. Residents of Central Ave., however, objected to this idea and were able to halt proceedings. Despite efforts to do so, the school was unsuccessful in gaining a new zoning ordinance, and Central Ave. continued to house the Lower School for the next five years.

Though hopes for a merger of Wardlaw and Hartridge seemed remote in 1971, the Drama Clubs of both schools were combined in the fall of that year. On November 11 and 12 the new Wardlaw-Hartridge Drama Club presented Maxwell Anderson's *The Bad Seed*. Director Alexander McDougall pointed out that casting the play was made much easier because of "the widening range of talents from which we can now draw." And Headmistress Elizabeth Cayer observed, "We're always looking for ways in which Hartridge and Wardlaw can cooperate. Dramatics is ideal because of the need for both men and women."

In the late '60's and early '70's Wardlaw was spared the kind of student upheavals that disrupted many schools throughout the nation. However, by the fall of 1973 the Wardlaw

faculty felt a need to hold a series of evening meetings with Mr. Horne to assess the state of the school and of its student body. At the November 26 meeting it was decided that students should be brought into discussions of school problems.

The result of this meeting was a series of "rap sessions" held in December and January. At these meetings several faculty members met with groups of about five students, ranging from grades seven to twelve. Students were encouraged to say

openly what was on their minds and to voice any complaints that they had about the school. It was agreed that after the rap sessions were completed, the faculty would meet to discuss points brought up by the students.

The rap sessions did not result in any major policy changes. Some student requests—elimination of the dress code, institution of an open lunch—simply could not be met, given the basic philosophy of the school.

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January Term highlighted Hartridge program in '70's

by Robert Paoli

Though it did not survive the merger with Wardlaw, Hartridge's January Term was an innovative curriculum concept that is still spoken of with enthusiasm by those who were involved in it.

Begun in the winter of 1973-74, the January Term evolved out of Hartridge's independent studies program for seniors plus the decision to move mid-term exams ahead to December. "Younger students wanted a change-of-pace academic program similar to what the seniors had in their independent studies," says Mrs. Elizabeth Cayer. "With January free of exams, we decided to create a three-week program of mini-courses that

students in grades 9-12 could choose from. The seniors would do their independent study during the January Term."

During the January Term the academic day was divided into three 1½ hour periods. Besides classes a brief recess, lunch, and regular physical education period were scheduled. Students would take three courses, one of which was a strong academic course such as calculus. The other two courses were chosen from a list of mini-courses that ranged from *Colonial Crafts* to *Computers* to *Women and the Law*.

One such mini-course offered in
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Mrs. Betty An Fort has some private words with her third grade, members of the Class of '84. Mrs. Fort was named head of the Hartridge Primary Department during the early 1970's.

January Term

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1976 was called *America on Reels*. The class studied how films have reflected and created America's fears and dreams. The students also examined the mirror of reality created, as well as the intense escape from reality that they produce.

Another course offered that same year concerned Oriental philosophy. Students were introduced to such Eastern religions as Zen Buddhism, and comparisons were drawn between such religions and the Judeo-Christian faiths.

These courses required homework and a teaching evaluation but no examination. Courses in basic skills were available for students who needed them, and any student in serious academic difficulty was required to pursue his regular program.

The mini-courses were taught by Hartridge teachers and by outsiders as well. Each teacher decided on a course or two that he could teach—something out of the ordinary, a hobby, interest, etc.

Outsiders, such as people from the Drake House, would come and teach such courses as quilting, candle making, etc. Mrs. Cayer recalls that Mrs. Benjamin Tepper, wife of the owner of the former Tepper's store in Plainfield, taught a course in art history.

While underclassmen were pursuing their mini-courses on the Hartridge campus, seniors would go outside the school for their independent study program. The girls were required to submit a plan of study by Nov. 21. These had to be approved by the faculty. The girls then chose an advisor from the faculty and from their places of employment. They kept daily journals, which were handed in along with an evaluation of their work at the end of the term.

For her independent project in 1976 Laurie Newsome studied Renaissance, Baroque, and Classical music with her voice teacher. One hour a day was spent with singing and voice technique, the other involved discussing the history of the three periods Laurie was concentrating on. The rest of the afternoon was spent reading about the history of music and listening to records.

Both the January Term and the Independent Study Program provided, in the words of Mrs. Cayer, "variety within a traditional college preparatory program."



The first Student Council of the newly merged school was headed by Ken Ring (center seated) and Chris Karner (far right).

Lower School campus: an oasis of happy children

Since the merger in 1976, the boys and girls of Wardlaw-Hartridge in grades K-7 have attended school at the lovely Plainfield Ave. campus where Hartridge girls had matriculated for generations.

The Lower School has developed its own distinct flavor over the years, with its own faculty, programs and curriculum. At the end of the seventh grade, a formal graduation is held, marking the completion of a splendid learning experience and the transition to the Upper School on Inman Ave.

The following article was prepared by Everett Newcomb, head of the Lower School in conjunction with Nancy Kenny, dean of girls, and Alice Worwork, Admissions director.

Just three miles from the Wardlaw-Hartridge Upper School, tucked away in the southern corner of the metropolis of Plainfield, one can find an oasis of green grass, stately trees, quaint buildings and happy children.

This lovely campus was, for almost a hundred years, the home of the proud and traditional Hartridge School. Over 270 boys and girls, guided by more than 30 faculty members, have the opportunity to spend the first eight years of their education amid these pleasant and unique surroundings.

Our lower school consists of three phases of early education: primary grades, middle grades, and early

junior high school. With an age span of almost eight years—five-year-olds to thirteen-year-olds—life at the lower school presents a wide variety of interests, activities, and behavior patterns.

Yet there is a bond of friendship, protectiveness, and awe among the students. The younger students emulate and respect the older ones while the older students show a marked concern for the well being of the younger ones. There exists a happy atmosphere where learning can be fun.

Mainly responsible for the relaxed, disciplined, and happy spirit of the Lower School is the faculty. This group, made up of a blend of Hartridge, Wardlaw, and other teachers, is dedicated, responsible, cooperative, and caring. They foster a happy and basic learning atmosphere, and basic learning it is.

We believe that education is an equilateral triangle consisting of the students, the teachers, and the parents. Close cooperation and open-mindedness between the teachers and parents is essential for attaining the optimum for the most important part of the triangle, the student. Happily, this system works very well.

Our educational goals at the lower school definitely aim toward the three R's. Individualized reading begins at the kindergarten level. In first grade

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Lower School is oasis of happy children

(Continued from Page 4)

well over half of each student's time is spent in developing the reading skills. From second through seventh grade a major portion of the curriculum centers on further polishing reading skills and comprehension.

Unlike many other schools we publish summer reading lists and expect the students to submit reports each fall. We believe that if one is an able reader and comprehends the material, most of the remaining areas, even math, should be easier.

'Riting, sometimes spelled with a "W", is the ability to communicate on paper. This has been the subject of many articles in newspapers and magazines. Each level of education from grade school to graduate college has expressed concern over students' inability to express themselves. With book reports, compositions, history papers, and science reports, we hope the lower school student will acquire a talent for writing.

Even arithmetic papers are graded with an eye toward proper sentence structure, punctuation, and spelling. In this area, as in reading, the various disciplines overlap.

The third r, 'rithmetic or mathematics, is another eight year endeavor where we begin with the

counting concepts in kindergarten and progress to some basic algebra in sixth and seventh grades. Half or more of the seventh graders will take the college-credit algebra course in eighth grade.

To outline all the other areas covered would be tedious. Science leads to laboratory work during the last two years. Geography and history encompass studies ranging from ancient history to a very sophisticated course in American history. Study skills, art, vocal and instrumental music, health, public speaking, penmanship, and library skills are included in the curriculum. We also attempt to teach table manners and the proper use of the knife and fork. So many of the "little things" go unmarked and unnoticed.

One of the most enjoyable parts of every day for the vast majority is physical education or athletics. The skills taught are myriad. From learning to run to participating in team sports, there is a vast scope of activities and skills offered by the athletic staff.

Fair play and sportsmanship are not overlooked. Whether it be a kindergarten class learning to bounce and catch a ball or an older group engaged in soccer, swimming, or field

hockey, one will find young people truly enjoying the activities.

What goes on during a school year? Perhaps we could use our imaginary kaleidoscope. —hot September days —shining faces—new uniforms—assembly—leaky bucket—back-to-school night—parental conferences—soccer games—opera singer—Halloween parade—field hockey—Franklin Institute—Thanksgiving—first snow—Holiday concert—holiday—January thaw—mud—exams—snow day—seal assembly—Mix-Match Day—variety show—March break—spring—bake sales—New Jersey Ballet—Spring Concert—field day—Great Adventure—public speaking—exams—graduation—Phew! We made it!

And, through it all, one finds happy smiling faces. Visit this oasis and see for yourself. That's a lower school.

Ayres grew up among teachers

by Burgess Ayres

To write about a Headmaster who has held the job for only two years and is not yet forty years old would be presumptuous. In fact, I feel great sympathy right now for the many seniors who have sought support or at least asked me to commiserate with them over the obligatory autobiographical statements which are required on their college applications.

A few lines on how I became Headmaster will serve the history of the school far better than a strict autobiography. Education was not a field I can remember actively choosing because I was surrounded by a family of teachers. It is sufficient to say that, among my many relatives, both my grandfathers spent their lifetimes as teachers, one a professor of history at Brown University and the other a history teacher for forty-five years at The Choate School.

In fact, three of my Choate School grandfather's sons, my father and two uncles, wound up as members of the very same faculty. From my beginning I was "one of Russ's grandsons" or "another faculty brat" or later on one of the five Ayres boys if you count father, uncles, and a brother who captained the Choate

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Lower Schoolers enjoy the newly installed tire playground, which was added to the W-H Lower School campus in the fall of 1976.

Ayres grew up

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hockey team.

The identity was always a group one, and a group of which I was proud. The school's name and my surname were all mixed up together, even after my father had left Choate and gone on to head two schools of his own.

From a very early age on I came to see teaching as helping people, supporting them, and challenging them to bring out the very best they had to offer. Family discussions over holidays, weddings, and funerals would always come back to the joys and the trials of teaching and the dignity of the profession. As a child, young boy, and college student, I would listen and join in an listen once more as philosophies, people, and leaders were discussed in the context of teaching, both seriously and humorously. Just as others grew up with dinner conversations revolving around the stock market, law, or business, I was so thoroughly ensconced in the world of teaching that it seemed only natural after my graduation from the Choate School and Lake Forest College along with a stint in the army as a lieutenant that I should teach.

In fact, I can remember going to an interview for a marketing position with a company that was eager to pick young men who had been officers in the military. The job offer I received was a handsome one financially, but it just seemed too predictable and tame compared to the family stories I had been brought up on. In fact, when I was offered a teaching job shortly thereafter, even though my wife and I weren't sure there would be enough to live on, I can honestly say that teaching history, running a dormitory, and coaching three sports was as exciting and demanding as I had anticipated.

Seven years at the Gunnery as a teacher, coach, and later director of admissions, and five at the Montclair-Kimberley Academy as the head of the Upper School, and now two years as headmaster of The Wardlaw-Hartridge School have presented me with a myriad of different experiences while in various academic and administrative positions. Some of the issues and problems are new and at times perplexing, but the joy of teaching in its broadest sense makes this profession interesting and rewarding.

Where are they now?

by Reenie Fargo, H.S. '60
and Peter Stevenson, W.S. '56

Ralph Harris—after leaving Wardlaw in 1963, taught and coached at the Friends School in Philadelphia. He still remains active running his Fort Washington Day Camp in Fort Washington, Pa. and looks as trim and sounds as chipper as he did in the 50's.

Fred Wardlaw—after leaving Wardlaw in 1959, moved to North Carolina with his wife Closs. Both attended graduate school and got their master's degrees in communications and writing. They live in Chapel Hill and are involved in preparing scripts for radio and television.

Emelyn Battersby Hartridge—1871-1942 died in her sleep in New York on Thursday night, September 24, 1942 in her apartment on 235 East 73rd Street. Two members of her family travelled to New York and returned her body to Savannah where she was buried in the family plot in the Bonaventure Cemetery in Savannah, Georgia. The memorial service was held on October 12 at the Crescent Avenue Church in Plainfield.

Elizabeth Mapelsden—died on July 25, 1941 in New York.

Mary Byrd Wells—remained on the Hartridge faculty until 1946. She died after a brief illness in December, 1946.

Janet B. Fine—died in December, 1972 in Watchung.

Harriet Sleeper—died on October 3, 1975 at the age of 73 in Burlington, Vermont. In January, 1976, there was a memorial service at Hartridge where Mr. Webster Sanford, president of the Board of Trustees, said of her: "Harriet Sleeper took a good school; she made it an even better school. I know I can compare this with the finest schools in the country. She contributed to the students' lives. How many of us at the end of a life of work can really be sure we have done as much as that?"

Barbara G. Hitchings—is currently living in a retirement home in Medford, New Jersey, run by the Quakers. She is still very alert and can remember which letters were reversed by each individual while in first grade, what they wore, who were their siblings, what were their I.Q.s, etc. In short, she has total recall of the facts, both of matters never recorded and those that were.

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Mr. Arthur B. Hill stands between Headmaster and Mrs. Home at doorway of house donated to Wardlaw by the Hill family for use as headmaster's home. The house was donated in memory of Mrs. Marguerite Hill, wife of Mr. Hill.



Mr. Art West, head custodian, plants a bush, the gift of a Hartridge senior class, on the school grounds. Each year the Hartridge Senior Class donated a plant, bush, or tree to the school.

Where are they now?

(Continued from Page 7)

Agnes Hannay—still lives in Plainfield (if you can catch her between trips). Her mother was Scottish and she spends much of her time in the British Isles.

Juliette M. Escoffier—also lives in Plainfield. 'Mamselle' enjoys the opera, classic music and adores to garden so she can have flowers in the house as well as outside. (The French love flowers.) Her dog, Joujou, French for "little toy," is (what else?) a French Poodle with which she is often seen walking the streets. 'Mamselle' would be delighted to see any of her former pupils.

Phoebe C. Macbeth—is currently waiting to be taken into a retirement home in Kennett Square, Pennsylvania. It is run by the Quakers, affiliated with the one in which Miss Hitchings lives, and is the mushroom capital of the world. In the meantime

'Miss Mac' is living here in Plainfield. A member of the Muhlenberg Hospital Twig, she travels to Arizona frequently to see her brothers and has been to the British Isles three times in the past four years.

Elsie Nelson—just moved in February, 1973, to the same retirement home as Miss Hitchings' in Medford, New Jersey. "Miss Nel" harbored (until her move) many of the paintings done by her students throughout her Hartridge years. It was most difficult for her to dispose of the "works of art"; however, she was unable to contact all her former budding artists and had to throw out many artistic works and memories.

She is still sharp as a tack and can tell you 26 ways to make gray—not black and white! It has been said of Miss Nelson that she is an artistic genius.

Inman campus

(Continued from Page 3)

The sessions did, however, bring about a dialogue between students and faculty that was fruitful in restoring some of the intimacy that had been lost when Wardlaw left its close quarters at Central Ave. for the more spacious ones at Inman.

By 1976 thoughts of the impending merger with Hartridge were on everyone's mind. To help ease the transition to a coed school, two exchange days were held during which the Wardlaw junior class spent a day on the Hartridge campus and the junior class at Hartridge reciprocated. Over all, those involved felt that the exchange days served a beneficial purpose. As Ed Partenope, chairman of the Unity Committee stated, "The exchange was a good example of next year. I'm glad to see that the students of both schools took it seriously."

When the last *Beacon* of the Wardlaw Country Day School appeared in June, the editors, in looking ahead to the new school, stated: "Instead of looking back at the all-male Wardlaw and the all-female Hartridge, it is better that we look forward to a new coeducational Wardlaw-Hartridge School, and look forward to a larger, more diversified faculty and a larger student body, with a more relaxed learning atmosphere."

"The editors of the *Beacon*, therefore, are hoping for a successful merger and wish the best of luck to the Wardlaw-Hartridge School."

Mildred Little—still remains at her home in Warren. Mildred reports that despite her retirement she is "busier than ever." Her activities include the Dunellen-New Market Woman's Club and the Greenbrook Senior Citizens Organization, of which she is president. Mildred is also active in the Sunday school and women's society of the First Park Baptist Church in Plainfield, and she does volunteer work at the Martinsville School.

Edith Thomas—when not at home in North Plainfield is in California visiting her daughter, who lives outside San Francisco. Edith also travels with an organization called *Elder-hostel*. She's been to Hawaii and Alaska, and this summer expects to visit Canada. At the present, Edith's grandson is living with her while he works in Piscataway. He graduated from Rutgers last year.

Merger was logical, rational move

(Continued from Page 1)

academically. Although Hartridge had excellence and a spirit of caring, we were not able to offer advanced science or math or languages."

Edward Samek, president of the Hartridge Board at the time and a Board member for Wardlaw-Hartridge since, saw the size of the schools as a major determinant in the need for merger. "With 200 students in 12 grades," he said, "the girls found themselves with the same kids for a very long period of time."

While each school gave thought to taking in members of the opposite sex on its own, this decision was always considered secondary to merger. According to Samek, "Confrontation would have weakened both of us. Merger would allow consolidation from three to two campuses. There were families with children at both schools. It was a logical, rational move to merge."

The two boards decided to wait a full year in order to assure a smooth transition. The original merger committee worked assiduously throughout the year ironing out the details of faculty, administration and the constitution of the trustee board. Each school nominated persons to serve on the new 30-member joint board, which assembled for the first time on April 6, 1976.

Dr. Keating was elected president of the first joint board and has served the school admirably in that position up to his retirement in June of this year. Reflecting on the merger, Keating has noted, "In retrospect, the merger was clearly the proper decision for the two school to make. The strong position that the school now enjoys is a direct result of that merger and the unselfish dedicated efforts of many trustees, administration and faculty."

And what of the students, for whose benefit, after all, the merger was carried out? One male member of the Class of 1977 has the following to say:

"They said it never would work, but the Class of '77 loved it. The merger of the Hartridge and Wardlaw Country Day Schools in September of 1976 into the Wardlaw-Hartridge School gave Mrs. Cayer, Mr. Horne, the trustees of both schools, parents and teachers some problems and headaches. The students (now coeds) thought the new scene (and scenery) was quite an improvement.

"Of course, there were things such as no lockers for the girls, remembering that there were 'Ladies Present' so no slips of the tongue from the boys, and new dress code rules to be contended with—after all, no normal Wardlaw lad could properly attend to

his studies with a halter-be-decked coed seated beside him.

"As the boys and girls settled into a normal routine, so did all of the problems seem to resolve. 'And a little child shall lead them' proved once again to be a good adage so that by graduation of 1977, everyone had to remark that it was truly the most beautiful graduation ever with coeds seated together on the stage. In fact, everyone remarked that this was far better than the 'old days.'

"I am proud to have been a member of this first coed graduating class."

While there were initial difficulties during the first year of merger, the new combined school rapidly passed through that period to develop into a fine smooth-running institution. The school today stands as a testimony to the many philosophies, traditions, and endeavors of prior generations of teachers, administrations, parents, and students. That spirit of education has always had the common threads of academic excellence and good citizenship.

Apologies, Acknowledgements

Our last supplement had several mishaps. First, the dateline should have read *Part IV: the Sixties*. Instead the dateline from the previous supplement was repeated.

Our apologies go to Ethel Cook, whose moving reminiscences of Hartridge appeared on pages one, two, and eleven. In the paste-up, some of Ethel's paragraphs were transposed, so if you noticed some abrupt transitions, don't blame Ethel. It's our fault. *Meae Culpa!*

Finally, Daphne Willard was hired by Miss Sleeper, not, as was stated, by Miss Hartridge. The latter had been dead 14 years when Daphne joined Hartridge.

On a happier note, we would like to thank the following people for the invaluable information that they provided for this series: Fred Wardlaw, Jack Wardlaw, Charles Detwiller, Prentice Horne, Ralph Harris, Garrett Keating, Ed Samek, Paul Troth, Betsy Cayer, Phoebe MacBeth, and Barbara Hitchings.

We also thank Peter Newcomb for delivering his aunt's (Pat Turner's) copy to the Lower School.



The year of the merger, the W-H music department presented the musical 'The Fantastics.' Sam Bergman (left) played the part of El Gallo, while Chris Karner was the girl and John LeFever the boy.

Edison Schools

Wardlaw-Hartridge**ASK AT DESK****NOT TO BE TAKEN
FROM LIBRARY**

100 Years of Growth

PART TWO: WARDLAW & HARTRIDGE TO WWII



Charles Digby Wardlaw

Wardlaw was scholar-athlete

by Robert Paoli

In his later years Charles Digby Wardlaw could remember clearly the first time that he came to Plainfield.

He had seen an advertisement in a New York newspaper stating that the Leal School in Plainfield, N.J., was seeking an assistant principal. At the station, on that day in 1911, a cab driver had spoken of Leal's as "that little school out on Front Street." When, on top of this, Wardlaw couldn't find a telephone listing for the school, he got back on the train.

The train started, but Wardlaw decided that he had been too easily

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Hartridge School reflected qualities of its founder

by Patricia Turner, H.S. '63

So many things go into the history of a school.

Helen Joy Rushmore, H.S. '09, recently told Reenie Fargo, H.S. '60, that in the 1900-1910 era the Hartridge student body would be assembled in the morning, roll call taken, absences noted, and then in would stride Miss Hartridge to get the day started. Her opening words were:

"Good morning, girls."

And, of course, the dutiful reply would be:

"Good morning, Miss Hartridge."

Except that one small group of less than reverent upper-class types found, to their considerable delight, that they could return her greetings strongly and with great relish without fear of being detected, by saying:

"Good Morning, Sausage!"

Phoebe MacBeth remembers the young teacher who took the first grade to call on Miss Hartridge. The girls picked flowers from the school garden to take to her. They never did this again.

Adele DeLeeuw, H.S. '18, writes of "a full-bodied woman with heavy-lidded eyes that never missed a trick" who "often took charge of classes herself. She had the uncanny ability of good teachers to be able to keep her head down, writing letters, for instance, while she saw everything that was going on—the girls surreptitiously getting chocolates out of their desks, passing notes and redoing their

hair."

"She had high standards of deportment and learning and it was her pride that most of her girls went on to college and did extremely well there. If you decided on Vassar—her own alma mater—you were in the top echelon. She managed to tolerate Smith, Bryn Mawr, Holyoke and Wellesley."

Mildred Carson, H.S. '29, also remembers the "respectfully chorused 'Good morning, Miss Hartridge,' " as well as the fact that "one girl was expelled for bleaching her hair." She also recalls Miss Hartridge's huge Great Dane, Mars, who used to leap into the back seat of her sedan without needing to have the door opened for him.

Miss Emelyn Battersby Hartridge purchased the good-will of the Randolph-Cooley Collegiate School, located at 303 East 7th Street, Plainfield, the corner of Roosevelt Avenue, in 1903.

Within a year she had changed the name to The Hartridge School and begun to expand from the nursery school though freshman year in high school institution she acquired.

She also added a boarding division and rented 107 West 7th Street as a residence, then rented the Casino across the street, a building perhaps most famous for the bowling alleys in the basement. Later it became the Park Hotel Annex, which burned

(Continued on Page 4)

Wardlaw offered 'complete education'

by Peter Stevenson, W.S. '56

After purchasing the Leal School in 1916, Charles Digby Wardlaw wasted little time in establishing his own school over which he would preside for 43 years. He bought a building at 1038 Park Avenue, a couple blocks north of the present Muhlenberg Hospital. At that time the property was on the outskirts of Plainfield, at the end of the trolley line.

Because of its location, the school was able to maintain 4 football fields, 3 baseball diamonds and 6 tennis courts, all of which were extolled in a full page ad announcing the new school in the local press. Shortly after acquiring the new plant, Mr. Wardlaw built a modern gymnasium which was considered to be one of the finest in the state at that time. It had windows on four sides and was amply equipped with the latest and best athletic apparatus.

With a faculty of 6 which included his wife Charlotte as art instructor and the venerable Harriet Holloway as geography teacher, Mr. Wardlaw continued the pursuit of academic excellence established by his predecessor, Mr. Leal. He was one of the early proponents of the country day school movement in the United States and wrote many articles on the advantages of having children remain with their families instead of going off to boarding schools. Mr. Wardlaw was apparently ahead of his time in this respect, as many of his students went on to attend the finest prep schools in the Northeast. They were well prepared for these schools as attested by the many letters of commendation sent to Mr. Wardlaw by the headmasters of those institutions.

The Wardlaw School was a firm believer in a complete education that included vigorous and mandatory participation in physical and athletic activities. The first school brochure stated that "a restless boy is a mischievous one" and that "every boy above second grade must spend 2 hours daily in recreative games."

During the 1920's the school grew steadily in both size and accomplishment. Several of the men who would later purchase the school from Mr. Wardlaw in 1959, were students during this period. Charles Detwiler,

who was the prime mover of that group, was the associate editor of the *Wardlaw News*.

Prentice Horne recalls that the Park Avenue school was literally bursting at the seams during the 1931-1932 school year when he attended Wardlaw. The excellence of the faculty was evident in his teachers, who included Marian Kilpatrick in math, Paul Troth in English and Madamoselle Escoffier in French. In 1932, Mr. Wardlaw purchased the Strong residence at 1030 Central Avenue. A beautiful Georgian mansion that was architecturally significant when constructed in 1896, it would serve as the home of the Wardlaw School until the move to Inman Avenue in 1969.

Mr. Wardlaw maintained the school as a privately owned proprietary institution in contrast to a non-profit incorporated entity. Nonetheless he was substantially aided by many friends of the school in relocating to Central Avenue. Most significant was the donation of the beautiful new gym by the Laidlaw family.

Admited the country's worst depression, the school continued to grow and develop in many fields during the

1930's. Mr. Wardlaw's twin sons, Dig, Jr. and Fred joined their father in the new school after graduating from the University of North Carolina. By 1933 the enrollment had pushed past the 100 mark. In 1937, Mr. Wardlaw acquired a nursery school and operated it in the old gym at the Park Avenue school.

During the 30's, Wardlaw fielded outstanding athletic teams in the major sports of football, basketball and baseball. In addition opportunities to pursue track, boxing, fencing, gymnastics and marksmanship were offered to the students. Each spring, the baseball team would travel south and play college level teams. One of Mr. Wardlaw's proudest moments had to be in 1938 when his boys beat his alma mater, the North Carolina freshmen, 9-3 on the tar heels own turf.

By the end of the decade, Wardlaw had truly reached a zenith of accomplishments. For four consecutive years, virtually the entire school put on an elaborate Gilbert & Sullivan operetta each May. These productions, under the direction of Frederick R. M. Coles, were critically

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After buying the good will of the Leal School in 1916, Charles Digby Wardlaw established the school at 1038 Park Ave., the site shown above. After 1938 this building housed the Wardlaw Nursery School.



Wardlaw's midget baseball team of 1932 was coached by Paul Troth (bottom row left). The members included (top row) Dick Vivian, Peter Weigel, Billy Munger, Bobby Johnson; (middle row) Adolph Strubing, Charles Schwep, David Deacon, Bryan Staples, Sam Connor; and (bottom row) Bud Vivian, Billy Bours, Jimmy Perkins, Foster Fargo, and Bob Laidlaw.

Wardlaw was scholar-athlete

(Continued from Page 1)

discouraged and leaped from the moving cars.

"If the train had been moving any faster," he said, "there would be no Wardlaw School today."

The man who would make Plainfield his home for 49 years was born in Brooklyn on August 21, 1882. His grandfather had emigrated from Wales to St. John's, New Brunswick, where he had become a wealthy banker. His father had settled in Brooklyn and established a coal business.

Young Charles attended the Trinity Church School in New York City, then went off to Trinity College in Hartford, Conn. But he did not complete his studies at Trinity, and it was not until 1909 that Wardlaw received his B.A.—from the University of North Carolina.

Though not yet possessing a degree, Wardlaw started his career as a teacher in 1903 when he took a position at the Westminster School in Simsbury, Conn. He left the school the following year to marry Charlotte Gorham Colman, who had been his art teacher at the Trinity Church School and was ten years his senior.

Within the next five years the Wardlaws produced three sons—John Waller, born in 1907, and the twins Charles Digby Jr., and Fred Colman, born in 1909.

Returning north after his four-year stint at North Carolina, Wardlaw joined the faculty of the McKenzie School in Dobbs Ferry, N.Y., where he taught from 1909 to 1911.

It was at this point that Wardlaw

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Wardlaw School

(Continued from Page 2)

acclaimed by the media and were capped by the stunning performance of the Mikado in May 1941.

A strong mother's association was founded in 1937, a group that continues to this day to serve the school well.

While thoughts of merger would have to wait for a third of a century, in 1940 the glee club joined with Hartridge for a holiday carol program. This joint concert was described in the *Wardlawsun* as an "inspiration," that encouraged the boys to "sing now with real zest."

On the night of June 5, 1941, Mr. Wardlaw was recognized at a reception commemorating his silver anniversary. Mrs. Robert T. Stevens, President of the Mother's Association, went to great effort to put on a splendid party. It was not just coincidental that his affair preceded the annual public speaking contest. Wardlaw boys were taught to think, play, perform, but most of all, they were taught to speak on their feet. Boys participated all year long on various teams in preparation for the oratorical finale. In some ways, the actual graduation, usually held the following day, was almost anti-climatic.

Approaching 60, Mr. Wardlaw could be justifiably proud of the school he had shaped and molded through troubled years. Both his faculty and student body by now had tripped. His sons Dig as Principal and Fred as Associate Principal were assisting him ably. The future appeared boundless for the splendid day school on Central Avenue.

However, in the same anniversary issue of the June 1941 *Wardlawsun*, there was an article describing senior Student Council support for the British Relief Organization of Plainfield as "foremost in the minds of Wardlaw students." The clouds of war were indeed enveloping our hemisphere, as well as Europe. As it affected virtually every American's life and our very social fabric, the Second World War would profoundly and tragically affect the Wardlaw family and the school itself.

Hartridge reflected founders qualities

(Continued from Page 1)

November 25, 1974.

At first students at the Hartridge School were shocked at being exposed to as "vulgar" a sport as bowling, but they quickly came to enjoy this, along with fencing, croquet and other activities.

There were four women in the first graduating class under Miss Hartridge, three of whom graduated: Dorothy Burke (Mrs. Henry P. Marshall), Winifred Rapalje (Mrs. Frederick Martin Smith) and Grace Otteson (Mrs. Riley McConnell), Verna McCutcheon (Mrs. Walter Logan) did not graduate.

Mrs. Marshall maintained a long-standing interest in the school. Her great-niece was there while I was, and she pointed out that Mrs. McConnell's great nieces, Marcia and Cynthia VanBuren, were attending Hartridge when she replied to a questionnaire in the late 1960's.

Miss Hartridge operated a school for young women from all over the United States, a school highly respected for its standards. Its early report card provided room for marks in Greek, Roman, Medieval, English and American history; geography, rhetoric, grammar, reading, spelling

writing; Greek, Latin, French or German; trigonometry, geometry, algebra or arithmetic."

There were also categories for behavior and neatness.

Miss Hartridge set high standards for herself and those around her. Early boarding school regulations, for instance, noted that there was to be "No boisterousness anywhere at any time."

These regulations concluded: "Our class of girls naturally stand back on the stairs or in a doorway for older people and have pretty table manners and are well-behaved at church."

This was not window-dressing, for graduates of the Hartridge School went on as leaders. At one point the *Courier-News* noted that the president of the students' association and the athletic association at Vassar were Hartridge graduates, as were the president of the senior class, a head of house, and a film star at Smith, the head of a hall at Radcliffe, and the president of student government at Wilson.

"All 13 of Hartridge applicants for Vassar last year were accepted without question," the article said, going on to list the young women who

were awarded regional and national scholarships at Vassar and Radcliffe "without examination." "Almost all" were doing distinguished work.

There were Shakespearean plays every other year—full productions with professional coaching, professional make-up, an orchestra from Newark, as well as Saturday night dramatics for the boarding students every week when they acted out the great literature that was read to them that day.

There was a strong tradition of community service. On their own, or rather under the careful eye of Miss Hartridge, Hartridge students raised the money to begin a children's ward at Muhlenberg Hospital and annually ran a fair to support this effort.

During the First World War, they rolled bandages for the Red Cross, dedicated their yearbook to "the soldiers and sailors who once upon a time were little boys in the elementary department of our school."

Miss Hartridge objected to the image that her school served only the daughters of the rich and saw to it that there were always scholarships for talented young women whose families could not afford the fees. Sometimes she provided that money herself.

But also, early on, she fostered the idea of alumnae participation—in rolling bandages during the Great War and in offering scholarships.

Also, early on, Miss Hartridge saw the need to establish the school she loved on a permanent basis. In 1931 she began the shift to a non-profit institution, which was accomplished in 1933 with F. Seymour Barr, Henry W. Brower, Miss Hartridge, E. Kendall Morse, Murray Rushmore and John P. Stevens Jr. as trustees.

At almost the same time she notified the board of her intentions to sooner or later stepdown as head, and began her own search for women who would carry on in her strong tradition.

By now, in 1933, the school had announced plans for a country day school, full of air, light, healthful activity and intense scholarship.

A 1917 policy to give students "as much freedom as is compatible with (Continued on Page 5)



For much of its history Hartridge had students who boarded at the school. This room was located on the second floor of the Acorn.

Hartridge School

(Continued from Page 4)

sound scholarship" had been translated in 1923 into a student government and an honor system, in 1925 in to the first Hartridge inter-scholastic hockey game (a 1-1 tie with Miss Beard's School), the 1924 Hart and Ridge logo, the 1926 trouncing of Kent Place in hockey 5-0, followed by the 1929 advance in the sports schedule to two outside games.

In 1930 a juniper tree was planted next to Pan in the open green. "Martin with spade and watering can did the heavy work." The statue of Pan had toppled by my time at Hartridge, but that juniper probably still stands.

In 1934 Rosemary Evans and Camilla Haywood, both H.S. '33, added "Hail Hartridge" to the school's heritage, followed in 1936 by the first presentation of the Wigton Cup and 1937 the H Pin.

Hartridge was one of the first secondary schools in the United States to recognize music and art as credits towards a diploma.

It was a place where young women sewed on the porch Saturday mornings while someone read Bible stories, where they had high tea on Saturday afternoon served by maids in uniform and walked two-by-two to Grace Church or Crescent Avenue.

It was a place remembered by an outside observer in 1954 as "famous since its establishment in 1903 for the high standard of college preparedness work Miss Emelyn B. Hartridge set and maintained. Her standards made the school famous throughout the country and attracted pupils to the boarding school from as far away as the West Coast and from Florida."

In an editorial at Miss Hartridge's death, the *Courier News* wrote of her "resolute character and clear vision, her extraordinary capacity for work, her capability, her executive quality. . . In her school she always emphasized scholarship, high standards and service."

In this centennial year of Miss Hartridge's birth and of the school that now carries her name into a second century, we can only hope that we, the women and the men of the school she dedicated her life to, have the same commitment, to quality, grace and scholarship that she did.



Emelyn Battersby Hartridge as photographed in 1923, the year that she received the dedication of *Tempora et Mores*, Hartridge's yearbook.

Miss Hartridge challenged students to excellence

by Patricia Turner, H.S. '63

Emelyn Battersby Hartridge was born slightly more than 100 years ago, July 17, 1871, in Savannah Georgia, one of seven children of Alfred Lamar and Julia Smythe Hartridge

Her father had been a colonel in the 22nd Georgians in the Civil War, one writer notes, "and she grew up amid stories—many real, some legendary—of that war. They lived on a large estate about 10 miles from Savannah, and had a large family library where she developed her love of books that grew to be one of the major enthusiasms of her life."

Early education while living with relatives in England provided another clue to her later interests—admiration for English schools.

Because her mother died when she was 12, Miss Hartridge was sent to boarding school in Maryland. Her father died while she was at Vassar, leaving her to fend for herself and try

to help her family while earning her degree.

After graduating from Vassar in 1892, Miss Hartridge returned to Savannah and began the school which bore her name for 11 years.

But she wanted to be close to New York and a doctor who treated her for typhoid fever in 1902 showed her the way. The doctor wanted someone to buy the Randolph-Cooley Collegiate School in Plainsfield so he could marry the principal, Miss Caroline Fitz Randolph.

Both the doctor and Miss Hartridge were satisfied.

Miss Hartridge sold the Savannah school and used \$1,998.47 of that money towards the purchase of the new institution in New Jersey. The purchase cost \$3,500 altogether.

Dr. Charles Parfitt married Miss Caroline Fitz Randolph on October 31, 1903. About one month before,

(Continued on Page 6)

Miss Hartridge challenged students

(Continued from Page 5)

Miss Hartridge opened her new school, keeping the old name for a year, then changing it to the name it carried for the rest of its history, "The Hartridge School."

For her entire career with the school, Miss Hartridge taught Latin. She also filled in for any teacher who was absent.

She was a member for many years of the Headmistresses Association of the East, president of that organization for four years, and for many years active in its efforts to standardize college entrance requirements for young women seeking higher education.

In June, 1928, Smith College recognized Miss Hartridge's tireless efforts in this field with an honorary doctor of humane letters degree.

Miss Hartridge was also very loyal to Vassar (which does not award honorary degrees). She was chairman of the Alumnae Council, president of the Alumnae Association from 1930 to 1934, and worked for many years to increase teachers' salaries at this, the first woman's college in the United States.

She also worked to boost teachers' salaries at all levels, and was active with the Cooperative Bureau for Women Teachers in New York, for three years serving as vice-president of this association under Vassar President MacCracken.

(Miss Hartridge also hired "Prexy's" daughter Joy in 1938 to teach the history of art.)

During World War I she helped organize the Plainfield chapter of the American Red Cross, and then, with President MacCracken and Charles McCutchen of North Plainfield, she started the first chapter of the Junior Red Cross in the nation at Hartridge.

She was treasurer of the Belgian war relief effort in central Jersey for five years and after the war set up a series of meetings at which important speakers discussed the League of Nations.

Miss Hartridge was also president of the Monday Afternoon Club, an important local forum for the arts and literature, from 1924 to 1927, and instrumental in the purchase of that group's previous facility.

After careful planning, Miss Hartridge reorganized the school as a non-

profit institution in 1933, chose the women to follow her in leadership roles and retired at the end of the 1940 school year.

She and the associate principal, Miss Elizabeth Mapelsden, took an apartment in New York City to be close to the music and other cultural attractions they loved.

Miss Mapelsden died on July 25, 1941.

Miss Hartridge died on September 24, 1942. There was a memorial service at Crescent Avenue Presbyterian

Church, Plainfield, on October 11.

The *Courier-News* of September 26, 1942, spoke of the "shock to hundreds of former students and former associates in Plainfield." Miss Hartridge had planned to visit the city that weekend, the paper said.

Her school and her legacy of service and academic accomplishment and, above all, a sense of taste and balance live on in the woman and the men she touched and taught, the women who believe as she did in their own accomplishments and worth.

Wardlaw alumni memories prove 'boys will be boys'

Charles H. Detwiller, Jr. attended the Wardlaw School from kindergarten through eighth grade during the 1920's. The following are some of his recollections:

"There was a kid in the class, Ikie Van Buren, who was a tall, thin double-jointed fellow. He was so flexible that he could wrap his legs around his head. One day the other kids in the class picked him up while he was in that awkward position and put him in his locker, where he spent half a day. That cured him!

"While in Mlle. Escoffier's French class one day, I was bored to death and let out a shrill whistle. Mlle. clobbered me three rows back with her chalk.

"Miss Holloway, who taught geography, had the habit of wearing impressive hats. One in particular caught the attention of the class—it was one with feathers. One day someone came into class with a bow and arrow and with one perfect shot put

(Continued on Page 7)



The 1939 Hartridge basketball team included (not in order) Aimee Lacombe Twadell, Peggy Voorhees Reppert, Margaret Sumner Hendrie, Patricia Rentsler McCulloch, Nancy Rausch Epley, and Jeane Barlow Peele.

Alumni memories

(Continued from Page 6)

the arrow through the hat. Needless to say, this broke up the class. (Fortunately, the hat was not on her head).

"At the Park Ave. school, after a new piping system was installed for heating, there were abandoned air passage ways. It didn't take long for the kids to find them, and the older boys used to climb through them, scaring the younger kids by making odd noises."

Alvin W. Fargo, Jr. attended Wardlaw for three years in the twenties, during which time "I walked to school in the regulation knickers, which kept falling down":

"Gordon 'Goffie' Barlow's cousin Tom, who prided himself on his tough head, would lie down on his back on the tennis courts and let us ride over his forehead on our bikes.

"Another thing we did was play slingshot bb's. The bb's were sometimes steel. We made the slingshots from forked branches of trees, leaving the forked part about six inches long. Then we would attach heavy rubber bands. During recess we would stand on either side of the concrete court. Needless to say, we came back from recess with bb's in our legs, and they hurt like hell!"



In the late thirties girls who were not away on a Saturday afternoon trip would gather to enjoy tea on the piazza of the main house.

Miss Hartridge recalled fondly by former pupils

by Patricia Turner, H.S. '63

Phoebe MacBeth is the only Hartridge School teacher to have worked under all four principals, and to this day she remembers her first meeting with Miss Hartridge.

"Miss Mac," as she was known to her students, recalled being fresh from Vassar College. "I sat around forever in her outer office, and then in her inner office while she kept writing."

One of Miss Hartridge's first questions, rather disconcerting to this young woman fresh from college, was to demand her maiden name.

Then, she asked if Miss MacBeth had made Phi Beta Kappa, and, just as quickly, "Why not?" Miss MacBeth explained that she had worked her way through college and used much of her free time for outside activities, an answer which seemed to impress this woman who had herself graduated from Vassar in 1892 and helped pay her own way after a reversal of family fortunes.

Although Miss Hartridge "was opinionated and had her likes and

dislikes, she liked anyone who said what she thought."

A friend of Miss MacBeth's from Vassar was interviewed for a place at Hartridge the same day. As Miss MacBeth tells it, "she was told she would never be hired at Hartridge because she said 'uh-huh'."

Miss Hartridge "liked manners," Miss MacBeth added.

And she could be fierce on that subject, as well as on any other subject.

Many of the boarding students were afraid of Miss Hartridge, Miss MacBeth said, and some of the teachers who lived at the school led harried lives.

There would be trouble with Miss Hartridge, she said, if a teacher were caught on the telephone too late at night. "There was no privacy."

"I was very fond of Miss Hartridge and she liked me," Miss MacBeth said, noting that she had "an extremely advantageous position" because she worked with Miss Sleeper and Miss Hartridge, also because Miss Hartridge made "grandmotherly visits to the kindergarten. She wasn't looking for trouble."

Miss MacBeth's summary of Emelyn Battersby Hartridge?

"She was a great woman."

Elizabeth Nash Cochran, '25, adds to that assessment one anecdote shared with Reenie Fargo. This took place in about 1914.

While in the second grade, one classmate raised her hand to inform the teacher she did not feel well. The young girl was quickly sent to Miss Hartridge in her office and the principal quickly took her temperature. It had soared to 102 degrees.

After seeing that this child was cared for, Miss Hartridge rushed over to the second grade class and checked everyone's temperature.

All registered 102 degrees.

Miss Hartridge had forgotten to shake down the thermometer, but her apprehension that everyone was ill turned out to be right.

Within a week, the entire second grade fell ill with measles.

C.D. Wardlaw was scholar-athlete

(Continued from Page 3)

made the decision that would prove to be the turning point in his career. He agreed to be John Leal's associate and moved his family to Plainfield in 1911. Five years later, when Leal decided to retire, Wardlaw bought out his interest in the school.

At Leal's final commencement, in June of 1916, the retiring educator said of his associate, "I have sincere confidence in my successor, Mr. Wardlaw, and in turning over my interest to him, I do it open heartedly, and hope that he will find great pleasure in his work."

The years from 1916 to 1941 were years of success and fulfillment for the man who would come to be known affectionately as "Pop" Wardlaw. Administrator, teacher, coach—he was almost a one-man school in himself, and in addition he found time to involve himself in community affairs.

Paul Troth, who was a student at Wardlaw from 1920 to 1925, returned to the school, after graduating from Michigan State, to teach for four years. He recalls that in those days Pop taught English, first year French, and American history.

"As a teacher of English, he insisted on good grammar," Troth notes. "Under Pop's careful direction, I taught English and insisted, as he had done, that my students construct and analyze an English sentence, know the difference between *as* and *like*, put *only* in the correct position as a modifier, and know which form of the pronoun to use as object of the preposition."

Pop also loved literature, and his students read and analyzed the best of English novels, studied Shakespeare, and memorized poetry. Troth recalls that Pop liked to discuss good books with him: "We arrived, to our own satisfaction, at the definition of the finest literature as 'a story worth telling, told in language worth reading.'"

American history was another of Pop's scholarly interests, and as a member of the Plainfield Historical Society he was a leading force in saving the Drake House in Plainfield from demolition.

Pop was widely known as a Civil War buff. Troth recalls that when he

took the baseball team south during spring or Easter vacation to Virginia and North Carolina, the boys not only played baseball but also visited the mansions and battlefields of the old South.

Perhaps inspired by his love of history was Pop's hobby of collecting antiques. Eventually he would open up an antique shop in the nursery school building on Park Avenue.

Pop was what we today would designate a scholar-athlete, for sports were one of his great passions. For years he coached baseball at the school, and during his summers, from 1919 to 1933, he was an instructor of physical education at Teachers College, Columbia University. For a time he was director of athletics at Mount St. Mary's, an all-girl academy.

Pop wrote three books on sports that were published by Chas. Scribner and Sons: *Basketball and Indoor Baseball for Women*, *Basketball for Men*, and *Fundamentals of Baseball*.

And, as if this weren't enough to keep one man busy, Pop involved

himself in numerous organizations. He was president of the North Jersey Basketball Officials, president of the Plainfield Recreation Commission, president of the Netherwood Residents Association, director of the First State Bank of Scotch Plains, vice-president of the Plainfield Historical Society, and secretary of the Twin Brooks Country Club.

His other activities included the New Jersey Headmasters Association, the Plainfield Rotary Club, and the British War Relief and USO Citizens Committee in Plainfield.

In recognition of his attainments, Pop was elected to the Phi Delta Kappa honorary society.

Thus it was that on his school's silver anniversary in 1941, Charles Digby Wardlaw could look with pride not only on the growth and development of his school but on his own personal accomplishment as well.

(A portrait of Pop Wardlaw in his later years, with reminiscences from those who knew him, will appear in the next installment of 100 Years of Growth.)



The Wardlaw faculty of 1917 included (standing) William Hartshorne, Charles D. Wardlaw, Ernest Noonan; (seated) Dr. George Lyon, Abbie Hague, Charlotte Wardlaw, Harriette Holloway, and Andrew Krog.

Wardlaw-Hartridge



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100 Years of Growth

PART ONE: THE EARLY SCHOOLS

With the October Beacon, the Centennial Committee introduces the first in a series of supplements covering one hundred years of growth at Wardlaw-Hartridge. While we have a plethora of information over all, most of the early memorabilia is limited to the Leal School.

As a result of this project, we plan to establish a permanent and organized collection of school memorabilia. We welcome any suggestions and would deeply appreciate the contribution of historical items, pictures, etc. We hope you will have as much enjoyment reading this history as we have had in putting it together.

Hartridge had
two ancestors

by Rene Fargo '60

In the early 1880's Miss Julia Scribner was asked by one of her neighbors to teach their delicate child, which Miss Scribner did in her mother's home. Shortly thereafter other families wished that their daughters also be taught by Miss Scribner rather than in the existing school systems. Neither the Scribner home nor Miss Scribner alone would be adequate for the task ahead; therefore, the aid of Miss Adeline P. Newton was sought.

On Friday, July 11, 1884, the first mention of the new school appeared in *The Constitutionalist*, a weekly Plainfield newspaper:

"The Misses Scribner & Newton's School

for young ladies and little girls will open about the middle of September, 1884. The English
(Continued on Page 3)

Leal School was known
for academic excellence

by Patricia Turner '63

John Leal was born in 1849 at E. Meredith, N.Y. His grandfather had immigrated to this country from Scotland and later observers pointed to that Scottish heritage in the educator.

Leal graduated from Yale University in 1874, and devoted his entire working life to educating boys.

It was while teaching at The Pingry School in Elizabeth that Leal conceived the idea of founding his own school in Plainfield, believing the 25 Plainfield boys who traveled to Pingry should have a school of their own.

That school, properly called "Mr. Leal's School," opened in September, 1882, at 333 East Front St., near Sandford Avenue. There were 50 boys enrolled.

At the time, the population of Plainfield was 8,500 and the city was a rich community, often termed "a Wall Street suburb" with perhaps as many as 100 millionaires in residence.

Plainfield also had a rich tradition of education. The Plainfield School society had opened The Academy in 1811.

The first brochure for Mr. Leal's School noted that the institution was founded "to thoroughly prepare boys for College or Business."

According to an early handbook, Leal, the Principal, "is persuaded that boys can be fitted for and entered into any of our Colleges without conditions."

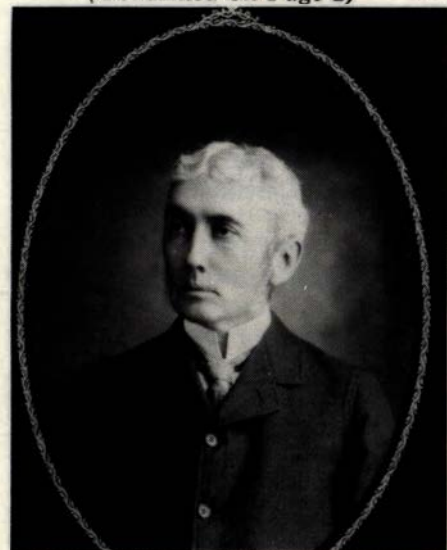
In the first three years, five Leal

graduates went on to higher education, two to Yale, two to Columbia and one to Princeton. another seven obtained "certificates of parital admission"—six to Yale, one to Columbia.

The first graduates received their diplomas in June, 1883. They were Louis K. Hyde and Howard C. Tracy. Hyde went on to be president of the City National Bank from 1906 to 1926 and the Plainfield Savings Bank from 1916 to 1945. The Hyde-wood section of North Plainfield—which he developed—carries his name. Tracy was a prominent attorney locally.

Within two years of founding, the Leal School boasted seven teachers and 61 boys. As well as being prin-

(Continued on Page 2)



John Leal



In 1886 John Leal moved his school to the 433 W. Front St. home shown above. Here the school remained until Leal sold it in 1916.

Leal promoted excellence

(Continued from Page 1)

cipal, Leal taught classics and English. He also took boarding pupils into his home.

Eugene H. Hatch, a Harvard graduate, also taught English and classics, Charles B. Willcox of Yale took science and mathematics, Karl Meyer—German, P. Alphonso Perring—French, A.B. Dodge—penmanship, and Miss E.M. Martin—drawing.

In addition to their academic work, "boys should be taught while yet in school how they may intelligently perform the duties which will come to them as citizens," Leal wrote. "To this end, instruction in Civil Government will be given to older pupils."

The school year began at about the same time as it does for contemporary Wardlaw-Hartridge students, in mid-September. But it ran until mid-June, 40 weeks in all, with one week free at Christmas and another at Easter.

Tuition was \$100 per year. German, French and drawing were \$40 extra.

Early students were drawn from Plainfield, Netherwood, Evona, Elizabeth, Bound Brook, Scotch Plains, Westfield and New York City. There were also pupils from Dunellen, High Bridge, Raritan, Finderne, Bergen Point, Roselle, East Orange and Somerville. One boy journeyed from Las Palmas in the

Canary Islands, another Havana, Cuba.

The course of study covered six years of geography and history, English, mathematics, Latin, Greek, modern languages, science, and such "special studies" as bookkeeping and civil government.

The teaching was obviously successful, for when he was asked what school sent the best prepared graduates on to college, the president of Yale University cited Leal's.

By 1886, Leal needed more space for his school and chose a building at 433 West Front St., coincidentally the property where The Academy had been erected in 1811.

It was also a location, at Front and New Street, on the trolley line from Netherwood, Dunellen and the railroad station.

In the beginning, Leal took boys at age 10.

Military drill was added to the curriculum in the spring of 1891 and Leal wrote, "The Principal desires to bring to the special notice of all patrons of the School the opportunity offered to their sons of gaining a better physical development through military drill... Instruction and rifles were furnished by the Principal, and it is his deliberate opinion that no better form of exercise can be found for the boys of the school."

The school had no gymnasium, although the boys sometimes made use of the YMCA, which was then at the corner of Front Street and Watchung Avenue.

By 1895, the majority of Leal graduates were going to Harvard, Yale and Princeton, with others spread among Cornell, Boston Technology, Lehigh, McGill, Trinity, Williams, Columbia and Stevens Institute of Technology.

An addition, opened in 1896 allowed Leal to offer a junior department for boys eight and older; the main school took boys at 13. That junior school was designed to satisfy Leal graduates whose sons were now ready to be properly educated.

Leal pointed to the importance of a good grounding at a younger age. "Habits of study are then formed and foundations laid which made preparation for College more easy and success more certain, or, on the other than, make any large measure of success almost impossible."

In 1912 the junior department moved to West 7th Street, leaving the upper school far quieter at recess.

Public speaking was emphasized at all levels.

Leal continually pointed to the small size of the classes, adding "Unless there be some hopeless weakness on the pupil's part, he must progress swiftly and successfully."

Although college entrance was a major aim, "The broadest education without nobility of character is a veneer and sham; in the contests of life only the worthy should win," Leal said.

Then, as now, school lunches were a problem. In 1898 Leal said hot lunches were offered but then "suspended because of the small number who were interested. The price was too low to be remunerative."

In 1900 Leal added a course in mechanical drawing as "a technical course...not intended for college boys, nor for those who may be interested in drawing merely as an accomplishment, but for those who propose to make it a stepping-stone to their life work."

There was still no gymnasium at the school. Military drill helped "gain grace and dignity of manner, erect carriage and instant obedience to constituted authority." An athletic

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Two schools preceded Hartridge

(Continued from Page 1)

branches are taught with thoroughness. Instruction is also given in Latin, German, Drawing and elocution. A competent instructor is engaged for the French language. The announcement of place will be made hereafter. For particulars, Address *Miss Scribner*, post-office box 98."

The Misses Scribner & Newton's School for young ladies and little girls opened its doors on Wednesday, September 17, 1884. *The Constitutionalist* did not mention where the school was located; however, the 1884-1885 City Directory listed the school at 21 E. Fifth St.

In 1885 the school's advertisement shows that the school will re-open at 21 East Fifth near Peace Street (now Watchung Avenue). The 1886-1887 Directory of the City of Plainfield and North Plainfield listed the school at the same location.

The following year's directory shows that the Scribner & Newton private school, was located on La Grande Avenue. For any number of reasons The Miss Scribner & Miss Newton's School was not advertised in *The Constitutionalist* until September 11, 1890.

On that date the advertisement for the school was as follows:

Miss Scribner & Miss Newton's
School for girls & Kindergarten
17 LaGrande Ave.
corner of Washington St.
Will reopen Wednesday,
September 17, 1890.

The regular course will include
Modeling, Drawing and Sewing...

The school's advertisement continued to run in the paper until May 26, 1892. In the 1893-1894 city directory the school was at 303 La Grande Ave. (La Grande Avenue is now East Seventh Street and Washington Street is now Roosevelt Ave).

On September 15, 1897, Miss Newton married Mr. John M. Whiton, a widower with two daughters prominent in Plainfield society. The new Mrs. Whiton left the school to live on Central Avenue. As a married woman Adeline Whiton travelled with her husband and taught Sunday School in the First Congregational Church.

For the year 1898-99 Miss Louise

K. Green took over as the co-principal with Miss Scribner. Miss Scribner and Miss Green's School admitted boys to the kindergarten and Primary Department. The Intermediate and academic departments were exclusively for young ladies. Those who completed the college preparatory course were admitted to Wellesley College without further examination upon receiving the certificate of the school.

Miss Scribner and Miss Green, principals of the Young Ladies' Seminary on LaGrande Avenue, announced that they would not continue their school after June graduation.

The well-known finishing school had been in existence for fifteen years

under the management of Miss Scribner and Miss Newton, and had been patronized by many of the best families in Plainfield.

Major Miller, the owner of the school building, leased it to Miss Caroline Fitz Randolph and Miss Grace Webster Cooley, who continued the school in the fall, assisted by Miss Abby Mellick in the primary department and a Miss Mechado in the kindergarten.

Miss Randolph and Miss Cooley established a thoroughly progressive school, aimed toward the full development of all the powers of the child—physical and moral as well as mental.

(Continued on Page 6)

Leal School curriculum differed from today's

by Robert Paoli

When, around 1904, a president of Yale University was asked which school sent him the best prepared students, he replied, "Mr. Leal's school in Plainfield, N.J."

This statement and the number of Leal graduates who went on to top colleges like Yale, Harvard, and Princeton indicate beyond a doubt the high level of academic excellence that John Leal achieved during his 34 years of schoolmastering.

Thus it is that when we see how different the Leal academic program was from that of today's Wardlaw-Hartridge, we must keep in mind how successfully it met the needs of students around the turn of the century.

The Leal School, like W-H, had as its principal goal the preparation of boys for college, but Leal also provided, until 1908, a business course designed for students who wished to enter the business world directly after high school. Actually, business was one of three courses of study available to Leal students, the other two being classical and science.

During the first two of the five years in the Main (Upper) School, the three courses were identical. In the third year science students substituted French and German for the Latin and

Greek taken by students in the classical program.

The final two years saw science students pursue more advanced mathematics than their counterparts, as well as physics and chemistry, which students in the classical course did not take at all. The program for the business course was the same as that for science, except that book-keeping, civil government, and commercial arithmetic were studied during the last two years.

In today's science-oriented society it is hard to imagine a student going through five years of Upper School without taking any science courses whatsoever, yet this was the case with students pursuing the classical course at Leal.

In his 1906-1907 school brochure Leal speaks of English as the "cornerstone of the scheme of all departments," a statement that today's W-H English teachers would heartily second. Evidently, though, Leal students were called upon to write more frequently than most students today, for the brochure goes on to state that "during the last two years of the course boys write short themes almost daily."

The study of literature was as im-

(Continued on Page 5)

School spirit sparked Leal activities

by Peter Stevenson '56

Extra-curricular activities and sports are such an important part of the overall programs in our schools today that they almost appear to be part of the basic curriculum.

Encouraged, sponsored and funded by the schools themselves, they are highly touted in promotional brochures as significant, and in some instances the primary reason for matriculating at an educational Institution.

By contrast, such activities in the early Leal School at the turn of the century were truly "extra" and required a lot of dedication and self reliance by the students themselves. Motivation for participation in these early days stemmed from true school spirit as well as relief from a rather rigid academic curriculum.

It is interesting to note in the early Leal School brochures detailing programs and course studies, little mention is made of extra curricular activities or sports until a few years before the school was sold to Mr. Wardlaw in 1916.

One of the earliest activities at the Leal School was the military drill,

which started in 1891 and continued until the early years of the 20th century. Known as the Leal Cadets, the group drilled once or twice a week "for the sake of securing grace and dignity of manner, erect carriage and instant obedience to constituted authority," according to Mr. Leal in his 1900 school brochures. Participation was optional and up to the parents.

Cautioning against over-emphasis, the 1892 brochure stated that Leal "in no sense will become a military one, nor will its fixed purpose or work be interfered with."

The drill seemed to be the precursor of athletics, which took over in importance after the turn of the century, resulting in the termination of military activities by 1902.

In contrast to our age of over-organized athletics, the Leal students undertook the entire operation of sports by themselves, with very little support from the school itself. The students organized their own clubs, raised money for equipment, uniforms and traveling, and scheduled games with other teams.

There were no athletic directors in

those days. Everything came under the auspices of the Leal athletic association, which had a very detailed constitution, spelling out the procedures and duties of its members.

In order to participate and play in games, all students had to pay annual dues of two dollars. All games had to be sanctioned by the association. Uniform details required that the block L had to be 6 inches high and 5 inches wide, of gold color to be worn only on a maroon sweater or jersey. These were the same colors maintained by the Wardlaw School up until the time of the merger with Hartridge in 1976.

Leal teams were well known in their day, and many alumni went on to star in football at Yale, Princeton, and other early college gridiron powers. The first *Lealonian*, the school paper, had as its lead article the Leal School romping over Plainfield High School 42-0 on October 16, 1901. The October 1905 issue of the *Lealonian* described a trip by stage to play Morristown School. After the game, the home team hosted the visitors for dinner, prior to their late return, which was described as "a very cold ride," in which "no one suffered any bad results."

Leal lost the game and one the following week to Pingry by identical scores of 6-5. In those days, teams played two 20 minute halves, with touchdowns counting for 5 points, goals kicked after touchdowns one, point, and field goals 4 points.

In addition to football, teams participated in basketball, hockey and baseball, and an annual tennis tournament was held in September. The basketball team was not as successful as football. The students were forever lamenting the lack of a school gymnasium, and the team had to use the YMCA, with only two half hour practices each week.

In 1911 Mr. Charles Wardlaw came to Leal, and the school brochure extolled the virtues of physical training, devoting one entire page to athletics and training. Games were played at the old Crescent Oval in Plainfield.

The following year the brochure stated that the "school is splendidly

(Continued on Page 5)



The Leal School baseball team of 1900 included P. Mason, W. Millar, G. Dupee, W. Schoonmaker, R. Tilney, R. Schoonmaker, J. Barcalow, W. McGee, and F. Brown.



Shown here are members of the cast of the Leal School's 1902 production of "Jane." The play was a great success and made a profit of \$300, which was given to the Athletic Association.

Extracurricular activities

(Continued from Page 4)

prepared to send a boy into the world with a healthful, well trained body" and that "all boys are expected to take part in some branch of sport." Mr. Wardlaw, who had a keen interest in athletics, had quickly made his presence obvious. He assumed the role of baseball coach in the spring of 1914 and introduced fencing to the students as part of their physical training.

The *Lealonian*, a splendid product, was published monthly from October through June. Produced in a magazine format, it featured articles about school activities, original short stories and poetry by students, and updates on alumni news.

As in the case of the athletic association, students raised all the money to publish the paper. In addition to the \$1 yearly subscription, which both students and alumni paid, the business manager and his associates solicited ads to finance operations. The 1913 *Lealonian* had 36 separate ads.

F. Roland Horne, father of Prentice Horne, served as the assistant editor of the first *Lealonian* in 1901, while J.P. Stevens, Jr., the primary benefactor of the Wardlaw Country Day School in its expansion to the present Inman Avenue campus and long a major supporter of the Hart-

ridge School, was editor in chief of the 1913-14 edition.

One last aspect of Leal extracurricular activities was the high level of dramatic works that were produced during the early years of the 20th century. The 1902 *Lealonian* describes the rave reviews for the performance of "Jane," given at the Plainfield Casino. Financially, the play was unbelievably successful as the Leal thespians took in \$500 in receipts and made a profit of \$300. The money was given over to the Athletic Association, which oversaw their operation. That sum equalled three full tuitions in 1902, an amount that would be well over \$10,000 today.

In June, 1910, the Leal students put on a three-act comedy entitled "Next Door," which was held at the Park Club. After a period of inactivity, the dramatists had a revival in February, 1913, presenting two one-act plays in which the male actors played the roles of females. J.P. Stevens, Jr. had the lead role in the first play.

The Leal students' participation in extracurricular activities appears to have significantly enriched their learning experiences, enhanced their self-reliance, and prepared them for many civic minded activities in later life.

curriculum

(Continued from Page 3)

portant a part of English in Leal's day as it is now, but many of the works read would strike today's English teacher as rather quaint and old-fashioned, to say the least. One wonders how a typical W-H student would react if he were presented with the following: Scudder's "George Washington," Macaulay's "Lays of Ancient Rome," Scott's "Lady of the Lake," Byron's "Mazeppa," Irving's "Sketch Book," Lowell's "Vision of Sir Launfal," DeQuincy's "Joan of Arc," Irving's "Life of Goldsmith," and Mrs. Gaskell's "Cranford."

These books were chosen in accordance with what colleges expected students to read in preparation for their college examinations in English.

The language program at Leal included Greek, which students in the classical program studied for three years. Latin, which today at W-H is an elective taken by perhaps 20 percent of the student body, was required of all Leal students during their first two years in the Main School. According to Leal, the justification for this requirement was that Latin enabled students to "more clearly understand the structure and derivation of their own language."

Students in the classical program continued with three more years of Latin, reading such works as Caesar's "Gallic War," Ovid's poetry, and Virgil's "Aeneid."

By 1914 John Leal had established a six-year Junior School, which was roughly the equivalent of today's Lower School.

Here the program of study, with its emphasis on basic language and arithmetic skills, seems more in line with what today's W-H students are required to learn, except that penmanship and geography were given much greater emphasis while the study of science was entirely absent.

Two features of the Leal Junior School, however, would delight W-H's Lower Schoolers.

First, students were not expected to do homework until they were 12 years old, the equivalent of seventh graders today.

Secondly, the Junior School academic day, which began at 8:45 a.m., ended at 12:45 p.m., when students were free to go home.

Hartridge had two ancestors

(Continued from Page 3)

The course of study was graded and took the child from kindergarten through preparation for college. For those not interested in college, a course complete in itself was offered, for which a diploma was given.

In the 1902 Randolph Cooley Collegiate Brochure 19 teachers were listed for a student body of approximately 130. Of this latter number, 45 to 50 were boys in the kindergarten and Primary departments.

The Randolph-Cooley School opened for its fall term Monday evening, September 22, 1902. The number of pupils enrolled was so large that in some grades the limit had been reached, although new names were added. Miss Randolph also announced to the parents and visitors that additional faculty had been added.

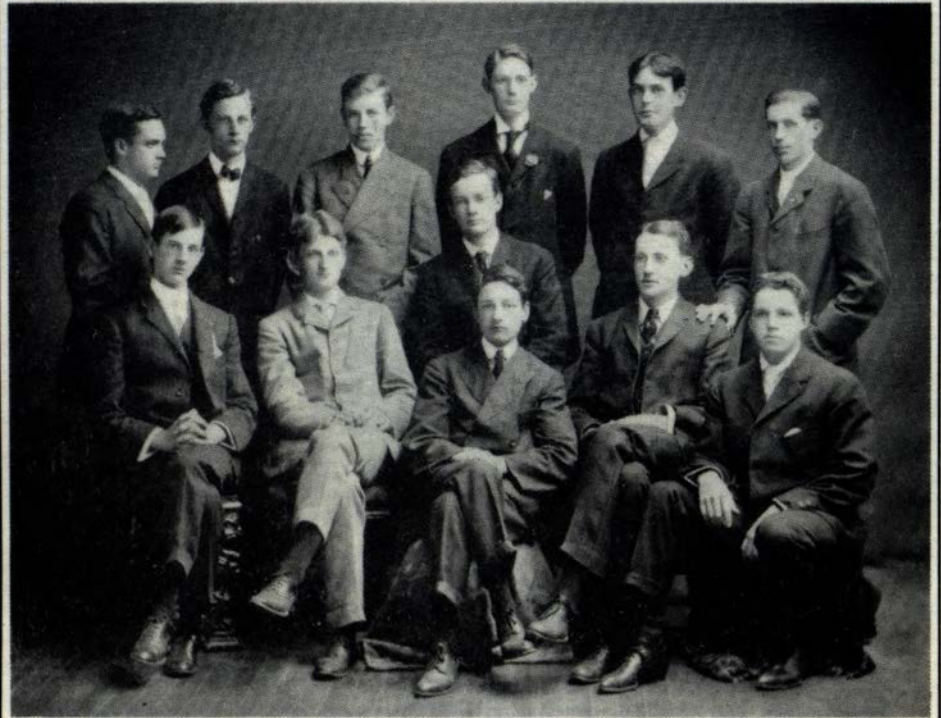
Miss Randolph had the sympathy of her patrons when she announced the withdrawal of Miss Cooley, whose cooperation had been invaluable during the school's early years.

On Tuesday, November 11, 1902, Miss Grace Webster Cooley was married to Captain Mason Matthews Patrick, a member of the Engineer Corps of the United States Army, with the accessories of a military wedding. It was performed by Rev. James M. Taylor, president of Vassar College, where the bride was graduated in 1894. The couple resided in Washington, D.C.

In 1902, Miss Emelyn Battersby Hartridge, principal of the Hartridge School in Savannah, Georgia, was at Johns Hopkins Hospital "having," as she put it, "typhoid fever." While there, she heard about a small private school in Plainfield, New Jersey, from a doctor who wanted her to buy it so that he could marry the principal, Miss Caroline Fitz Randolph.

On Friday, June 5, 1903, The Randolph-Cooley Collegiate School—under the leadership of Miss Carolyn Fitz Randolph—was ended.

Leal Class of 1905



Leal promoted excellence

(Continued from Page 2)

association fielded teams in hockey, football and baseball.

For almost all of the early years, graduation ceremonies took place at the school. In 1907, however, on the school's 25th anniversary, commencement was held at The Casino.

This was a special night, for an alumni association was formed and graduates presented Mr. Leal with a purse containing \$500 in gold. The Yale Cup went to Otis Averill for attaining the highest average in athletics and scholarship.

John Leal operated his School for Boys for 34 years. In that time 1000 boys attended Leal's and 350 went on to institutions of higher learning, usually the best in the country.

Charles Digby Wardlaw joined the Leal faculty in 1911 and immediately began his efforts to promote organized athletics.

He bought the good will of the school in 1916.

Leal lived until October, 1936.

Wardlaw said of him, "He was one of the finest gentlemen-schoolmen this country ever produced. He was a wonderful scholar and dedicated teacher, who instructed all day, every day, through recess and at night to see that his boys made good."

Despite these kind words, there was apparently acrimony between Leal and Wardlaw. In a recent interview, Prentice Horne, headmaster of the Wardlaw School after it became a non-profit institution and then W-H head, said that as a condition of the sale of the Leal School, Leal insisted that Wardlaw make no reference to the fact that Wardlaw's school succeeded Leal's.

Wardlaw almost immediately violated this agreement, and, ironically, it may be this very transgression that keeps Leal's name alive 100 years after he founded his school in the Wall Street suburb that boasted more than 100 millionaires.

But, of course, John Leal's clock sounds in the office of the current headmaster as it will for many years hence.

"No boy will be retained who is not willing to be a gentleman, and it is required that each boy, so long as he bears himself worthily, be treated with the same consideration which would be accorded to his father."

John Leal



Friedfeld grins and bears it Saturday night as Maryk gets ready to cut his hair.



The Edison High School sophomore doesn't watch as his locks are shorn.



Irwin Friedfeld, Barry's father, watches the shearing.



Barry looks not too sad when the job is done.

The Evening News

PERTH AMBOY, N. J., MONDAY, MAY 29, 1967 ★★★

Trimmed Locks Not Enough; Edison Sophomore Still 'Out'

EDISON — Barry Friedfeld, whose long locks caused his suspension from Edison High School Thursday, failed to pass inspection this morning. His principal, Charles A. Boyle, said Barry must return to the barber before he can return to school.

On Saturday night the 15-year-old submitted to a trimming by a professional hair stylist from Princeton, Michael Maryk.

Barry said afterwards that although he did not like the shorter look, Maryk had kept the basic style.

He added that he hoped the new cut would meet with the approval of the school board which ordered his suspension, and that of nine classmates. The boys were charged with

violating the school's dress code which prohibits long hair on males.

The other students returned to class the next day with their hair shortened to school specifications.

Maryk spent about 45 minutes restyling Barry's hair. He said he was doing so free of charge so the youth could return to school.

Irwin Friedfeld of 39 Colton

Road, Barry's father, said Saturday he planned to accompany his son to school this morning. If Barry's hair was still deemed too long, Friedfeld added, it would be back to the barber.

The father said he is more interested in his son's education than the length of his locks, although he believes the long hair is necessary "for professional purposes." Barry

plays bass guitar in a teen-age rock 'n' roll band.

This morning Barry and his father went to see the principal. Boyle told them that the youth's hair is "still not in compliance with the dress code," although there has been "some improvement."

The principal told The Evening News that Barry has been suspended several times this year for the same reason.

Barry's latest suspension is but a sidelight to the dispute between the school board and another student Micah (Mike) Bertin. Mike, a senior honor student and class leader, appealed his suspension to the board last week. At the end of a 13-hour hearing the board voted to stick to the suspension ruling. Mike said he will appeal the suspension to the state education commissioner.

1985

Notice is hereby given to the legal voters of the School District of Edison Township in the County of Middlesex and State of New Jersey that a public hearing will be held at the Municipal Complex, 100 Municipal Boulevard, Edison, New Jersey at 7:30 P.M. on Thursday, March 14, 1985, on the following Budget for the 1985-86 School Year:

EDISON TOWNSHIP SCHOOL DISTRICT BUDGET STATEMENT FOR THE SCHOOL YEAR 1985-86

| ENROLLMENTS | | ACTUAL | ACTUAL | ESTIMATED | | | | | |
|---|-----------|------------------------|-------------------------------|--------------------------------|----------------------|------------------------|-------------------------------|------------------------------------|------------------------|
| 1. Resident Pupils | | 10,109.5 | 9,972.5 | 9,927.0 | | | | | |
| 2. Pupils in State Facilities | | 24.0 | 19.0 | 19.0 | | | | | |
| 3. Private School Placements | | 52.0 | 53.0 | 53.0 | | | | | |
| 4. Pupils Received | | 6.0 | 2.0 | 2.0 | | | | | |
| 5. TOTAL | | 10,191.5 | 10,046.5 | 10,001.0 | | | | | |
| 6. Pupils Sent to Other Districts | | | | | | | | | |
| a. To Regular Programs | | 11.0 | 1.0 | 21.0 | | | | | |
| b. To Special Education Programs | | | | | | | | | |
| | | REVENUES | 1984-85 | INCREASE/ | 1984-85 (1) | 1985-86 | | | |
| | | 1983-84 | ANTICIPATED | (DECREASE) | REVISED | ANTICIPATED | | | |
| | | ANTICIPATED | ACTUAL | | | | | | |
| CURRENT EXPENSE | | 552,000.00 | 669,461.36 | 150,000.00 | 150,000.00 | | | | |
| Balance Appropriated | | | | | | | | | |
| REVENUES FROM LOCAL SOURCES | | 34,518,276.00 | 34,518,276.00 | 36,072,796.00 | 36,954,669.00 | 38,747,574.00 | | | |
| Local Tax Levy | | 16,000.00 | 4,580.00 | 21,000.00 | 21,000.00 | 10,500.00 | | | |
| Tuition | | 205,750.00 | 124,173.69 | 236,410.00 | 236,410.00 | 243,925.00 | | | |
| Miscellaneous | | | | | | | | | |
| SUB-TOTAL | | 34,740,026.00 | 34,866,929.69 | 36,330,206.00 | 37,212,079.00 | 39,001,999.00 | | | |
| REVENUES FROM STATE SOURCES | | 2,850,988.00 | 2,663,510.00 | 3,091,786.00 | 3,066,497.00 | 3,312,030.00 | | | |
| Equalization Aid | | 1,226,264.00 | 1,041,897.00 | 1,322,160.00 | 1,125,459.00 | 1,562,294.00 | | | |
| Approved Transportation | | 1,628,212.00 | 1,573,041.00 | 1,892,339.00 | 1,814,251.00 | 2,144,331.00 | | | |
| Categorical Aids | | 399,535.00 | 408,322.70 | 488,983.00 | 44.00 | 444,327.00 | | | |
| Other State Aids | | | | | | | | | |
| SUB-TOTAL | | 6,104,969.00 | 5,686,740.70 | 6,795,268.00 | 6,495,234.00 | 7,462,982.00 | | | |
| REVENUES FROM FEDERAL SOURCES | | 221,073.00 | 254,840.00 | 254,840.00 | 301,640.00 | 301,640.00 | | | |
| P.L. 97-35 Chapter 1 | | 49,383.00 | 58,300.52 | 58,300.00 | 53,521.00 | 53,521.00 | | | |
| P.L. 97-35 Chapter 2 | | | | | | | | | |
| P.L. 94-142 | | 218,280.00 | 247,080.00 | 277,800.00 | 277,800.00 | 311,160.00 | | | |
| (Handicapped J-2) | | 7,500.00 | 45,251.75 | 7,500.00 | 5,200.00 | 7,500.00 | | | |
| Other | | | | | | | | | |
| SUB-TOTAL | | 496,236.00 | 612,972.27 | 598,440.00 | 638,161.00 | 673,821.00 | | | |
| TOTAL CURRENT EXPENSE | | 41,893,231.00 | 41,837,954.02 | 43,873,914.00 | 44,495,474.00 | 47,138,802.00 | | | |
| CAPITAL OUTLAY | | | 31,538.22 | | | | | | |
| Balance Appropriated | | | | | | | | | |
| REVENUE FROM LOCAL SOURCES | | 46,000.00 | 46,000.00 | 46,000.00 | 46,000.00 | 46,000.00 | | | |
| Local Tax Levy | | | | | | | | | |
| TOTAL CAPITAL OUTLAY | | 46,000.00 | 77,538.22 | 46,000.00 | 46,000.00 | 46,000.00 | | | |
| TOTAL BALANCES UNAPPROPRIATED | | | 397,320.20* | 19,914.00 | 621,560.00 | 47,184,802.00 | | | |
| TOTAL FUNDS AVAILABLE | | 41,939,231.00 | 42,312,812.44 | | 44,541,474.00 | | | | |
| TOTAL FREE BALANCES 7/1/83 | | | | | | | | | |
| Plus Adjustments | | | 1,048,438.29 | | | | | | |
| Less Total Balances Appropriated During 1983-84 | | | 49,881.49 | | | | | | |
| | | | 700,999.58 | | | | | | |
| | | | 397,320.20* | | | | | | |
| (1) As of 12/1/84 | | | | | | | | | |
| APPROPRIATIONS | | | | | | | | | |
| J-1 CURRENT EXPENSE | ACCT. NO. | 1983-84 Appropriations | Transfers In/ (Transfers Out) | 1983-84 REVISED Appropriations | 1983-84 Expenditures | 1984-85 Appropriations | Transfers In/ (Transfers Out) | 1984-85 REVISED (2) Appropriations | 1985-86 Appropriations |
| Administration | | | | | | | | | |
| Salaries | 110 | 684,432.00 | 10,000.00 | 694,432.00 | 689,915.88 | 648,324.00 | 26,535.00 | 674,859.00 | 690,450.00 |
| Contracted Services | 120 | 83,048.00 | 20,662.00 | 103,710.00 | 101,104.99 | 81,248.00 | 145,000.00 | 226,248.00 | 91,000.00 |
| Other Expenses | 130 | 66,250.00 | 1,000.00 | 67,250.00 | 59,689.99 | 66,800.00 | | 66,800.00 | 66,137.00 |
| SUB-TOTAL | | 833,730.00 | 31,662.00 | 865,392.00 | 850,710.86 | 796,372.00 | 171,535.00 | 967,907.00 | 847,587.00 |
| Instruction | | | | | | | | | |
| Sal.-Principals | 211 | 1,370,670.00 | 25,700.00 | 1,396,370.00 | 1,391,839.93 | 1,360,622.00 | | 1,360,622.00 | 1,433,221.00 |
| Sal.-Supv. of Inst. | 212 | 669,502.00 | 1,180.00 | 670,682.00 | 669,666.66 | 652,848.00 | | 652,848.00 | 701,536.00 |
| Salaries-Teachers | 213 | 21,315,881.00 | 239,500.00 | 21,555,381.00 | 21,556,272.05 | 21,384,770.00 | 669,364.00 | 23,054,134.00 | 23,576,314.00 |
| Salaries-Other Inst. Staff | 214 | 2,115,100.00 | (10,000.00) | 2,105,100.00 | 2,091,477.50 | 1,951,300.00 | 149,400.00 | 2,100,700.00 | 2,122,559.00 |
| Salaries-Sec. & Cler. Asst. | 215 | 816,751.00 | 4,000.00 | 820,751.00 | 797,499.32 | 747,071.00 | | 842,071.00 | 849,728.00 |
| Other Sal. for Instr. | 216 | 445,523.00 | 7,000.00 | 452,523.00 | 446,519.32 | 418,883.00 | | 424,083.00 | 349,934.00 |
| Textbooks | 220 | 291,497.00 | (40,100.00) | 251,397.00 | 243,472.48 | 231,987.00 | | 291,497.00 | 304,259.00 |
| School Lib. & Audio-Visual Materials | 230 | 90,296.00 | (14,500.00) | 75,796.00 | 64,273.82 | 90,096.00 | 900.00 | 90,996.00 | 92,855.00 |
| Teaching Supplies | 240 | 360,000.00 | (22,000.00) | 338,000.00 | 338,999.87 | 331,000.00 | | 359,806.00 | 346,965.00 |
| Other Expenses | 250 | 262,366.00 | 12,000.00 | 274,366.00 | 260,799.66 | 231,004.00 | | 230,004.00 | 232,435.00 |
| SUB-TOTAL | | 27,737,586.00 | 202,780.00 | 27,940,366.00 | 27,860,820.61 | 28,587,187.00 | 819,664.00 | 29,406,761.00 | 30,009,806.00 |
| Attendance and Health Services | | | | | | | | | |
| Sal.-Attendance | 310 | 45,413.00 | 1,000.00 | 46,413.00 | 45,976.00 | 48,060.00 | | 48,060.00 | 52,596.00 |
| Other Exp.-Atten. | 320 | 14,300.00 | | 14,300.00 | 13,377.55 | 14,790.00 | | 14,790.00 | 15,720.00 |
| Salaries-Health | 410 | 606,174.00 | (3,000.00) | 603,174.00 | 598,240.26 | 593,635.00 | | 593,635.00 | 648,823.00 |
| Other Exp.-Health | 420 | 27,515.00 | | 27,515.00 | 25,345.34 | 27,815.00 | | 27,815.00 | 27,015.00 |
| SUB-TOTAL | | 693,402.00 | (2,000.00) | 691,402.00 | 682,939.15 | 684,300.00 | | 684,300.00 | 744,154.00 |
| Transportation | | | | | | | | | |
| Salaries | 510 | 97,959.00 | (6,000.00) | 91,959.00 | 91,794.59 | 100,501.00 | (4,100.00) | 96,401.00 | 104,859.00 |
| Contr. Services & Public Carrier | 520 | 1,717,594.00 | 40,000.00 | 1,757,594.00 | 1,787,534.69 | 1,884,597.00 | | 1,884,597.00 | 1,922,991.00 |
| Replacement of Veh. | 530 | 12,500.00 | 200.00 | 12,700.00 | 12,698.00 | 12,500.00 | | 12,500.00 | 12,500.00 |
| Pupil Trans.-Ins. | 540 | 2,178.00 | | 2,178.00 | 2,178.00 | 2,178.00 | | 2,178.00 | 2,300.00 |
| Curr. Activities | 545 | 2,100.00 | | 2,100.00 | 1,096.76 | 2,600.00 | | 2,600.00 | 2,600.00 |
| Other Expenses | 550 | 20,152.00 | 500.00 | 20,652.00 | 17,924.68 | 20,252.00 | | 20,252.00 | 21,522.00 |
| SUB-TOTAL | | 1,852,483.00 | 34,700.00 | 1,887,183.00 | 1,913,226.72 | 2,022,628.00 | (4,100.00) | 2,018,528.00 | 2,066,772.00 |
| Operation | | | | | | | | | |
| Salaries | 610 | 1,921,811.00 | 16,000.00 | 1,937,811.00 | 1,923,643.34 | 1,975,918.00 | 16,370.00 | 1,992,288.00 | 2,085,277.00 |
| Heat | 630 | 600,000.00 | (18,000.00) | 582,000.00 | 579,603.75 | 565,000.00 | (65,000.00) | 500,000.00 | 455,000.00 |
| Utilities | 640 | 782,000.00 | 42,000.00 | 824,000.00 | 815,858.83 | 768,400.00 | 14,805.00 | 783,205.00 | 787,174.00 |
| Supplies | 650 | 100,000.00 | 10,000.00 | 110,000.00 | 105,037.78 | 100,000.00 | 5,000.00 | 105,000.00 | 100,000.00 |
| Other Expenses | 660 | 99,000.00 | (6,000.00) | 93,000.00 | 88,977.27 | 102,101.00 | (2,000.00) | 100,101.00 | 90,800.00 |
| SUB-TOTAL | | 3,482,811.00 | 44,000.00 | | | | | | |

Tax hike rivets attention on salary

Continued from page A1
ministrators.

With declining enrollments and school closings, taxpayers in Edison were asking why the budget kept increasing. Within that climate, Yelencsics, Mrs. Golin and Spadaro asked the school board to limit expenses, Spadaro said.

"We are coming to an end in our ability to pay taxes and we want you to do something," Spadaro said they told the school board. "You've got to find a way to bring to a halt the increases. They really didn't hear the message."

Township officials are not disputing the merits of the salaries. Boyle and his staff, they say, deserve good

salaries because of the excellence of the school system. It is the 9 percent increase in a time of economic austerity to which they object.

Boyle and School Board President John A. White reflected that the Council's action may be politically motivated.

"We (the board) think they lack the legal means to sue," said White. "They should have taken this action to the state education commissioner. Elections are coming up and they (council) want to get away from the reevaluation question and they're using the board as an escape. We're easy prey."

"They (the council) know this is an excellent school system so why are

they making it an issue? I can't fathom it," Boyle said.

White said that since the Board's attorney, James Ferenczi, is also a party in the suit, the Edison board will probably use another attorney to prepare a defense.

Although negotiations are continuing between some school boards and superintendents, increases given for 1983-84 range from 6 to 10 percent.

Edison is not the only town where municipal officials became involved in school budgets this year. Some Franklin council members complained that administrators' salaries were too high after voters rejected the \$21.9 million budget.

Edwina Lee, Franklin school

board president, disagrees. "I think we pay them for what they do," The Franklin administrators, she said, are paid comparable to those in other Somerset County districts.

"Every other negotiated group makes it a policy of citing comparative salaries in the county and the state. I think it would be rather shortsighted of us not to look," she said.

Perth Amboy took a hard look this year. "Frank (Sinatra) has been at the same salary for two years by mutual agreement," said Catherine Onuska, a member of the city's school board. "We realize now there's a big difference," she said, adding that the board hoped to settle

his new contract next month.

Salaries were frozen this year for Buonocore and several other Woodbridge central school administrators. "The board felt that the administrators' salaries were getting out of sight," said Sherman Jacobson, president of the board.

"There has been a lot of discussion in Woodbridge about salaries. As an elected body, we paid heed to what the taxpayers are talking about," Jacobson said.

"The action had nothing to do with their competency. This was strictly a matter of responding to inflation going down."

Local school districts are on their own when it comes to administrators' salaries. Neither the state nor any of the statewide educators' associations have salary guidelines.

"The salary increases for administrators and teachers and so forth are between local school boards and the individuals or unions," said Ed Ramsey, a spokesman for the state Department of Education. "We don't get involved in amounts or raises or whatever on an official basis at all."

Although the state stays out of salaries, the New Jersey School Boards Association offers guidance to local boards in the area of administrative evaluations.

NJSBA recommends that school boards adopt a clear set of goals to help evaluate chief administrators at year's end, said Joseph Flannery, director of field services.

In Franklin, Mrs. Lee said the school board set goals and objectives for the 1983-84 school year. In deciding administrators' salaries, "there is a correlation, but I don't think a direct correlation exists," she said.

"There are many factors involved in determining salaries of administrators, and we attempt to take into consideration all of those factors."

Salary factors include the size of the district, the wealth of the district, its ability to meet state mandates and the administrator's experience, said Donna Ekizian, of the New Jersey Association of School Administrators.

Charles Boyle, said Ms. Ekizian, has many years of experience (15 as superintendent and more than 30 in the Edison school system), is responsible for a budget in excess of \$40 million and heads one of the largest school districts in the state.

The Edison Board of Education is clearly satisfied with its administrators' performance. "Being among the top 10 districts (in educational quality) in the state out of more than 600 is testimony to the performance of our staff, and needless to say, to attract and keep these people it costs money," said White.

Evaluating Edison's performance for the past school year, Mrs. Brinson stated in her June 1 letter: "there are no recommendations due to the success of the district in meeting and exceeding state standards related to educational law and regulations."

The June 1 letter, which she sends annually to all Middlesex County districts, also commended Edison for its reorganization and desegregation



CHARLES BOYLE
... \$73,248 salary

plans and family life program among others.

According to White, the board also considered other employees' wages when determining Boyle's and other administrators' salaries. Teachers, who are in the second year of a two-year contract, received 9 percent increases this year as did principals and supervisors.

"You've got to have a separation between the level of principal and the level of administrator," said White, adding that one high school principal earns \$52,000. "You just can't give the superintendent \$2,000 higher. It's got to be proportionate."

White also pointed to administrative costs. According to figures provided by Edison officials, 2 percent of the budget represents administrative salaries while statewide the average is 3 percent. Teachers' salaries, however, represent 49 percent of Edison's budget; statewide the figure is 39 percent, and in Middlesex County, 41 percent.

In Woodbridge, the county's largest school district, Buonocore earns substantially less than Boyle. Overall, though, there are four more top administrators — but 1,200 more students — in Woodbridge, accounting for nearly \$200,000 more in salaries.

Frank Macchiarola, former chancellor of New York City schools, earned \$85,000 in his last year. But the largest school district in the country with 924,215 pupils and a budget of roughly \$3 billion has layers of support staff for the chief administrator.

The public affairs office, for instance, is considered one of the smallest with 25 employees, said spokeswoman Gloria Lesser.

Some school administrators also enjoy perquisites. For example, Commissioner Cooperman has the use of a state car in addition to his \$70,000 salary.

While Boyle's salary is the highest of the 28 superintendents, it's among the lowest in another category — \$7 per pupil.

Only Woodbridge (\$5) and Old Bridge (\$6) are lower. The highest, at \$153, goes to Cranbury, the smallest district surveyed.

What school superintendents are paid

MIDDLESEX COUNTY

| District | Superintendent | 1983-84 salary | Years in post | Budget (millions) | No. of schools | Est. no. of students | Est. no. of employees |
|-----------------------|--------------------------------|-----------------------|---------------|---------------------|-------------------|----------------------|-----------------------|
| Cranbury | Charles Argento ⁽¹⁾ | 41,400 | 13 | 1.6 | 1 | 270 | 50 |
| Dunellen | Gerald Stefanski | 45,000 | 8 | 3.79 | 3 | 895 | 133 |
| East Brunswick | Joseph Sweeney | 56,500 | 9 | 29.1 | 11 | 7,200 | 905 |
| Edison | Charles Boyle | 73,248 | 15 | 41.9 | 19 ⁽²⁾ | 9,968 | 1,197 |
| Highland Park | Austin Gumbs | 54,500 ⁽³⁾ | 3 | 7.7 | 3 | 1,600 | 199 |
| Jamesburg | Ernest Barberio | 40,000 ⁽³⁾ | 7 | 2.7 | 2 | 500 | 60 ⁽⁴⁾ |
| Metuchen | Gennaro Lepre | 56,000 | 4.5 | 7.9 | 8 | 1,950 | 250 |
| Middlesex | Ronald Campbell | 47,500 | 2.5 | 8.0 | 5 | 2,011 | 295 |
| Milltown | Patrick Wilder | 46,000 | 8 | 4.0 | 2 | 750 | 75 |
| Monroe | Richard Marasco | 59,500 | 8 | 9.9 | 5 | 2,531 | 350 |
| New Brunswick | Ronald Larkin | 59,124 | 3 | 20.08 | 11 ⁽⁵⁾ | 4,300 | 750 |
| North Brunswick | Arthur Wise | 56,450 | 12 | 13.19 | 6 | 3,284 | 444 |
| Old Bridge | Patrick Torre | 58,000 ⁽³⁾ | 14 | 39.0 ⁽⁶⁾ | 17 ⁽²⁾ | 9,036 | 812 ⁽⁷⁾ |
| Perth Amboy | Frank Sinatra | 50,000 ⁽³⁾ | 6.5 | 20.57 | 11 | 7,050 | 750 ⁽⁴⁾ |
| Piscataway | Burt Edelchick | 58,750 ⁽³⁾ | 7 | 26.2 | 10 | 6,100 | 1,050 ⁽⁸⁾ |
| W. Windsor-Plainsboro | Richard Willever | 60,600 | 8 | 9.5 | 4 | 2,600 | 300 |
| Sayreville | Marie Parnell | 59,100 | 1 | 15.9 ⁽⁶⁾ | 3 | 4,226 | 520 |
| South Amboy | John Olexa | 41,200 ⁽³⁾ | 10 | 3.1 | 3 | 1,026 | 120 |
| South Brunswick | James Kimple | 54,581 ⁽³⁾ | 21 | 16.0 | 8 | 3,100 | 600 |
| South Plainfield | Leonard Tobias | 56,487 | 10 | 15.5 ⁽⁶⁾ | 6 | 3,308 | 420 |
| South River | Regis Wiegand | 49,200 ⁽³⁾ | 5 | 6.5 | 4 | 1,550 | 205 |
| Spotswood | Christine Conover | 49,500 | 3.5 | 6.3 | 3 | 1,688 | 515 ⁽⁸⁾ |
| Woodbridge | Fredric Buonocore | 64,901 | 12 | 50.75 | 23 | 11,200 | 1,500 |

SOMERSET COUNTY

| | | | | | | | |
|--------------|-------------------|-----------------------|-----|-------|---|-------|-----|
| Franklin | Ron Whyte | 57,770 ⁽⁹⁾ | 7 | 21.38 | 9 | 4,477 | 676 |
| Hillsborough | Carl Hesse | 55,000 | 4 | 13.68 | 7 | 3,733 | 398 |
| Manville | Salvatore Cirillo | 48,060 | 14 | 5.3 | 4 | 1,325 | 162 |
| Montgomery | Malcolm Evans | 53,000 | 5.5 | 6.27 | 3 | 1,350 | 192 |
| Somerville | James Dwyer | 57,850 | 11 | 8.64 | 4 | 2,100 | 300 |

⁽¹⁾ Argento's title is administrative principal.

⁽⁴⁾ Full-time staff only.

⁽⁷⁾ Certified positions only.

⁽²⁾ Two schools are scheduled to close.

⁽⁵⁾ Includes two alternate schools.

⁽⁸⁾ Includes substitute teachers.

⁽³⁾ 1982-83 salaries.

⁽⁶⁾ Budget rejected by voters; under appeal to commissioner.

⁽⁹⁾ Proposed 1983-84 salary.

Edison Schools

Edison longhair loses bid to shed school suspension

ASK AT DESK

1967

The acting state education commissioner yesterday refused to lift the suspension of an Edison High School honor student with "excessively long" sideburns. However, the youth's lawyer was granted the right to appeal the verdict today.

Acting State Commissioner Joseph Clayton refused to postpone the effect of a suspension against Micah Bertin, 18-year-old senior class president, that had been imposed by the Edison Township Board of Education on May 24 after a 12-hour hearing.

Also on the agenda of the commissioner is the case of a New Milford High School student who was suspended because he wouldn't have his Beatle-like locks shorn.

The Edison school board ruled that Bertin could take

his exams and receive his diploma privately. But it stripped him of his class presidency and barred him from participating in school social activities. It also ruled he could not attend his graduation ceremonies.

In his decision yesterday, the commissioner said Bertin would suffer no "irreparable harm" by the restrictions placed upon him.

Jack Wysoker, an attorney for the American Civil Liberties Union who represented Bertin, complained at the hearing that the decision by the Edison officials bordered on "the Alice in Wonderland."

Wysoker, with Perth Amboy officer, said he would ask the state Board of Education for a full hearing on the merits of the case at 11:30 a.m. today.

Asked what he would do if the case was merely put on a ca'endar or held until after the school's graduation on June 12, Wysoker said, "We'll cross that bridge when we come to it."

Wysoker said the Clayton decision was "very disappointing."

In another action involving hair styling, Michael Gross, a Bergen County attorney, will represent the ACLU before the state board today to protest the expulsion last November of Francis Pelletreau by the New Milford Board of Education.

Pelletreau was expelled because the board claimed his Beatle-length hair violated its rule that "hair should be neatly trimmed and be in keeping with the general style of the time."

J. Moulton
East Orange, N.J.

Edison: Schools



Picture prints

History of Stelton School + P.T.A.

Mrs. C. L. Rivers

Stelton School

Stelton, N.J.

ASK AT DESK

NOT TO BE TAKEN
FROM LIBRARY

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340 Plainfield Ave.
Edison, N. J. 08817

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FROM LIBRARY

ASK AT DESK

INTRODUCTION

September 1924 had arrived.

The year was 1924. It was a morning in early September. Labor Day had come and gone. The summer vacation was over and it was time ~~(for teachers, parents, boys and girls)~~ to think of the school year ahead.

The old one-room school house stood alone and abandoned, surrounded by ~~the~~ beautiful maple trees planted by the children some forty-five or fifty years ago. The wind murmured softly through their thick branches as though it realized its desolation.

No more would loitering feet cross its portals as the morning bell sounded its warning. No longer would merry laughter and carefree voices be heard as children strolled arm in arm around the huge playground or darted in and out among the trees, playing their games under the protection of the broad branches.

Inside, the scratched desks and cleanly-washed blackboards ^{were} ~~stood~~ as mute testimony to the days that had been.

The large stove stood in the center of the room. Its glow would never again gladden the hearts of the children as they gathered around it on cold wintry mornings, warming "frozen" hands and feet. ~~The~~ Nor would the delicious odor of hot cocoa ~~which~~ ^{never} again fill the room as hungry children ladled cups of the steaming liquid to enjoy with the noon day lunch. ~~One wondered if, when the warm spring days arrived, it felt a pang of jealousy when its usefulness was over and it was left in solitude while the children skipped outdoors to enjoy their lunches under the budding trees.~~

The little school house had served its purpose ~~and its usefulness was over.~~ ~~But~~ the quietness surrounding it on this early September morning ^{foretold} its usefulness was over and ~~that~~ in a few months it would be taken away. ~~Could it~~ ^{Soon} ~~known that in a few years' time~~ a modern brick home would stand in the

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exact spot where it had been the center of attraction for so many years.

(The one room building stood on the corner of what is now known as Central Avenue and Lincoln Street. Some of the maple trees are still standing but the cherry tree was cut down about 1931-32. Mrs. Rivers, a teacher in the school, had her ~~own~~ ^{home} house built on the same spot where the school stood. ~~For~~ ^{Until} many years, ^{after} the old school pump stood under one of the trees, but it had to be taken down.)

Put here Just a few blocks away, on this same September morning, an entirely different scene was being enacted. *A modern brick building with eight rooms erected on Plainfield Ave. Adjacent to the Stelton Baptist Church was ready for occupancy.* Across the road from the old Runyon homestead, a landmark of Stelton, a modern eight room brick school had been erected. The first day at the "big school" had arrived. ^{Happy} Excited children ~~had come~~ ^{came} early to get a glimpse of the new school and of their new teachers. They appeared happy. ~~But~~ ^{Many} ~~some~~ of the ^{parents} ~~parents~~ ~~were not happy.~~ ~~They~~ had been fearful that the eight rooms might never be ^{filled} ~~used~~ and some were sure ~~that~~ the taxpayers' money had been wasted in erecting such a large building. It looked, on this first day, as though some of the skeptics might be correct for only four classrooms were ~~used~~ the first year.

These rooms consisted of a sub-primary, a combination of first and second grades, a combination of third and fourth grades and the fifth grade. The sub-primary had the largest enrollment -- about thirty five beginners and these children were taught by Mrs. Charlotta L. Rivers, who had been transferred from the Bonhamtown School at the principal's request. In those days children were permitted to enter school the first ten days of September, January, or April if they had reached the age of five years. They were also permitted to enroll at any time during the year upon attaining ^{this age} ~~the age of five years~~, at the discretion of the principal. The children in the sub-primary were expected to be able to read the pre-primer

A modern eight room brick building erected on Plainfield Ave., adjacent to the Stelton Baptist Church was ready for occupancy. This building boasted eight class rooms and an auditorium.

and the primer before being promoted to the first grade. They also were familiar with reading and writing numbers and ^{had} some sense of number value. They were taught the rudiments of writing and all were expected to be able to write a few words and their names to be eligible for first grade work. Since these children remained in school the entire day and ^{the same} as long hours as the rest of the pupils ~~in the school~~, it was usual to have a group of the ^{students} better pupils advance directly to the second grade. ^{at the end of the year,} The pupils starting in April formed the nucleus for the ^{advanced} ~~best~~ group the following year.

^{During the} ~~In~~ this first year, ~~about~~ twelve new pupils were enrolled in April. ~~Since~~ The classroom was too small to accomodate such a large group, ^{so advanced} ~~the~~ pupils ~~who were already doing first grade work~~ were transferred to the regular first grade ~~much to the dismay of the teacher who wasn't very happy at having an addition of twelve more so late in the year. These pupils~~ ^{They} were absorbed into the group and promoted to second grade in June.

The sub-primary ^{class} ~~group~~ used Room 8 the first few years. Later their classroom was changed to Room 1 ~~on the west side of the building~~ because more sunshine came into that side of the building during the day.

Miss Katherine Stillwell taught a combination class of first and second grades in Room 7. Her first grade included the children who had previously been enrolled in a school plus the few, who in the opinion of the principal, would be capable of doing this advanced work ~~although they had not previously attended any other school.~~

The combination class of third and fourth grades were taught by Mrs. Laura Packard, a ^{who} ~~Sutton~~ resident. Many of the children knew Mrs. Packard ^{who} ~~because the year~~ previously she had taught ~~them~~ in the one room school.

The fifth and highest class, yet the smallest in number (I think it was about 12) was taught by Miss Susan Fillips, the principal. These

children met in Room 4, ⁱⁿ the central ^{part of} ~~room~~ in the building. Miss Fillips wanted this room because she could see anyone who entered or left the building and it made it easier ^{any} ~~for someone seeking the principal~~ to ^{locate} ~~find~~ her. A set of bells was installed in this room, so ^{plus her} ~~with her~~ duties as teacher and principal, she rang the bells that alerted us to recess, entrance and dismissal times, fire drills, etc. The telephone was located in the corner of the room and all conversation thereon was audible throughout the room.

Students came from the village and from the surrounding countryside. Many were transported from New Durham, Vineyard Road, Old Post Road, the Pines Development (now known as Highland Avenue, Lexington Avenue and Washington Avenue) and as far away as Sutton Lane beyond the railroad. Many of these children were transported by bus. Children living between Duclos Lane and the school travelled to and fro over a path through the fields. (There were no sidewalks along the Lincoln Highway and ^{it} ~~this highway~~ was considered too dangerous for children to use.) On stormy days the fields became a swamp, ~~and~~ A ~~small~~ rill ~~running~~ across the fields became a small brook over which the youngsters had to jump. You can imagine the condition of the clothing and shoes when the children arrived at school on such days.

was just the person needed for this position. Miss Fillips said, "I set
in my hotel room in Atlantic City and wrote to Mrs. Jerry Letourneau asking
her to serve." Selectively Mrs. Letourneau was elected. Plans were then made for
the first meeting.
On December 5, 1925, the Parents-Teacher Association was duly organized
with Mrs. Letourneau as president (2nd in attendance, Miss Mary Fillips,
Mrs. Letourneau's first Oak Tree was at this meeting. It has been arranged
for Mrs. Albert Gardner of Fords to officiate at the organization. Mrs.
Letourneau was to go for her, but the storm raged so furiously that it was very
beyond the time set when she got off. Mrs. Gardner finally arrived.

HISTORY OF THE STELTON SCHOOL PARENT-TEACHER ASSOCIATION

Shortly after the school year began, Miss Susan Fillips, principal, conceived the idea of forming a school Parent-Teacher Association. ~~Through her efforts,~~ ^{On a dismal, rainy fall afternoon} about a dozen ladies met in the school auditorium to discuss the merits of such an association. ~~It was a dismal, rainy afternoon when the ladies huddled in a semi-circle in the rear of the auditorium decided to attempt organizing such an association for the welfare of the school.~~

(I do not recall all who were there but, beside the four teachers, some of our early active members were Mrs. Jerry Letson, Mrs. Ben Letson, Mrs. Orville Brewer, Mrs. William Moss, Mrs. Harvey Cook, Mrs. William Barrett, and Mrs. Herman Allen. I am sure some of these ladies were present that day. Mrs. Kate Hess, an active member of the Oak Tree Parent-Teacher Association came ~~over to our~~ ^{the} school to offer her aid and advice.)

~~After the important decision to organize a school association was made, another problem arose -- the choice of a president to serve during this important first year. No one was willing to accept this honor.~~ ^{To find someone to serve as president of the PTA was the next important step}

While attending a New Jersey State Teacher Association Convention in Atlantic City, that November Miss Fillips decided ~~that~~ Mrs. Jerry Letson was just the person needed for this position. Miss Fillips said, "I sat in my hotel room in Atlantic City and wrote to Mrs. Jerry Letson urging her to serve." Reluctantly Mrs. Letson accepted. Plans were then made for the first meeting.

On December 5, 1924, our Parent-Teacher Association was duly organized with a membership of twenty-nine (29) in attendance. Quoting Miss Fillips, "Mrs. Kate Hess from Oak Tree was at this meeting. It had been arranged for Mrs. Albert Gardner of Fords to officiate at the organization. Evelyn Letson was to go for her, but the storm raged so fiercely that it was long beyond the time set when she got off. Mrs. Garner finally arrived.

In the meantime Mrs. Hess had conducted the organization ceremonies." We were now, ^{officially} the Stelton ^{school} Parent-Teacher Association, ready to start on the activities that we hoped would weld together the services of the home, the school, and the community ~~so as to make~~ ² this a happier world for our children.

Note (The first minute book recording the meetings from December 1924 to October 18, 1929 has been lost or mislaid. I know the minutes were well kept because Miss Fillips' suggestion that ~~the~~ teachers act as secretaries was accepted and each teacher ~~took her~~ ^{in served} turn, as secretary for a year. (Data of these early years has been obtained from a few charter members, who like myself, must depend on memories of events of those early years.)

Mrs. Jerry Letson, our first president served for two terms--
~~years 1924-25 and 1925-26. In the early years~~ ^{Members spent} much time and effort ~~was given~~
by the members in getting acquainted, ^{and working} with the parents and working with dis-
interested parents ^{in making them} to ~~make them~~ understand their cooperation was both welcome
and needed. Many of these parents were of foreign extraction, ~~some of~~ ^{or} the
first generation in this country, and the good will created during these
early years was appreciated more and more as time passed.

Shortly after school opened and during Mrs. Letson's term of office
a fire destroyed part of the Stelton Baptist Church, the ~~grounds of which~~
~~adjoin the school property~~. The congregation met in the school auditorium
for services and other church activities. ~~Mrs. Ben Letson, an active member~~
of the Ladies Aid Society ~~invited the teachers to a dinner at her home, the~~
~~evening of one of our meetings.~~ ^{Through the efforts} The teachers promised to aid financially
the building fund of the church. A play Not a Man in the House was presented,
the proceeds of which were turned over to Mrs. Letson. Although the cast ~~of~~
the play) consisted only of the faculty of the school, ~~it is only fair to~~
~~add that we called on the men for assistance.~~ ^{were called on} (I cite this incident to show
the cooperation that existed between the school and the community.)

Mrs. Orville Brewer had been an active member in ~~a~~ P.T.A. in ~~Trenton~~ before moving to Stelton. ~~We were sure that~~ ^{Her} previous experience ~~would be~~ ^{was} appreciated in carrying on the work started by Mrs. Letson, ~~and her~~ ^{and} officers and committees. Mrs. Brewer was elected our second president. She, too, served faithfully for two terms -- 1926-27 and 1927-28.

~~It was~~ During her presidency that the Stelton P.T.A. acted for the first time as hostess ^{to} for the Middlesex County Council at its annual spring meeting. The meeting was held in the school auditorium and the luncheon served in the rebuilt recreation room ^{of} in the church. (Mrs. Brewer was very happy at the success of her meeting but was dismayed when she discovered that not enough food had been ordered to feed the group, and some hurried last minute preparations had to be made so that the "inner man" of all was satisfied.)

~~It was during Mrs. Brewer's term of office that~~ the ladies canvassed the community soliciting ~~for~~ ^{first} funds to finance their big project ~~of the~~ year -- buying playground equipment for the school. Enough money was collected to buy a giant stride, five swings, a slide, twelve teeter tots and several "monkey" bars.

Mrs. John Brokaw, our third president was elected for the year 1928-29. She was able to preside only ~~at our first fall~~ ^{at one} meeting since she had moved to Hopewell, N.J. during the summer months. In those days, there were no public eating places either in or near the village and it was necessary for the teachers to go home for dinner and return that evening to attend the meeting. Mrs. Brokaw had hoped to interest some of the parents in inviting one or more of the teachers to their homes for dinner on meeting nights so as not to necessitate the double trip. ~~In June she had invited all the teachers to be her guests on the first meeting night in September.~~

Even though she had moved away, ^{Mrs. Brokaw was hostess to the teachers at the first meeting} she still wanted the teachers as her guests ^{she brought} so she came to school that evening carrying baskets laden with provisions for a delicious picnic supper, -- and what an abundance of southern fried chicken came from that basket! No more invitations forthcoming, the teachers continued their double trips ~~on meeting nights~~. In later years, when ^{we had a} the kitchen in the basement ^{was outfitted} was fitted with a stove, sink, etc. the teachers ^(on that night) planned and cooked ^{the} their meal here in the school. ~~This saved the one unnecessary trip.~~

Mrs. Herman Allen, Vice President, very ably completed the year 1928-1929. It was a difficult one because, when Mrs. Brokaw moved, she took with her all the Association's material which the president needed. Mrs. Allen said it didn't help ~~her~~ any to have the material in Hopewell when she wanted to use it here in Stelton.

~~And so the year~~ ^{when} 1929 came to an end. Many of our goals had been reached. Little did we realize the problems that would confront us in the next ten years when we were entering in and living through what is known in our country as "The Depression Years."

In June 1929 Mrs. Herman Allen was installed as our fourth president which office she held for two terms -- 1929-1930 and 1930-1931. During her first term ^{OUR} we ~~passed our~~ 5th milestone. ^{milestone was passed} The pinch of the depression was beginning to be felt and ^{it was} realized something had to be done for ~~some~~ the needy children. A milk fund was started to pay for milk for ^{the} under-nourished children. Clothing was collected and distributed ~~to those who~~ needed it. ~~A box was~~ ^{was a box} In evidence at each meeting, into which groceries and canned goods were deposited by friends and members, ~~to be distributed later.~~

~~It was during this year that~~ The first summer round-up was started in Stelton School and ~~we listened to a talk by~~ Mr. Meeker, then Mayor of

~~the~~ Township, ~~in which~~ he discussed the merits of a school Junior police. His suggestion was well received and later resulted in the establishment of ~~such~~ a group which became known as the Stelton School Safety Patrol. ~~Some~~ Other highlights of this year were the endorsement of the Kiddie Keepwell Kamp site as a permanent one, ~~and the suggestion that liquid soap~~ ^{the replacing of} replace the cake soap then being used in the school, ^{with liquid soap.} which ~~suggestion was~~ carried out. ^{new paragraph.} Because so many parents attended the Christmas program at the school, ~~it was decided to omit the regular December meeting in lieu of~~ ^{was omitted.} this attendance at school.

~~For the first time~~ the Association decided to give \$1.00 to the classroom having the largest representation present -- said dollar to be used for some educational purpose in that respective room. This procedure has been continued ^{through the years} ~~from that year to the present time.~~ ^{new paragraph.} In conjunction with the school and Board of Education, 57 library books were presented to the school.

Dr. Lowery, County Superintendent, ^{planned} ~~was planning~~ a European trip to study the educational methods used in these countries, ~~and the Association was~~ happy to donate \$10.00 to the Dr. Lowery fund.

Mrs. Allen's second year (1930-31) found conditions in the school gradually getting worse--the lack of work affecting more and more families. ~~Every mindful of the needs of the more unfortunate,~~ ^{Through the efforts of} Dr. Mabel Boyden, assisted by an excellent committee, ^{was planned} ~~began the~~ hot lunch project, and the serving of hot lunches ^{began} ~~was begun~~ in our school. (² Dr. Boyden planned the lunches and the ladies contributed their services in preparation and serving of the meals.) The store room in the basement was converted into a kitchen boasting a used gas range, a small sink -- cold water only-- a couple of tables and the bare necessities for preparing and serving the food. Children went by classes to the basement for their filled plates and

carried them to their class rooms under the supervision of the classroom teacher. All teachers remained at school, ate the same lunches as the children, while keeping a watchful eye on the behavior and eating habits of their pupils. Clean plates were the rule of the day and children were not permitted to leave their desks until ^{all food was eaten.} ~~not a morsel was to be seen.~~

Lunches cost 10¢ and consisted of a roll (usually whole wheat) and butter, a bottle of milk, ^a the main course of oatmeal ^{with} ~~and~~ dates or raisins, Spanish rice, or some other filling, nourishing food, ^{The} ~~and~~ dessert ^{which} ~~usually~~ ^{usually} was ^{usually} canned or fresh fruit. In five weeks 2,487 lunches were served. News of the lunch project spread throughout the county and many came to observe the ladies in action. ^{The} ~~Our~~ Association won national fame when an article of the work being done in Stelton in the serving of daily hot lunches appeared in the March 1931 issue of the Child Welfare Magazine. During the first year of ~~hot lunches~~ ^{hot lunches} 8,640 ~~were served--~~ of these 3,150 were given free to the needy and undernourished children.

To carry on a project such as this, money was needed as well as volunteer help. The money was raised by ~~our~~ members who opened their homes for Silver Teas and card parties. A supper was served (60¢ for adults - 30¢ for children) by the ladies and a few dances ^{also} ~~also~~ were ^{also} ~~sponsored by~~ ^{sponsored by} them. Individuals in the community and ^{the} teachers made cash donations as did the Ladies Aid of the Stelton Baptist Church. Woodbrook Farms Dairy left 9 bottles of free milk daily. Mrs. Allen baked and donated the Birthday Cake so as not to use the money in the treasury for this purpose. ~~And so~~ with many willing hands to lighten her burden, Mrs. Allen completed her second year.

During the year Dr. Lowery had returned from abroad and the October meeting was reserved for an account of his trip through the European countries. Through a series of moving pictures and discourses ^{members} ~~we lived~~

^{ed with him the}
~~with him his visits through~~ schools in Bremen, Munich, Berlin, Oberramergau
and many other cities. ^{It was an} ~~What we saw was~~ interesting, enlightening and educational
~~and it was an~~ evening not soon to be forgotten by those fortunate enough to
have been present.

Dr. Mabel Boyden succeeded Mrs. Allen and became our fifth
president. She also served for two terms -- 1931-1932 and 1932-1933.
Times did ^{not} improve as expected and ^{economic conditions became} ~~we found more and more people~~
^{worse} ~~in want,~~ Teachers ~~included since their~~ salaries were also in arrears. The
big project of Dr. Boyden's first year ^{was a continuation of} ~~continued to be the~~ serving of hot
lunches which daily increased - especially the free ones. To finance this
was the big problem. Silver Teas and card parties were still in vogue.
Another supper was served to the public at a nominal price. Classrooms
put either all ~~or~~ half of their earned attendance rewards into the lunch
fund. Because of the dire need within the school, no Christmas candy was
bought for the children.

(In the early years of the school's existence, the teachers
bought the tree ornaments and Christmas candy for the children with their
~~own~~ money. Because of existing conditions, the P.T.A. ~~had~~ ^{bought} assumed responsi-
bility of the candy, but the teachers still assumed ~~responsibility~~ ^{responsibility} for the
tree and trimmings, ^{They also} ~~as well as financing~~ the annual Halloween party.)

Ladies of the P.T.A. donated favorite cooking recipes, compiled
them into a booklet and sold them for \$1.00 each. Teachers donated .01%
of their salaries to the fund, even though it was a hardship for some to do
so. The teachers ^{also} prepared a play, presented it for two nights and donated
the proceeds to the fund. The fund was swelled by one donation of \$15.00
from the Relief Committee ^{with} ~~and later another~~ of \$60.00 and a donation of
\$50.00 from the Red Cross.

Throughout the year both food and clothing were collected and distributed ^{as} ~~when~~ the need arose. Seventeen families were made happier at Christmas time by receiving Christmas baskets of food.

For the first time, teachers took turns demonstrating some phase of their classroom work. Mrs. Rivers (1st) demonstrated a reading lesson, Miss Mullen (2nd), music; Miss Phillips (3rd) penmanship; Mrs. Swackhammer (4th), a geography lesson; Miss Sivaks (5th) class worked out an English lesson with a Washington Day Program and Miss Rose (6th), a spelling lesson. Mrs. Leach (Special) discussed the type of work done in a Retarded Class and displayed some of the articles made by her group.

International night, held January 22, was interesting and educational. Spanish songs, a Hungarian duet and movies of the Philippine Islands were highlights of the evening. Various foreign type cookies were served for refreshments and the waitresses added to the gala occasion by wearing native costumes.

During the year the by-laws were amended to include a second vice president, the principal of the school, giving her a place on the executive committee. For the first time, the principal became a member of the executive board, a procedure which has been carried on ever since.

(In later years, Mrs. Rivers, Head Teacher, and Mr. Land, Principal of Piscataway and Stelton Schools, alternated in representing the school in the executive board.)

Mrs. Boyden's second term of office presented as many problems as the first ~~term~~. There was a feeling that ^{had been reached} ~~we had reached~~ the peak of unemployment in our Township. Many families faced the winter without fuel, children lacked proper underwear and other clothing. The Association received ~~some~~ material for clothing from the Federal government and

volunteer sewers made garments which were quickly distributed.

The check received as proceeds of the play given by the teachers was divided, with \$40.59 going into the lunch fund and \$10.00 toward the purchase of shoes. Because of ~~the~~ expense involved (\$22-\$25), it was decided not to send a representative to the State Convention at Atlantic City, ~~but, if any one volunteered~~^{to} to go at her own expense, ~~the~~ registration fee of \$1.00 ^{was} ~~would be~~ paid. Mrs. Orley Bowen volunteered to represent our Association.

~~For the first time~~ ^A class mother was appointed for each class, one who had a telephone and car preferred. Her duties were to get in touch with the parents represented in her class reminding them of the P.T.A. meetings and finding out who would attend if transportation were provided.

For the second time, the Association was hostess to the County Council at its annual (fall) meeting. On Thursday October 20, 1932, a large delegation met at the school, about 150 enjoying the luncheon served at 50¢ a plate. Interest (was high) in the hot lunch project and many visitors observed the lunch room and various class rooms during the lunch period ~~to observe the methods used~~. Many of the schools who got the idea of hot lunches from us still continue to serve them.

(Lack of funds and volunteer help, together with an improvement in living conditions in the community, led us to discontinue serving lunches in our schools. It has never been started again.)

The serving of hot lunches was one of the major projects of the Association and is evidence by the fact that 13,377 hot lunches were served; ^{of these were} 4,739, paid ~~for~~ ^{over 60% or were} and 8,638, free.

Another major project this year was the health program. Dr. Kler gave his services ~~free for~~ ^{to} administering diphtheria immunization shots (50¢) and small pox vaccination ^(25¢) to the children of the school. ~~Parents paid 50¢ for the immunization and 25¢ for vaccination.~~ Dr. Kler turned over all the fees collected to the lunch funds. This was the first time any protection of this sort was offered through any agency connected with the schools of our Township.

It was during this year that the Association was given a setback as a result of the depression. The Citizens Bank in New Brunswick, the depository for our money, closed its doors some time in February. There was no money to carry on. It was hoped to continue free lunches through loans and contributions, but it soon became evident that they would have to be curtailed. The State did provide free milk to be given to the most undernourished children. March found us with \$122.21 in the closed bank and only \$12.72 in cash as a working fund. It was ~~found~~ necessary to discontinue free lunches for the time. On May 19th the sum of \$44.60 was donated by the teachers as proceeds from a play given by them. Mrs. Loren Morris planned for a Dog Show to be given on the school ground, proceeds for the lunch fund. (My recollection of this was a very beautiful Saturday at which the ladies spent the day in preparation and showing of the animals. A goodly amount was added to the treasury (about \$100.))

And so the year 1933 came to a close. Much had been accomplished and many obstacles overcome under the capable leadership of Dr. Mabel Boyden. The spirit of cooperation and mutual aid became stronger as the ladies spent tireless hours working for the children of our school. (Thirty-seven women and five men were members this year, only about one-half the number who were members the previous year. This small enrollment is explained by the effect of the depression upon the people of the community)

Our sixth president, Mrs. Orley Bowen, also served two terms -- 1933-34 and 1934-35. Two disappointments were experienced this year -- the recall of State relief money for lunches and the Citizens' Bank, where our money was deposited, remained closed. ~~Because of~~ Lack of funds with which to supply free lunches, ^{made it necessary} ~~it was decided~~ to serve free milk to ~~more~~ urgent cases, ^{only} and to reserve serving free hot lunches until the coldest days arrived, also to ask willing folks to send lunches made at home to help feed the unfortunates. To increase the supply of cocoa it was decided to use canned milk and whenever possible hot soup was to be served alternately on the coldest days. ~~We now reached~~ ^{was reached} the point where, because of the few lunches served, ~~the~~ cocoa or soup was served directly in cups in the various rooms, ~~the~~ waitresses using large pitchers for this purpose. Mrs. Knapp bought and contributed bakelite cups for ~~the~~ children to use.

Ever mindful of the health of the children, Dr. Kler continued to give his services for immunizations, vaccinations and Schick tests, donating all fees to the lunch fund.

Dr. William Barrett, dentist, volunteered to give gratis, his services wherever needed. Parents used their cars ^{to} ~~and transported the~~ children to the dentist's office. Eye glasses were purchased or repaired for several children.

As the year progressed, there was a slight reduction in the amount of relief necessary. Parents were aided by the Township, by projects such as work ~~done~~ at the Kiddie Keep Well Kamp, Sewage Disposal plant County Park, etc. ^{This} ~~which~~ provided work and made ~~the~~ parents feel they were contributing ample ~~work~~ for what they received.

Because no refreshments were served at the meetings, there was no need for a Hospitality Chairman or Committee.

Some of the accomplishments during this year were:

A new ^{one} constitution was drawn up according to the State's model, Since our first constitution could not be located.) ~~It had been lost or~~ ~~mis~~laid. ^{Also P.T.A.} It was decided to deposit our funds in the Highland Park National Bank. [It was the first time the President was delegated to be the official representative of all Stelton P.T.A. affairs, (and this was incorporated in the by-laws). [The first study radio groups under the leadership of Mrs. Alan Rolfe was organized.

At the November meeting the organization voted to sponsor a local Brownie group. [Teachers were still several months in arrears in salaries so the P.T.A. decided to buy the Christmas tree for the children. Teachers ~~still~~ assumed ~~the~~ responsibility for trimming the tree.

~~For the first time~~ A representative of the organization was appointed to attend all Board of Education meetings and report thereon.

The P.T.A. ~~also~~ sponsored the 4H Club, with Mrs. H. Allen as its leader, assisted by Mrs. Rivers.

^{Mrs. Allen} Ladies ~~again~~ opened up their homes for Silver Teas, card parties, etc. to raise money. A glass blowing exhibit at the school, a trip to the Little Falls Laundry (P.T.A. received 50¢ for each person on this trip) and a flower show at the end of the year helped swell the treasury funds. The major project of the year was the County Fair held at the school in October. Cooperation of teachers, P.T.A. and community members in serving the dinner and manning the booths netted \$50.00, which in those days was a ^{large} ~~huge~~ sum.

Mrs. Bowen, with fortitude and courage, accepted the presidency for the next year, which ~~was the tenth milestone in our travels along the~~ ⁷ ~~P.T.A. Road.~~ ⁷ As the year progressed, there were two noticeable improvements--less clothing was needed and new members were gradually added.

Because the treasury now boasted the sum of \$66.69, a delegate with expenses paid, was ~~again~~ sent to represent our Association at the State Convention in Atlantic City. Also, ~~once more~~, candy for the children's Christmas treat was bought.

Our treasury was replenished by proceeds from Silver Teas, card parties, a cake sale, a Baby Popularity Contest (\$70.22) and a vanishing luncheon. (\$38.30).

The theme for the year was Health. Speakers, well versed in their chosen fields, were secured for each meeting. Discussion of various phases of health followed these fine talks.

During the year, 4552 cups of free and 1690 cups of paid cocoa were served. Toys were collected before the holiday season, repaired and painted by the pupils of the Special Class and distributed by the Welfare Committee.

The big project of the year was the formation of the Citizenship Class under the leadership of Mrs. Herman Sorg. These classes in English were conducted by volunteer teachers. The Association assumed full responsibility until December when the Board of Education, through State aid, took over. About twenty-five sessions were held. To meet the expenses, largest of which was the custodian's fee, an evening's entertainment known as Hungarian Night was held. A small fee was the admission price and more than enough proceeds was realized to pay all expenses.

Mr. Andrew Kvist, head of the Naturalization Bureau spent one evening with the group discussing and answering questions. As a result of these classes, many received their citizenship papers.

In June ~~of this year~~, Miss Phillips, principal, retired from the teaching profession after devoting 47 years of her life to it. The Association planned an afternoon tea to which her many friends and former pupils came to pay their respects.

The Board of Education, because of the financial conditions at this time, decided to employ one principal for two schools. Mr. William Land was the principal appointed. Mrs. Charlotta Rivers, a teacher, was appointed Head Teacher for the Stelton School -- a position she held until September 1951.

the association had passed its tenth milestone
Mrs. August Rupp, our seventh president, followed in the footsteps of her predecessors and ~~also~~ served for two years-- 1935-36 and 1936-37. Conditions showed signs of becoming more normal, ^{became} although the fact ^{but} that teachers' salaries were still in arrears, made us realize the "depression days" were not yet over.

^{lunches were discontinued but}
Cocoa and milk were ~~still~~ served to needy children, but all ~~serving of lunches was discontinued. Helpers could not be found to do the necessary work.~~ Projects for raising money were a Marionette Show (\$37.00), Silver Teas, card parties and an Amateur Night (\$45.00).

Mrs. Rupp donated ~~the~~ money and Mr. Weber made benches and tables ^{for the} so the children might leave the class room and go to a lunch room that had been outfitted in the basement. (Teachers, in turn, supervised the lunchroom. The Noon Hour was staggered to that all children could ^{use it,} go to this ^{lunch,} lunchroom. It was the first time any teacher had freedom from ^{lunch,} duty at ~~lunch~~ time since combining several classes ^{were combined} under the supervision of one teacher, ~~relieved another for a week at a time.~~

In order to encourage parents to become members of the P.T.A. a prize was offered to the class securing the largest number of parents.

Mrs. Rivers reorganized and became leader of the Safety Patrols in December. The Association purchased a dozen raincoats and a dozen pair of galoshes for the Safety Patrol's use on stormy days.

~~For the first time,~~ The Stelton P.T.A. served as hostess for a joint meeting of all the Township P.T.A.'s at the Stelton School. Representatives came from the various schools and it was conceded that such meetings should be held more often to discuss problems common to the Township schools.

~~As~~, For the first time since its organization, it was decided to plan a budget for use ~~in~~ the following year. Since then, the budget planning has become an annual procedure.

At each meeting there was an exhibition of children's classroom work which the parents appreciated and enjoyed.

The highlight of the year was Italian Night held in January with Mrs. Rivers as chairman. At this time Italians or their descendants entertained with Italian music, songs, etc. There was singing, piano and accordian solos and duets, harmonica and guitar selections as well as an original wedding march played on the piano by one of the participants. Mrs. Rupp, president, presented an Italian travelogue. Even the speaker, Mr. Spⁱⁿelli, addressed the group in Italian. Italian refreshments were served by waitresses dressed in native Italian costume. On display were wood carvings, needle work, embroidery, etc. done by the various members ~~either in Italy or in this country~~. It was a successful affair and led to better cooperation of the home, school and community.

~~For the first time it was decided to use any surplus money in the treasury~~ ^{It was that} ~~at the end of the year, to purchase something for school use.~~ ^{was used} A piano was bought, ~~and~~ ^{was} a sandbox built and filled to be used on the playground by the younger children.

~~Many of the families had been visited by Mrs. Rupp, accompanied by Mrs. Rivers, and I can honestly say~~ ^{A majority received A from} ~~no~~ ^{no} royalty was every treated more ~~than~~ ^{than} graciously than were they on these visits. These visits resulted in a fine, friendly spirit of cooperation between the home and school and, despite obstacles, made this year a happy one for all.

Mrs. Porter, ~~our~~ next president, served for one year -- 1937-1938.

Money needed to finance our activities was raised by game parties, dances, and a fashion show.

When the dividend check of \$91.40 was received from the closed Citizens Bank, it was voted to use this money to purchase a small gift to be presented

to Dr. Kler in appreciation of his kindnesses over the years.

At the end of last year each teacher had been given \$10 to be used for educational purposes in the classrooms. A report showed \$40 of the amount had been used toward purchase of library books for the school, the remainder for various purposes in the respective classrooms.

~~During this year, for the first time,~~ ^{It was voted that} anyone bringing a guest to the meeting would be given credit for that guest on the parent roll-call.

~~The by-laws~~ were again revised with minor changes,

The Association decided to do something to beautify the school grounds and asked Professor Blackburn of Rutgers to act as consultant. ^{To} ~~As a~~ start the children held a tree-planting ceremony for Arbor Day at which time several trees were planted.

Our first male president, Charles Knowles, served for one term-1938-1939.

During his year ~~we continued~~ the beautification of the school grounds, ^{was continued} by planting shrubs and bushes in front of the school. Later it was decided to add evergreens. (The Stelton Improvement League helped defray the expenses of \$7.90 by donating \$5.00 toward the cost of these.)

~~Until this year,~~ ^{previously} the School Safety Patrol had assumed responsibility for its quota of expenses toward the annual outing in which all township schools participated. Mrs. Knapp's suggestion that the P.T.A. sponsor the Safety Patrol and be responsible for the cost of the outing was favorably received. Since that time the P.T.A. has assumed this responsibility.

Most needy families were now receiving milk through the Township Welfare Committee so it was decided to discontinue serving free milk to all but a few who still needed it. In order to pay for the needed milk, the serving of refreshments was stopped, and the money thus saved was ^{placed} ~~used~~ in the milk fund.

Conditions were once more becoming more normal when Mrs. Donald Knapp accepted the presidency for the next year. As did many of her predecessors, she also served for the two years -- 1939-40 and 1940-41.

Little did we realize that the war clouds gathering in Europe would affect us and that we would be involved in World War II before her term had expired. During her first term of office, Dr. Alan Boyden, who had spent some months in Europe, gave a very interesting description of conditions in Scotland at the beginning of the war. Picture slides made the descriptions more vivid.

~~We wanted~~ ^A permanent record of the presidents of our Association ^{was wanted} so Mrs. Rosalie Lindquist assumed the responsibility of securing pictures and some data of as many past presidents as possible. Dr. Clarence Partch presented the Association with an album in which to place this material. Mrs. Lindquist ~~hoped~~ ^{kept} to keep the book up to date ^{until she moved from the community}.

Because the giant strides on the playground were beyond repair, they were dismantled and the metal sold.

The raincoats of the Safety Patrol were worn. Twelve new raincoats and a dozen pairs of overshoes were bought for Patrols to use on stormy days. A closet was donated in which to store them when not in use.

This was the first ^{time a} ~~year~~ the president and two representatives were sent to the County Council Dinner with expenses paid. The custom is still followed today.

A scarlet oak tree (with some contribution toward its cost from the Stelton Improvement League) was planted by the children on the front lawn in an appropriate Arbor Day ceremony.

The sixth grade was the highest class in the school and it was felt that something should be done to honor them before they left our school. An annual farewell party was sponsored by the Association. This custom was continued until June 1951. The seventh grade was added in September 1951 and the eighth grade the following year which eliminated the need for a farewell 6th grade party.

Mrs. Loren Morris, chairman, ~~had~~ put much effort into various ways of increasing the treasury ^{funds} throughout the year. There had been rummage sales,

a fashion show with men models, selling Christmas candy, etc., all netting a goodly amount. With the surplus money a portable victrola ^{and twenty dollars worth of records} was purchased to be used in the school. ~~Twenty dollars worth of records also were purchased.~~

The major project of this year, in which we celebrated our 15th Birthday was the use of an audiometer testing machine. The machine was in the county for the month of February and we were able to use it for one day at the cost of only \$5.00. One hundred and ^(sixty) ~~thirty~~-two children were tested, and ten were given retests.

Progress continued throughout the second term of Mrs. Knapp's office. Mrs. Gernert made a Santa Claus suit and presented it to the Association to be used at future Christmas parties.

~~For the first time in our history~~ A group of members met at the school on the evening of December 20th to participate in carol singing. Many of the "shut-ins" were made a little happier on this night by the group who cheered them with the singing of Christmas carols. Later in the evening the group returned to the school auditorium for a community sing and social hour. Wassail and Christmas cookies added to the holiday spirit. Many favorable comments were received about the pleasure thus given and it was hoped this would become an annual event.

Another first was the organization of ^{was started} A study group under the leadership of Rev. Seely. Four meetings were held to discuss child character training.

A change was made in awarding the attendance prize dollar. Rather than the actual count of those present, it was decided to take the percentage of members attending in proportion to the size of the class. Since then, this has been the procedure in awarding the attendance prize.

To continue beautification of the school grounds, another tree was purchased and planted by the children on Arbor Day.

All immunization and vaccination records were given to the school as a permanent record for future use.

The highlight of the year was the planning and presentation of the Gay Ninety Party on May 12th. It was a success socially and financially. The costumes made for this party were so attractive that other organizations asked permission to use them. To keep them in proper repair a charge of \$2.00 was made for this privilege.

With the surplus money in the treasury at the close of the year, a typewriter was purchased for school use.

~~When~~ Mrs. Fred Pumphrey served as ^{our 11th} president. ~~During the two terms-- 1941-42~~ and 1943-44 we were in the midst of war activities. Our country's need was uppermost in the minds and hearts of all. Members ~~were~~ unselfishly gave liberally of their time and services.

A nutrition class was sponsored by the Red Cross.

Under the leadership of Mrs. Rivers, head teacher, members assisted in ^{Compulsory military service} registrations, in issuing ration books for gasoline, sugar, food, and other commodities. The ~~ladies~~ ^{the USO, in} volunteered to assist in hospitals and at Camp Kilmer. ^{the Gray Ladies} ~~* Gas rationing curtailed the use of automobiles.~~ A first aid class was organized.

^{made} The defense program was intensified. Air-raid alerts ~~convinced us that~~ a portable radio ~~was~~ a necessity in the schools. One was purchased and presented to the school to be used in case of emergency.

~~* Gas rationing curtailed the use of automobiles~~

Because of these war-time conditions only four regular meetings a year were held during Mrs. Pumphrey's second term.

The State Convention was held in New York City instead of Atlantic City.

All thoughts were on our country's war time needs. Volunteers served at ^{the hospitals and at Camp Kilmer as Gray Ladies} the U.S. O. Children in school made Red Cross scrap books, a scrap drive headed by two pupils, Loren Morris and Bobby Avery, netted \$34.00 which

Members donated wool and

was donated to the Association. Pupils of Mrs. Rivers's sixth grade knitted a ~~woolen~~ afghan for Red Cross use.

~~Because~~ ^{so} it was impossible to use buses for pleasure, it was necessary to ~~discontinue~~ ^{was discontinued} the annual outing for the Township Safety Patrols. To show appreciation for the efforts and work of ~~our~~ ^{the} School Safety Patrol, the organization sponsored a party for them at our school. The annual sixth grade party was also given to the children.

Mrs. Warren Avery followed Mrs. Pumphrey as ^{our 12th} president. She served for one year 1943-44.

Policies pertaining to war activities were continued. Again only four regular meetings were held.

Ten dollars was donated to the school for purchase of library books. ~~A-Although~~ the annual sixth grade party was held, ^{but} it was decided to present each member of the Safety Patrol with a gift in appreciation of his efforts throughout the year instead of holding a party for them.

Mrs. Herbert Kerr, our ^{13th} ~~next~~ president also served for two years -- 1944-45 and 1945-46.

Once again the State Convention was held in Atlantic City. The president and two delegates, ^{were delegates.} expenses paid ~~represented us there.~~

Only four regular meetings were held this year.

The social and financial highlight of ~~this~~ ^{the} year was the square dance held in the school auditorium. It was so successful that ~~a second one was held later in the year.~~ more dances followed.

The Association planned to purchase a picture projector for the school and a saving account of \$25 was started toward this goal. More money was added at the end of Mrs. Kerr's second term. A sum of money was donated from the teachers' school fund and the picture projector became a reality.

The National P.P.A. Jubilee was held in Washington, D.C. Our Association donated \$100 to the County Council toward defraying the expenses of its president who was to serve as delegate at that Jubilee.

During the year we celebrated our 20th birthday anniversary ~~and were looking forward to our 25th.~~

The war was coming to an end, ~~and once again~~ ^W we were able to hold our six regular meetings ^{again in 1945-46.} ~~in Mrs. Kerr's second year as president.~~

For the first time, the Association sponsored the Halloween party for the school children, paying cost of same, appointing judges for the costumes, etc. Previous to this the teachers had assumed all responsibility for the Halloween parties.

A used mimeograph machine was purchased and repaired. Teachers were instructed in proper usage of same so that it might be used to further the children's work.

Through the efforts of the Association, fifty books were borrowed from the Township Library at Piscatawaytown to be used in the various classrooms.

The P.T. A. Board voted to accept the 15 to 1 plan to receive the set of World Book Encyclopedia to be used in the 6th grade.

It was the first time in its history that the Association secured free chest X-rays for its members through cooperation with the Middlesex Tuberculosis and Health League.

Officer Minue, leader of the Township Safety Patrols decided to hold a picnic at Roosevelt Park for all the ^{Twp.} Safety Patrols. Mrs. Rivers, leader of the school patrol and four parents served on the Committee. They spent an entire Saturday at the Park working with committees from other schools in assisting in preparation of the food ~~and~~ overseeing playing of games, and chaperoning the children.

~~And so~~ the year that saw the end of World War II was gone.

Mrs. Ryland Clarke, our ^{14th} ~~next~~ president, served for one year 1946-47.

It was during this year that the teachers were invited guests of the Association to a noon luncheon for the first and only time. Later when Mrs. Ballou was president the teachers were guests of the Association at a buffet supper at Linwood Grove.

Conditions were improved to the extent that, ^{in January +} the ~~evening~~ meetings were once again held ^{in the evening} ~~the change being made in January.~~

The National P.T.A. Jubilee was held in Washington, D.C. Our Association donated \$1000 to the County Council toward defraying the expenses of its president who was to serve as delegate at that Jubilee.

A screen was bought for use with the projector. Mr. Weber, ^{custodian} made a combination case and table for the projector. The school children enjoyed many educational movies during the year.

It became necessary to, ^{again} replace worn Safety Patrol belts. Twelve new belts were ^{purchased} bought and presented to the patrols.

Mrs. Clarke's term ended and her husband Ryland succeeded her. This is the first and only time ^{the association} ~~we have~~ had a husband and wife serve as presidents. Mr. Clarke was our second male president, ^{served for one year - 1947-1948}

Precedents started years before were followed, such as free chest X-rays, donations to the library fund and a gift to each Safety Patrol member.

An inlaid wood gavel, made by Mr. ^{Donald} DuFour was presented to the Association by Mr. and Mrs. DuFour.

The big project of this year was the furnishing and decorating of the teachers' room. ^{in the old building} An outlet for a radio and a hot plate was put in the room. Two new chairs were added, ^{and} three pillows were bought for the studio couch. Pillows and couch were recovered. The walls were painted a light pink while the woodwork was a darker shade.

Mrs. George Hardy, ^{our 16th president} was elected to serve the ensuing year--1948-49. In January it was necessary to accept her resignation as she had moved from the community. Mrs. Bailey Pepper, vicepresident, very ably completed the term of office.

It was decided that the vice-president was to appoint the class mothers and also to assume responsibility for hospitality.

A portable radio was purchased for the teachers' room.

A Drip-o-later was added to the kitchen equipment.

The project of the year was the purchase of an opaque projector for the school.

Mrs. Raymond Hof became ^{17th} ~~the next~~ president. She also served two terms --1949-50 and 1950-51.

During her first year a monetary gift was contributed in conjunction with voluntary individual collections toward the purchase of a Unesco package to be sent to Europe.

Sixty-four people took advantage of the free chest X-rays.

Five dollars was sent to the County Council toward its fund to defray expenses of its president at the National convention in California.

Each class mother ^{was} ~~will be~~ responsible for refreshments for one meeting during the year. A puppet show, The Wizard of Oz, was secured for the children's enjoyment.

Meeting night was changed from Thursday to Tuesday nights. The reason for the change was that stores remained open late on Thursday nights. This attracted many shoppers, also some members were employed at the stores, which decreased our attendance at the meetings.

The highlight of the year was the visit of Miss Susan Phillips, former principal, at our Founders Day meeting on our 25th birthday anniversary. Her talk on Stelton, As I Knew It, reviewed the early history of Stelton. She related many interesting incidents of her teaching days in the one-room school house.

Mrs. Hof's second year-(1950-51) as president saw a rapid rise in school enrollment. The school auditorium was used for two classrooms, so it was necessary to hold the association meetings in the Baptist Church recreation room. Each meeting was started by a community sing under the direction of Mrs. Williams, music chairman.

Throughout the year established precedents were continued. These included study groups, donations to the Tuberculosis and Health League, free chest X-rays, summer round-up, Child Welfare Magazine subscriptions, attainment of goals, and a well-planned program.

Twelve belts were ^{again} purchased for the Safety Patrol.

Because of overcrowded conditions and since classes were on four-hour sessions, ^{two} ~~few~~ resolutions were drafted and presented to the Township Commissioners. One resolution asked that no more new homes or dwelling permits be issued before a definitely known date be established on which the overcrowded school conditions be relieved. The second indorsed the proposal that the new school at Nixon be built.

A mimeograph machine was purchased for P.T.A. use ^{only}.

One hundred and six dollars was set aside for a gift for the new addition to the school which would be ready for use in September. In the following year it was voted

to use this money for a visual aid machine for the school.

For the first time a past-president's pin was purchased for the retiring president. All future outgoing presidents would receive such a pin.

Mrs. Schmoldt's first term--1951-52 saw the ^{opening} ~~opening~~ of the new portion of the school with eight ^{new} classrooms, a library and a large auditorium. P.T.A. meetings were now held in the new auditorium.

The major financial project of the year was the Bazaar which proved so successful that it ~~has become~~ ^{became} an annual event. Each classroom was assigned a booth for which articles pertinent to that booth were contributed by the parents.

The big school project was the buying of books for the library. A check of \$112 was presented to the principal for this purpose.

With the increase of our membership, it was necessary to buy more cups and plates. Our membership had risen to 635.

There were rumors that the tract of land in back of and adjacent to the school ground was to be zoned for light industry. A resolution was sent to the Township commissioners opposing this plan. However, the Commissioners did zone it for light industry, although a tract was reserved to be used for a junior high school at some later date.

The National Congress requested the State per capita tax to be increased from 15¢ to 20¢/

Free chest X-rays were again made available to anyone interested.

Members helped chaperone at the teen-age dances which was an innovation this year.

Eight movies were shown to the children. A puppet show was given as a special treat to the younger children.

A safety poster contest among the school children was sponsored with ribbons as prizes. The best ^{posters} were exhibited at the county contest.

It was decided, because of the increased enrollment, to limit the Halloween party and treat to ~~the primary grades only~~ through the fourth grades ^{only}.

Mrs. Schmoldt completed a very successful year and was reelected for a second term 1952-53.

to use this money for a manual and machine for the school.

For the first time a past-president's pin was purchased for the retiring

president. All future outgoing presidents would receive such a pin.

Mrs. Schmidt's first term--1952-53 saw the opening of the new portion of the

school with eight classrooms, a library and a large auditorium. P.T.A. meetings

were now held in the new auditorium.

Major financial project of the year was the bazaar which proved so successful

that it has become an annual event. Each classroom was assigned a booth for which articles

pertinent to that booth were contributed by the parent.

The big school project was the buying of books for the library. A check of \$112

was presented to the principal for this purpose.

With the increase of our membership, it was necessary to buy more books and plates.

Our membership had risen to 675.

There were rumors that the tract of land in back of and adjacent to the school

ground was to be sold for light industry. A resolution was sent to the township

commissioners opposing this plan. However, the commissioners did vote it for light

industry, although a tract was reserved to be used for a junior high school at some

later date.

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It was decided, because of the increased enrollment, to limit the Halloween

party and treat to the primary grades only--through the fourth grade.

Mrs. Schmidt completed a very successful year and was re-elected for a second

This was the year of the first eight grade graduation from Selton School. The eight grade students were tendered a farewell party by the Association. The P.T.A. Susan Fillips Citizenship Award was presented at graduation to the best all around boy and girl for good citizenship. Miss Fillips returned to make this presentation herself.

More books were bought for the school library with the \$100 allotted for this purpose.

It was voted to send a delegate from our Association to future Board of Education meetings. The delggate would make his report at the following meeting.

A set of World Book Encyclopedia was added to the library through the efforts of Mrs. Howard Ballou.

A change in the type of Christmas treat was made. The younger children were treated to a puppet show and the older children to an evening dance.

/The big project of the year was the Medicine Show under the leadership of Mrs. George Reppert.

Enrollment in the school went over the 900 mark. Our membership enrollment was 697. Thirty-five dollars was donated to the Girl Scouts Campsite Fund.

Mrs. Howa d Ballou ^{and 19th president} succeeded Mrs. Schmodt and served ^{for} one year ~~as president--~~ 1953-54.

The Association's Executive Committee was hostess at a buffet supper at Linwood Grove for the teachers previous to the Reception ~~given for the teachers~~ at the school. This affair started the year's activites.

Mrs. George Reppert organized a choral group whose selections made our meetings more enjoyable.

By-laws were rewritten and revised. They were approved by th State on December 28, 1953.

The members donated 20¢ each toward the State Home building fund. The collection amounted to \$50.50.

Manuals were given to each member of the Executive Committee. These manuals are to be gurned over to his successor at the/ end of the year.



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