

Annual Report

OF THE
SCHOOL COMMITTEE
AND
SUPERINTENDENT OF SCHOOLS
WILMINGTON, MASSACHUSETTS



PUBLIC SCHOOLS
OF
WILMINGTON, MASSACHUSETTS

FOR THE FINANCIAL YEAR ENDING DECEMBER 31,
1953

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WILMINGTON PUBLIC SCHOOLS

Organization

<u>School Committee:</u>		<u>Term Expires</u>
Mr. Arthur Lynch, Chairman	Wilmington	1956
Mr. Warren Willis, Vice Chairman	Wilmington	1955
Miss Eleanor Grimes, Secretary	Wilmington	1956
Mrs. Ruth Graczyk	Wilmington	1955
Mr. Ernest Crispo	Wilmington	1954
Mr. John Hartnett	Wilmington	1954

Administration

Superintendent of Schools:

Clifford J. Good, 131 Middlesex Ave., Wil. Tel. Oliver 8-2052

School Physicians:

Ernest C. MacDougall, M. D. Tel. Oliver 8-4432
Gerald A. Fagan, M. D. Tel. Oliver 8-4444

School Nurse:

Mrs. Esther H. Nichols, R. N. Tel. Oliver 8-4863

Attendance Officer:

Mr. Ernest Call Tel. Oliver 8-4571

Secretary to Superintendent:

Mrs. Natalie A. Giroux Tel. Oliver 8-2052

Secretary to Principal of High School:

Mrs. Eleanor F. Day Tel. Oliver 8-4463

SCHOOL CALENDAR - 1953 - 1954

September 9, 1953	All schools open
October 12, 1953	All schools closed - Columbus Day
October 30, 1953	All schools closed - Teachers' Convention
November 11, 1953	All schools closed - Armistice Day
November 26, 27, 1953	All schools closed - Thanksgiving Vacation
Dec. 23, 1953 - Jan. 4, 1954	All schools closed - Christmas Vacation
Feb. 19, 1954 - Mar. 1, 1954	All schools closed - Winter Vacation
Apr. 15, 1954 - Apr. 26, 1954	All schools closed - Spring Vacation
May 31, 1954	All schools closed - Memorial Day
June 11, 1954	Elementary schools closed - Grades 1 - 8 Summer Vacation
June 22, 1954 (Tentative)	High School closed - Summer Vacation
September 8, 1954	All schools open
October 12, 1954	All schools closed - Columbus Day
October 29, 1954	All schools closed - Teachers' Convention
November 11, 1954	All schools closed - Armistice Day
November 25, 26, 1954	All schools closed - Thanksgiving Vacation
Dec. 23, 1954 - Jan. 3, 1955	All schools closed - Christmas Vacation

No School Signal
 $\frac{22}{22} \quad \frac{22}{22} \quad \frac{22}{22}$

Twenty-two blown three times on fire alarm signal: At 7:00 - No School
 Grades 7 - 12

At 7:15 - No School
 Grades 1 - 6

Radio announcements will also be made from 7:00 to 9:00 over:

WCCM - Lawrence, WLLH - Lowell, Boston - WBZ, WEEI, WNAC.

ROSTER OF SCHOOL EMPLOYEES

Supervisors:

Mary Bostlier	Supervisor of Reading	Lowell
Evelyn Andersen	Supervisor of Art	N. Wilmington
Alice Plewcock	Supervisor of Music	S. Boston
Lawrence Cushing	Supervisor of Physical Education	Wilmington
Domenic DeGrazia	Band Director	Boston

High School Faculty:

Bernard McMahon	Principal	N. Wilmington
Harold Driscoll	Asst. Principal - Asst. Coach	Lawrence
Harland Whitledge	Guidance Director & Social Science	Wilmington
Ralph Ambrose	Asst. Guid. Dir. - Social Studies	Concord
Anthony DeLuca	Driver Education - Commercial	Woburn
Constantine O'Doherty	Head Coach - Social Science	N. Reading
Alfred Hambleton	Basketball Coach - Manual Training	Dorchester
Robert Barrett	Faculty Mgr. - Athletics - Mathematics	N. Wilmington
Irene Sharp	Commercial	Wilmington
George Webber	Head, Commercial Dept.	Wilmington
Laura Marland	Head, English Dept.	Andover
Elena Favallo	Head, Science Dept.	Wilmington
Theopina Triantafillo	Girls' Coach - Social Science	Woburn
Margaret Horner	English	Lawrence
Janet Lewis	Home Economics	Arlington
Marjorie Marshall	English	N. Reading
Mary Gibbons	Latin, Spanish & French	Melrose
Francis Moriarty	Latin - English	Lowell
Henry Mulloy	General Science - Mathematics	Belmont

Junior High Faculty:

Florence Liston	Principal; Grade 8	Lowell
Joseph Beaton	J. V. Coach; Grade 7	Wilmington
Mary McDevitt	Grade 6	Waltham
Virginia Erickson	Grade 7	Wilmington
Mary Megan	Grade 8	Lowell
Myrtle Mahoney	Grade 8	Lowell
Mary Crawford	Grade 7	Methuen
Helen Hustley	Grade 5	Wilmington
Mary McCarthy	Grade 5	Lowell
Barbara Connors	Grade 7	Woburn
Helen Roth	Grade 4	Lowell

Buzzell School Faculty:

Rose Kennedy	Principal; Grade 5	Lawrence
Helen Consideine	Grade 5	Lowell
Mary Donahue	Grade 6	Lowell
Margaret Maloney	Grade 6	Lowell
Irene Rogers	Grade 5	N. Wilmington
Isabelle Buras	Grade 6	Lowell

ROSTER OF SCHOOL EMPLOYEES

Center School Faculty:

Ruth O'Keefe	Principal; Grade 1	N. Wilmington
Janice Krall	Grades 2 and 3	Andover
Pauline Leiter	Grade 4	N. Wilmington
Carol Sears	Grade 2	Woburn

Walker School Faculty:

Sybil Wiberg	Principal; Grade 1	Reading
Margaret Jordan	Grade 3	Lawrence
Gladys Dunigan	Grade 4	Lowell
Mildred Keville	Grade 2	Lowell

Whitefield School Faculty:

Marjorie Ethier	Principal; Grade 4	Wilmington
Catherine McLaughlin	Grade 3	Lawrence
Evelyn Deamarata	Grade 2	Chelmsford
Lena Leiter	Grade 1	N. Wilmington

Mildred Rogers Faculty:

Agnes Daley	Principal; Grade 2	Lowell
Ruby Fitzsimmons	Grade 3	Lowell
Mary McNamee	Grade 1	Lowell
Josephine O'Donnell	Grade 4	Lowell
Marydean Snell	Grades 2 and 3	Winchester
Mary Sweet	Grade 1	Wilmington

Maple Meadow School Faculty:

Mary Sayer	Principal; Grade 1	Lowell
Lucille Vayo	Grade 2	Lowell

West School

Lena Eames	Principal; Grades 1 and 2	Wilmington
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American Legion

Mary Scully	Grade 5	Lowell
William O'Rourke	Grade 6	Newtonville

Opportunity Class

Emma Malion		Lowell
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D. A. V.

Pauline Durgin	Grade 5	Lawrence
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East Wilmington Betterment

Loddy Leiter	Grade 3	N. Wilmington
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ANNUAL REPORT OF SCHOOL COMMITTEE

December 31, 1953

To the Citizens of the Town of Wilmington:

We herewith submit our annual report for the financial year 1953.

* It is published under separate cover as "Volume Two" of the annual Town Report in order to bring you a more complete review of School Department activities for the past year, and to acquaint you with changes that have been made. The decision to submit our report in this manner was reached after conferring with the Board of Selectmen and Town Manager, and we are grateful to them for their understanding and cooperation.

The past year saw the phenomenal growth of our school population finally outstrip our facilities for housing pupils in available classrooms. Even crowding these classrooms beyond the limits dictated by sound educational practices failed to cope with the shortage, and we were faced with the dubious prospect of instituting double sessions.

This educationally unhealthy situation was averted by securing the use of outside halls as classrooms. Two classes are housed in the American Legion Hall, one class in the Disabled American Veterans Hall, and one in the East Wilmington Improvement Hall. The officers and members of these organizations deserve much praise for aiding us in a very difficult situation.

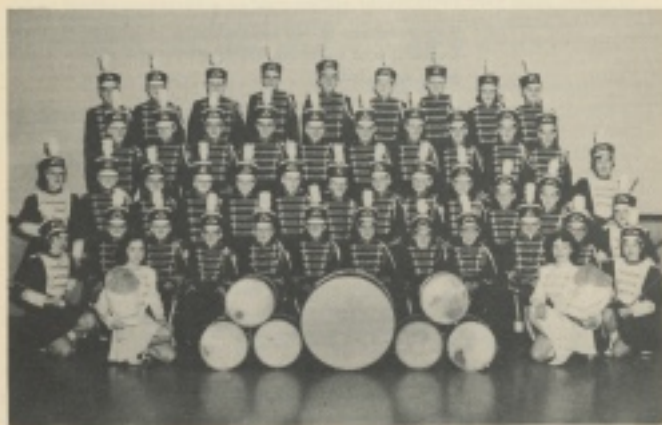
As has been stated so many times in the past, the only solution to the problem of overcrowding lies in the construction of more schools. We look forward eagerly to the completion of the new Wildwood School, as this school will afford at least temporary relief and will permit the abandonment of the two portable schools, a move that we, for many years, have desired to make.

We would pay tribute at this time to the members of the School Building Committee charged with the responsibility for the construction of the Wildwood School - Mr. Hayward Bliss, Chairman, Mr. Allan Shepard and Mr. Nicholas DeFelice. We are particularly pleased that they saw fit to keep us closely advised as to their progress, and that they met with us on many occasions to discuss aspects of the planned construction that they knew would be of vital interest to us. Such a spirit of friendly cooperation is worthy of notice and augurs well for the best interests of the Town.

To be complimented also are the members of the "Additional School Accommodations Study Committee" -Mr. Kenneth Kelly, Past Chairman, Mr. Fred T. Corum, Present Chairman, Mrs. Ruth Graczyk, Secretary, Miss Eleanor Grimes, Mr. Talbot Emery, Mr. Basil Weatherbee and Mr. Edwin Twomey. The very excellent job they did is attested by the completeness of the report they made to the Town at the Special Town Meeting on November 23.

Their appraisal of existing conditions, their predictions as to future developments, and their recommendations for preparing for these developments reflect at once the tremendous amount of effort that was required to compile this report. Their suggestions, that the Town acquire at this time land suitable for future school needs, displays an intelligent farsightedness that is highly commendable, and it is our earnest hope that this and their other recommendations be given serious consideration.

Educationally speaking, it was a good year and, within the limitations imposed on us by the physical plant, a satisfying year.



Newly Organized High School Band
Completely Uniformed Dec. 1953

A few of the changes made during the year are as follows:

1. Increased physical education facilities - Grades 1 - 8.
2. Increased safety program - Grades 1 - 8.
3. Re-organization of corrective reading procedures - Grades 1 - 7.
4. Testing Program - all grades - I. Q's - Achievement - Diagnostic, etc.
5. New cumulative record cards - all grades.
6. Development and extension of guidance program - Grades 5 - 12.
7. A new High School Band trained and completely uniformed.
8. Replacement of old typewriters in Commercial Department to bring all typewriters within a two year age limit.
9. Securing services of a competent optometrist to test the eyes of all pupils in Grades 1, 3, 5, 7, 9 and 11 and any from other grades who might need attention.
10. Revised salary schedule for teachers effective September 1, 1954.

These and other changes made during the year are covered in more detail by the reports of the Superintendent, Supervisors and Principals which follow, and need no further elaboration at this time.

The Adult Evening Program was expanded in October to include classes in Food Preparation, Rug Braiding, Driver Education, Fabric Painting, Shorthand and Typing. The addition of these classes to those previously offered in Sewing, Furniture Re-finishing, Upholstery, Decorated Ware and Rug Hooking attracted a record enrollment of 468 persons.



Adult Evening Vocational Work

A program of this type is invaluable in fostering public interest in schools and affords to the townspeople an opportunity to further realize a return on the investment they have made in their schools. It is the intention of this Committee to continue to expand this program whenever public interest deems it advisable.

The portion of the year dating from the annual Town Meeting in March was singularly free of the irritating differences that had been occasioned in the past by the vagueness of the Town Charter in respect to the operation and maintenance of the school plant. This happy result was brought about by removing from the school budget those items that would appear to be under the direct control of the Town Manager, and by making him responsible for their administration under a separate budget. This method has worked to the satisfaction of all concerned, and we offer no objection to its continuance.

Our teacher loss through resignation was relatively small, and we were fortunate in securing replacements of the highest caliber. Mrs. Patten, Principal of the Whitefield School, retired after many years of service, and it is our heartfelt wish that she enjoy her retirement to the fullest in the years to come. We welcome Mr. Alfred Hambleton, Mr. Henry Mulloy, Miss Mary McDevitt, Miss Helen Huntley, Miss Mary McCarthy, Mr. William O'Rourke, Miss Helen Consideine, Miss Janice Krall, Miss Evelyn Desmarais,

Miss Mary McNamee, Mrs. Mary Sweet, Miss Lucille Vayo,
Miss Loddy Leiter, and Mr. Domenic DiGrazzia.

We are grateful to the Police and Fire Departments
for their continued assistance and cooperation and to all other groups
or individuals who have aided us in any manner.

To all our teachers, principals and supervisors, we
give thanks for the splendid work they are doing under conditions
that, in some cases, are very trying. The results of their efforts
are a credit to them and to their profession.

May we, at this time, also extend our sincere thanks
to Dr. John E. Marshall, State Building Assistance Commissioner,
for his cooperation and personal assistance to us in solving our con-
struction problems. The entire staff of the State Building Assistance
Commission is to be commended as well. They have been most help-
ful to us for the past three years.

We again convey to our Superintendent of Schools,
Mr. Clifford J. Good, our appreciation for the very excellent job he
has done and is now doing. His willingness to be of service to all
who seek his assistance and his capacity for detail are justly deserv-
ing of recognition.

In conclusion, we voice the hope that with the bless-
ing of a Divine Providence, the progress of the past few years will
be continued in the future, to the end that all who seek enlightenment
may be given the opportunity, through education, to find it.

Respectfully submitted,

Wilmington School Committee

Arthur Lynch, Chairman
Warren Willis, Vice Chairman
Eleanor Grimes, Secretary
Ruth Gratecy
John Hartnett
Ernest Crispo

ANNUAL REPORT OF SUPERINTENDENT OF SCHOOLS

December 31, 1953

Wilmington School Committee
Town of Wilmington
Massachusetts

Ladies and Gentlemen:

Herewith I submit my third annual report as Superintendent of Schools in Wilmington, Massachusetts. By way of introduction, may I say that the educational problems facing us, though great, are no greater than those of other comparable growing communities. More than that, we are in a much better position of solving some of these problems due to the fact that much has been done in planning for the future housing of children. The continued interest of all our fellow townspeople in the matter of education is most encouraging and rewarding.

School Membership and School Housing:

As regards school membership, what was predicted in 1951 has, in substance, actually come true in 1953. I had estimated, by October 1, 1953, a school membership of approximately 2000 pupils. By actual count from the school registers, the membership as of October 1, 1953, was 1999 pupils. As of December, 1953, we were well over the 2000 pupil count, and we still continue to receive children from other school systems at various times. Our first grade enrollment of 281 children was the largest ever in the history of Wilmington. From the school census, recently taken, it now appears as if the first grade will be even larger next year, and possibly for the next three or four years. A look at the School-Grade, School-Membership charts at the end of this report shows the distribution of all children now in school, and the tremendous assignments to each building in the Town. The scope of the problem for the future is evident in the extremely large enrollments in Grades 1, 2 and 3 at present. These figures mean, in effect, large classes of 235 or 250 entering the high school in a few short years, plus providing for these large groups in the intervening grade levels.

Everything possible was done this year to house the children properly, to arrange for reasonable classroom loads, and to avoid inaugurating a two-platoon system. In addition to using our regular schools, the East Wilmington Betterment, the American Legion and the Disabled American Veterans' Halls were used to

house four classrooms. I am very grateful to these civic-minded organizations for allowing us to use their quarters. This, and nothing else, has saved us from becoming a two-platoon system as of this date.

The transfer of students to relieve congested conditions in some schools was accomplished with very little difficulty. I am indebted to all the parents for their extreme cooperation and courtesy in regard to these necessary and beneficial transfers. I am grateful to the School Committee for allowing me to proceed as quickly as possible in providing the necessary transportation for children who were transferred, and in extending transportation facilities to other hazardous and distant areas.

The outlook as regards school membership and housing for September, 1954, looks somewhat brighter, when one considers that the Wildwood School will be ready for occupancy at that time, and that construction may be started on the badly needed additions to the present high school structure. It seems to me, unless something totally unforeseen happens to the school enrollment, that September, 1954, will mark the end of the use of the portable schools and, of course, the halls as well.

I have worked many hours with the Elementary School Building Committee in the planning of the Wildwood School. In effect, my task, in addition to my regular duties, was to provide the efforts of an educational consultant, and to assist in any other way possible. This I did, to the extent of providing all the data necessary for the educational layout of the building itself. This planning, and recommendations, included the type of building, the number of rooms necessary, supplementary areas such as storage rooms, toilet facilities, recreational areas, cafeteria, health areas, and administrative requirements. Further, it was necessary for me to recommend the size of classrooms, and the physical setup of each and every room in the building. In addition to the above, I made all the required arrangements between the Building Committee and the office of the State Building Assistance Commission, and set up the books of account. I feel that the many weeks spent by me in this work has saved the Town the necessity of hiring an educational consultant at a rather high salary. The task has been an extremely happy one for me, since it gave me an opportunity to do "something more" for my fellow townspeople who have been extremely helpful and considerate.



New Wildwood Elementary School, now under construction
14 classrooms, all purpose room, library, etc.



West School

As to the actual construction of the Wildwood School, I can assume no responsibility. This is the task of the Building Committee itself, and the responsibility of proper advisement and counsel by the architect employed. I am grateful to the Building Committee for their effort and many hours of work in behalf of the schools.

I have spent much time, also, with the Additional School Accommodations Committee, and have done all that I possibly could do in providing all the figures on school membership both for now and for the next fifteen years. My recommendations to this Committee were to plan ultimately for a four year high school, rather than a junior-senior high school, and to consider adding sufficient space to the present high school to house grades 7 and 8 for the next three years. This might be the means of avoiding additional elementary school construction for a short time, at least. In addition, I recommended the building of a gymnasium, since I feel that this is an absolute necessity if we are to offer a proper educational program. I did not suggest constructing an auditorium, for I feel that our other demands are too great, and far more important. It is my opinion that the townspeople should decide the question of an auditorium at this time. Educationally speaking, an auditorium is needed, but I feel that it is possible to improvise in this respect, if it becomes necessary.

In regard to school housing, my principal task, at the moment, is working with the newly appointed High School Building Committee. My work with this Committee will consist of practically the same services extended to the Elementary School Building Committee. It will take an extreme amount of effort on the part of all to have all the necessary estimates of the high school construction ready for the annual Town Meeting in March of 1954.

My only regret, in all my work with present school planning and actual construction, is the interpretation of that Section of the Town Charter which is supposed to prohibit the appointment of any member of the School Committee to any school building committee. This is no criticism of present building committees. They have done their work well, and should be proud of it. However, a school committee must, of necessity, eventually "inherit" a school which is constructed for the use of the children. A school committee is also responsible for the welfare and safety of the children within its buildings, as well as providing suitable educational programs within every building. Consequently, such a section of a Town Charter

which bars a school committee member from a building committee is, in my estimation, not only a contradiction in the final analysis, but also a decided "block" to sound educational policy.

Briefly, our future school membership problem is this. For the school year beginning September, 1958, the estimated enrollment will be 2119 in grades 1 - 8, 551 in grades 9 - 12, for a grand total of 2670 in all grades. This is the absolute minimum to be estimated, and these figures have been substantiated by the School Building Assistance Commission. Even with the new Wildwood School occupied, and excluding the space which may or may not be available in the High School, it has also been estimated that by September, 1958, there will be a shortage of approximately 21 classrooms in grades 1 - 6 alone. Thus, it seems, that we must plan quickly but efficiently if we are to keep abreast of our extreme present growth.

In view of the above, and considering our rapidly increasing school enrollment, and accompanying problems of future housing, I wish to take this opportunity to thank sincerely and to congratulate not only the various Town officials but the townspeople themselves for their foresightedness, determination, and consideration in providing all the means necessary to properly house and educate our children in the years to come.

Public School Budget:

The total school budget for 1954, exclusive of school maintenance (Town Manager's Budget), will be \$320,511.34. This amount represents an increase over last year's budget of \$35,719.37. The 1953 budget was increased some \$49,173.97 over the 1952 budget. Careful planning and figuring has resulted in a much smaller increase this year. Expenses for 1954 were increased \$7,124.50. This amount would have been much greater, if it were not for the fact that all textbooks and supplies for the new Wildwood School were budgeted and purchased in 1953.

The actual cost of educating each child in the schools was \$159.43 as of June 1953. The actual number of children to be added to our school enrollment for the fiscal year 1954 will be approximately 266. Therefore, if we were to multiply 266 by \$159.43, we could actually justify an automatic increase of some \$42,408.38 for the fiscal year of 1954. It is quite evident from the above that the school budget has been pared to an absolute minimum, with practically no provisions for any emergencies. While some people might

deem this to be unwise, I feel that the stated financial condition of the Town is such that additional money could be secured if a major emergency arose during the year.

Our cost-per-pupil of \$159.43 is one of the lowest in the Commonwealth. This is no reflection on the community itself, or its ability to provide a sound educational program. Primarily, the cost-per-pupil is low due to the fact that we lack additional classroom space in which to put additional teachers and children.

Reference was made in my report last year to the new tax bill to be sent out to all real estate owners. This tax bill became a reality this year, and actually showed the amount of the tax dollar going to the support of the schools. Briefly, the tax per thousand was \$46.00. Of this amount, \$12.88 went for the support of schools, and \$33.12 for the support of all other Town departments. In other words, for every tax dollar paid by the townspeople, \$.28 went for the support of schools, and \$.72 for all other departments of the Town. This represents one of the lowest school tax rates in the State, and definitely discloses once and for all the fact that the schools in Wilmington are not responsible for the major apportionment of taxes. There is no doubt in my mind that the school tax will rise, but only in proportion to the rise in costs of other agencies in the Town. Taxwise, the schools in Wilmington are in a very economical bracket, and I expect that they will remain there for some time.

The new Teachers' salary schedule, approved by the School Committee, shows good thought and foresight. The aim is, of course, to get the best possible teachers for our children, and no one will disagree with such a policy. The minimum starting teacher's salary now will be \$2700.00 with a bachelor's degree and \$2900.00 with a master's degree. Other provisions have been made to contract with experienced teachers at a salary above the minimum rate. This is something that has been needed in Wilmington for some time, and acknowledges the fact that we are not only planning for new buildings, but also for the best teachers we can hire to put in them.

Since the approval of this new salary schedule and school budget, however, notice has been received of a new House bill, No. 642, to be presented to the present State Legislature to increase the minimum salary of public school teachers to \$3,000.00. Should this bill pass by April or May of 1954, each teacher in the Commonwealth would have to be paid a minimum salary of \$3,000. beginning September, 1954. Nothing of this nature was provided for in this budget, and could not have been provided for, if the budget

were to be presented to the proper authorities in time. However, if such a thing should happen, as it did happen two years ago, something would have to be done by the Town to increase the salaries account in the amount of the deficit created by the act.

Other increases in the budget for 1954 represent amounts needed to continue the use of halls for school purposes, and supplementary aid to cafeteria accounts, and normal increase in the use of lights and telephones. One other item represents the employment, for the first time, of a school optometrist who will personally examine the eyes of over 1100 school children this year, and report any needed corrections to the parents of the children involved.

Elementary Schools

Proper methods of instruction are seriously hampered in the elementary grades because of the extremely large classroom loads being handled by the teachers. Everything possible is being done to overcome this condition, and the teachers themselves are doing very well in meeting the necessary objectives of the various grade levels.

Generally speaking, the average classroom load recommended for each teacher is approximately 30 pupils. Many authorities recommend 25 pupils for an average class, but this approaches a situation which will be almost impossible for us to meet for several years. If however, Wilmington attempted today to place only 30 children in each classroom, we would find ourselves short of no fewer than 21 rooms in grades 1 through 6 alone. This, briefly, gives a fairly good idea of one of our larger obstacles to an average educational system.

The situation is relieved mainly in giving the teachers and pupils all the material and textbooks deemed necessary to offset this disadvantage.

The new basal reading system has been in use for one full year, and the advantages of having it have been many. A considerable amount of money and time has been spent in adapting new textbooks to grades 1 - 8, but the results will undoubtedly prove to be most beneficial.

The new mathematics series, "Numbers At Work", has now been placed in grades 1, 2, 5 and 6. This series was started

in grades 3 and 4 last year. Thus, both the reading and mathematics curricula are now complete in both the primary and intermediate grades.

In addition to the above, a new social studies series and curriculum has been placed in grades 1 - 4 inclusive. This is the "Linda and Lee" series published by the Ginn Publishing Company of Boston.

For September, 1954, it is hoped that a new language arts program will be inaugurated in grades 1 - 6, and thus we will have completed most of the major changes in textbooks and curricula for the primary and intermediate grade levels.

For the past two years much time and money has been spent in planning and changing methods and materials for grades 1 - 6. These are the all important areas, and I believe that the concentration on these areas will bring the results we hope for.

Grades 7 and 8 now have a new English literature series, and it is planned to start a new geography and history series in September, 1954. New geographies have already been purchased for grades 6 and 7, and supplementary readers will also be added to grades 5 and 6 next year.

New report cards have been placed in grades 1, 2 and 3, and I believe that they will prove to be more informative to the parents. It is also planned to introduce a new report card in grades 4 - 8 in September, 1954, and thus all report cards for all grade levels will have been changed by that time.

As had been planned, the Rinchart Handwriting System has been extended to grade 6 this year. Whether or not the system will be continued to include grades 7 and 8 will not be determined until the close of the present school year.

The Junior High School schedule has been changed for grades 7 and 8 this year. Rather than seven periods of 35 or 40 minutes daily, the schedule has been arranged to include only six periods of 45 minutes each per day. Practically all study periods have been eliminated in this change, and I firmly believe that the change is a good one. The Junior High School Building, planned to accommodate approximately 315 students, is now housing some 393 students. Some intermediate grades have been placed in this building to overcome crowded conditions elsewhere.



Modernized 1st Grade - Walker School



1st Grade - Center School

It is my sincere belief that, when the new Wildwood School is opened, Wilmington will have one of the best equipped and most practical elementary schools in the Commonwealth, and therein we will finally be able to put into practice more effective methods of teaching which would be impracticable in our older buildings.

High School

In December, 1952, I mentioned then that I could make no promises for 1953 and 1954 in regard to the adequacy of the present high school plant to care for the educational needs of the students. September, 1953, found the cafeteria and library being used either as teaching stations or study periods some part of the day. These areas will be used even more by September, 1954, and the present school plant itself will be quite inadequate by Sept. 1955.

The only reason that the present plant has sufficed thus far is due to the fact that the curriculum does not offer a wide range of electives, but is rather limited to standardized procedure without very much being offered in the way of enrichment of subject matter. The present high school plant does not have the classroom or laboratory space to offer more for enrichment. By enrichment, I mean the adding of such subjects as extended art activities, health courses, dramatics, public speaking, sheet metal work, printing, Spanish, music appreciation, etc. Courses such as these, and others, will definitely be added when the high school is finished, and the areas necessary will be available. In addition, physical education, as a required subject, will be provided for on a daily schedule basis, since we hope to have a gymnasium when the structure is built.

Regardless of present conditions, however, our students are now being offered all that is considered to be essential to proper training for further advancement in the educational field or for the procurement of positions in the business field. More than that, the teachers in the English and Commercial Departments have re-organized their courses of study to meet the present needs. Many of the other teachers are taking courses, at the present time, preparatory to making whatever changes may be deemed necessary in courses of study for the future.

As I have inferred from the above, however, much more can be done for our students, when we have additional space. I refer more specifically this time to a wider choice of subjects, particularly in the general and commercial courses.

During the past year some \$2500.00 was spent in procuring new English textbooks for grades 9 - 12 inclusive. This was most necessary if we were to improve the area, and if the teachers were to have the proper materials to make the English course of study more effective. Some money had to be spent, of course, in replacing worn out textbooks, and in obtaining additional textbooks for those subject areas in which we had additional enrollments.

It is my intention to replace the textbooks in most of the subject areas, year after year. It is quite possible that the social studies area will receive most of the attention by September, 1954.

In the Commercial Department, an additional comptometer was purchased this year, along with several new and additional typewriters. The Commercial Department now possesses the very latest in typewriters and office machines. No typewriter, now in service, is more than two years old. This has been my objective for this department for the past two years, and I am very happy to see it accomplished.

The past year has seen considerable change in the Home Economics Department. These students have not only been learning the theory of cooking and sewing, but have also been taught how to put this theory into actual practice. For the first time in the history of this department a fashion show was held, displaying the creations of the students in sewing. In addition, breakfast and luncheons were served, as well as a formal dinner, as part of the cooking course. To my way of thinking, we finally have a most efficient and successful program in a semi-vocational field.

Driver Education, more than ever before, has reached a successful and more meaningful year. Instruction has been made more informative with the addition of such visual aids as films, booklets, charts, maps, articles, a miniature differential, a miniature transmission, and a mechanical detonator. It is expected that 48 students will pass the course successfully this year. In the past three years, the school has experienced only five failures out of a total of 95 candidates.

I would like to take this occasion to thank Mr. Lawrence Gildart, of the Gildart Chevrolet Co., for making it possible for us to have a car each year in the driver education course.

My sincere thanks is also extended to Police Chief Paul Lynch and the Registry of Motor Vehicles for their extreme

cooperation in making driver education a real success.

This year also marks the completion of one of the greatest musical undertakings for Wilmington High School. The High School Band has reached a full membership quota and is definitely becoming an accomplished musical organization. Needless to say, the instructors have put many hours into this task, and I feel that their efforts have been rewarded. The band members have been rewarded also by the School Committee, to the extent of being completely equipped and uniformed for the first time in the history of the Wilmington schools.

In regard to sports, I believe that we have experienced a fairly successful year. More important to me, however, was the evidence of more enthusiasm, greater morale, better team spirit and an earnest desire to do something for Wilmington High School. I feel that this is an excellent sign for the future.

Guidance services in the high school continue to improve, and I fully expect that such service will become a full time function in the very near future. Principally, the major change in guidance this year was the introduction of the new cumulative folder. Through the use of this folder, guidance services will be made available in grades 1 - 12. The cumulative record folder will contain all the pertinent information necessary to assist the teachers in evaluating a student's progress. More than that, it will make it possible to screen a student's activity, progress, and accomplishments through the entire twelve years of school.

The cafeteria continues to function quite successfully. Although experiencing a slight financial deficit for the last school year, I feel that the program is extremely worthwhile. I commend the School Committee for insuring an extended happy continuance of this project by providing additional financial aid in the 1954 budget.

Adult Evening Vocational School

April 9, 1953 marked the successful completion of the first full year of adult evening vocational classes for the people of Wilmington. Approximately 500 people attended the graduation exercises held and enjoyed the program prepared for the occasion. In addition to a graduation program prepared by the Americanization class, exhibits and demonstrations were held in beginners sewing, advanced sewing, rug hooking, decorated ware, upholstering, and

furniture re-finishing. The State Department of Education was high in its praise of the Wilmington program and its success for the first year.

I think it particularly important to mention here the tremendous success of the first year of Americanization classes. Six new citizens were added to this great country of ours by faithful attendance and conscientious effort. A greater beginning could not have been hoped for under any circumstances.

For the school year 1953 - 1954, the adult evening vocational classes had an enrollment of some 468 people, even though it was expected that the enrollment might be smaller for the second year. The increased membership is no doubt due to continued interest, plus the addition of new courses to be offered. Courses offered this year included beginners sewing, advanced sewing, food preparation, rug braiding, rug hooking, decorated ware, fabric painting, upholstering, furniture re-finishing, Americanization, shorthand, typing and adult driver education. Specifically 21 classes are held each week covering 13 different subjects, with 431 people from Wilmington enrolled and 37 additional coming from 7 different communities nearby. The new courses added this year were shorthand, typing, adult driver education, preparation of foods, fabric painting and rug braiding. Driver education has a full membership of 40 people, and the shorthand and typing classes have an average enrollment. Mathematics and English were also offered this year, but it was not possible to enroll a sufficient number of people to warrant giving the courses.

It costs a citizen of Wilmington \$1.00 to enroll in any of the courses, and the Town of Wilmington received the tuition fees for those enrolling from other communities. The Town itself will receive 75% reimbursement from the State for this second year, and never less than 50% for every year thereafter.

Conclusion

Rather than repeat here what has already been given me in the supervisors' reports, I would merely make reference to the fact that these reports are all inclusive and appear immediately after this report. The reports are decidedly worth reading and contain all the detail of the important supervisory functions.

May I take this opportunity to personally thank the supervisors, principals, and teachers in all of the schools for their

sincere effort and conscientious work in behalf of the children of Wilmington. I am also deeply grateful to the school nurse, school doctors, clerks and custodians for their faithful performance of duty. I expect that our present staff of 67 teachers and supervisors will be increased to some 75 teachers, principals and supervisors by Sept. 1954. Including administration, this will bring the grand total of school personnel to 82 next year.

I would also like to extend my thanks to the Town Manager, Dean C. Cushing, for the work done in the maintenance and repair of all of the school buildings. Mr. Anton Thiel and Mr. John Amaro continue to render invaluable maintenance service to the schools, and they have a right to be quite proud of their work. A tremendous amount of work has been done in this past year in the repair of the schools, and the work begun last year in the Junior High School has been practically completed. Much more remains to be done, however, and the planned program of repair and maintenance is the only solution to better school facilities.

Many other agencies and organizations deserve high praise for their work in behalf of the schools. I refer particularly to the various Mothers' Clubs, the Parent-Teachers' Association, the Wilmington Police Department, the Wilmington Fire Department, the Veterans' Organizations, and other Town Committees who have done much in the interest of the school children.

Finally, may I express a profound gratitude for what the School Committee has done to improve school policy and structure for the past year. The sincerity of purpose of the present School Committee has been most rewarding, and I can truthfully say that our present progress is due, in great part, to your kindness and co-operative effort.

We build for the future, and we must be ever mindful of the fact that, as individuals, we can never succeed alone.

Respectfully submitted,

Clifford J. Good
Superintendent of Schools

REPORT OF HIGH SCHOOL PRINCIPAL

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

It would certainly be interesting and enlightening if we could present a day to day account of the High School. However, in an annual report, one must, of necessity, be brief and write a condensation of the highlights of a given year.

Personnel Changes

Resigned

Mr. Joseph Baglione
Mr. Harold MacDonell

Replacement

Mr. Alfred Hambelton
Mr. Dominic DeGrazia

Two additional teachers were necessary this year due to an increased enrollment. Mr. Francis Moriarty was transferred from the Junior High School and Mr. Henry Mulloy was hired.

Enrollment

In September the enrollment at Wilmington High School was at an all time high. There was little change between September and December 31st.

	<u>Sept.</u>	<u>Dec.</u>
Grade 9	139	138
Grade 10	129	125
Grade 11	82	82
Grade 12	73	72
Post Grad.	<u>1</u>	<u>1</u>
Total	424	418

The attendance for the past year has been very good, barring inclement weather. The record of tardiness has decreased approximately 65%, which is a very healthy sign. Dismissals will only be permitted in the event of sickness on the part of the pupil, or an emergency.

We hope to discourage telephone dismissals. Since September, we have had four false requests for dismissal by telephone. One of these could have had dire consequences had it not been checked. If an emergency arises, we would prefer that the parent come to school in person and pick up his child. We suggest medical and dental appointments be made after school hours or days when school is not in session. We cannot dismiss children for work, baby-sitting, shopping, etc.

Curricula

Upon analysis of the past two graduating classes, it was disturbing to make these findings. The class of 1952, which numbered 84, started as Freshmen with 35 in the college course, 39 in the commercial course and 10 in the general course. As graduates, the college course decreased 19, the commercial 7 and the general increased by 22. A total change of 32 within four years. The class of 1953, which numbered 67, started with 28, 34 and 5 respectively and graduated 17, 28 and 22 respectively, - a total change of 21. This is a waste of full educational opportunity and could be remedied by careful planning before electing programs. The importance of proper program selection cannot be minimized. We feel that closer planning on the part of the home and school would remedy this situation.

We are grateful to the Wilmington Women's Club for donating honor pins to the school. These pins are awarded to students who have attained 90 or better in all major subjects. They are in possession of the students from one marking period to another. Seniors who have maintained 90 or better in all major subjects, receive the pins as a permanent award at graduation.

The School Plant

For the first time since the new high school opened in 1950 we are overcrowded. The library has been pressed into service as a home room and three classes are held there as well. The cafeteria is used for three periods as a study hall. There is a possibility that we may have to use the cafeteria as a home room and classroom starting in September, 1954. Five new typewriters were added in September, bringing the total number of typewriters to 35. All these machines are in use in two of the seven periods that typing is offered.

The teachers were informed that conditions would not be well this year and even worse next year. However, at this time, I would like to congratulate them and the student body for their co-operative attitude, their spirit of helpfulness and their willingness to adjust themselves to the overcrowded conditions.

Extra Curricula Activities

The cafeteria closed in June with a deficit. This was due to various causes. We are happy to report that at present the deficit has been wiped out and there is a slight balance.

Our athletic teams have had average success for the past year. The spirit of the participants and the student body has been excellent.

This year a dramatic club was formed under the direction of the English department. Approximately two hundred students have shown an interest in this new activity. It is our hope that this will help the pupils in public speaking, as well as give them confidence in appearing before people.



Home Economics Luncheon for Faculty Members

We were sorry to see Mr. Harold MacDonell, our first band director, resign. However, the band has been growing rapidly and would require more time than Mr. MacDonell could give. Mr. Dominic DeGrazzia has taken over the duties of band instructor. We wish him well. It was with pride and pleasure that this year we saw the band, drum majors and majorettes completely uniformed.

An alumni of Wilmington High School has been recently organized. We offer our hearty congratulations to the officers of this organization and wish them success in all their endeavors.

Looking to the Future

We are grateful to the members of the Survey Committee and their report which was so well received by the townspeople. To the members of the new Building Committee we offer our full cooperation and shall be willing to assist them in any way possible.

The student body and faculty are all looking forward to the completed school. To say it is necessary, would be merely repetitious. With a thousand pupil building we would be able to broaden the curriculum and have a wider field of student activities. There would be greater opportunities for adult education, and a necessary meeting place for the townspeople.

With a new gymnasium, we will be able to offer a full program of physical education for the entire student body. We will introduce intramural sports. Furthermore, the boys' and girls' basketball teams will be able to practice and play their games here in Wilmington.

Beyond this is the need for an enclosed athletic field which would give the school a well rounded athletic plant.

In conclusion, I want to thank you, Mr. Good, and the School Committee for your cooperation and assistance; the faculty for their tireless effort; the student body for their interest and enthusiasm.

Respectfully submitted,

Bernard P. McMahon
Principal

REPORT OF DIRECTOR OF GUIDANCE

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

It is a privilege to present my third annual report as Director of Guidance in the Wilmington Public Schools. As you read this report it will become evident that we have made substantial progress during the past year.

Testing

At the present time, the testing program is as outlined below:

1. Administer Otis S. A. Test of Mental Ability to Grades 5 and 6.
2. Administer Otis S. A. Test of Mental Ability and Terman McNemar Test of Mental Ability to Grade 8.
3. Administer Otis S. A. Test of Mental Ability and Terman McNemar Test of Mental Ability, Kuder Preference Record, and California Achievement Test to Grade 9.
4. Administer California Achievement Test to Grade 10.
5. Assist in administering the B. U. Battery of Tests to Grade 11.
6. Administer California Achievement to Grade 12.

Counseling

Counseling was carried on as in the past. Individual counseling sessions were held with each Freshman and Junior. Counseling sessions were also held with Sophomores who were in difficulty or who were desirous of an interview for various reasons. Seniors

will be individually interviewed regarding their educational and/or vocational plans after graduation.

Occupational Information

On October 6, 1953, a General Assembly was held to stimulate interest in obtaining occupational information. At this assembly Mr. Roland Darling of Northeastern University showed colored slides of workers in various occupations. We have scheduled the following career conferences, during which speakers will meet with interested students and furnish them with the latest information on various occupations. The proposed schedule follows:

<u>November 3, 1953</u>	Social Worker; Physical Education for Men; Office Jobs.
<u>January 5, 1954</u>	Nursing; Engineering; Retail Store Work.
<u>February 2, 1954</u>	Advertising and Selling; Cabinet Making; Sheet Metal Work; Watch Repairing; Piano Tuning; Jewelry Making and Repairing; Nursery School Teaching.
<u>March 2, 1954</u>	Medical and X-Ray Technology; Physical and Occupational Therapy; Airline jobs - Clerical and Mechanical; Government Positions.
<u>April 6, 1954</u>	Beauty Culture; Public School Teaching; How to become an Auto Mechanic.

In addition to these topics, other speakers will discuss various occupations from time to time.

ARMED FORCES DAY will be held on Jan. 11, 1954 to acquaint our Juniors and Seniors with the latest information on careers in the armed services.

We will maintain our service to each homeroom through which every teacher receives posters, bulletins, booklets and other informative materials on various occupations stemming from the subject taught.

We will continue to select, screen and add to or eliminate from materials in the occupational files in the library.

Educational Information

The four-page Scholarship Bulletin published by the Guidance Department last year has grown to a twelve-page Bulletin which includes: information on Freshmen Scholarships available at all the leading New England Colleges; a listing of scholarships available at twenty-five hospitals in this area for those interested in nursing; and a list of the scholarships available in the leading business schools in this area for those interested in a business career. As for special scholarships, there are also listed and explained in this bulletin the scholarships and other aids offered by the Wilmington Teachers Association, the Wilmington Parent-Teachers Association, the Wilmington Women's Club, the Middlesex East District Medical Society Women's Auxiliary, the Massachusetts State Federation of Women's Clubs, the Union Carbide Scholarships, and two scholarships of particular interest to Wilmington girls - the Sabra Carter Scholarship which covers full school charges at the Northfield School for Girls including tuition, board, and enrollment fee, and the Chester W. Clark Scholarship which provides scholarship aid in the amount of \$200 in the Northfield Schools.

It is hoped that the student body of Wilmington High School will be sufficiently motivated to apply for one or more of the many scholarships that are available.

The High School Principal, Head of Guidance Department, and the Head of the Commercial Department met with all eighth-grade students to assist them in planning their program of high school studies. All program choice cards for grades 8, 9, 10 and 11 were screened and conferences were held with those whose choice seemed either doubtful or unwise.

Our college catalog file is being constantly revised and enlarged for the benefit of students seeking higher education, and a member of the Guidance Department is always available after school to aid in filling out applications for college and applications for college scholarships.

Placement

The Guidance Office continued its placement activities. We maintain a file of baby sitters and mothers' helpers to supply sitters or workers for quick calls. We contact employers for permanent jobs; screen students to meet the requirements of employers, and refer the students to the proper employers. We assist students in filling out Social Security blanks, and advise them on filling out their applications for positions. As a matter of record,

the Guidance Department made over a hundred telephone calls and eighteen personal calls relative to employment during the past year.

During the past year, too, we have established excellent working relationships with J. W. Greer Company, National Polychemical, Raffi and Swanson, and the Charles River Breeding Laboratories.

Cumulative Record Folders

A big step forward was taken by the Guidance Department during the past year, when a new cumulative record folder was introduced throughout the entire system. The importance of a comprehensive record on each child cannot be overestimated. Complete and carefully-kept records are of inestimable value to the Guidance Department, Administration and the Teaching Staff in aiding and in better understanding the child. The new record, introduced this past year, will furnish us with a complete picture of each child in our system.

Miscellaneous Activities

A MOVE-UP DAY was held for the second time this year. Members of the entering freshmen class came over from the Junior High School to spend a day going through their future high school program. They were given brief classes in each subject, were presented with a copy of the student Handbook (The Blue Beacon) and were welcomed by the Student Council - all of which made the transition from Junior to Senior High School less difficult.

Conferences were held with Mr. Driscoll and Mrs. Nichols on the problem of chronic absentees and certain measures are under discussion which we hope may lead to at least a partial solution of this problem.

It is with a deep sense of gratification that I am able to report a large increase in the number of parents voluntarily meeting with the members of the Guidance Department to discuss the problems of their children.

Conclusion

The Guidance Department is daily becoming a more essential part of every educational activity. As our school curriculum is enlarged, the need for careful selection becomes more

important. As the adult society becomes more and more complex, the need for information about that society becomes more and more acute. As teachers attempt to individualize instruction, they need more and more information about pupils. As we encourage students to become more self-directive, the need for information about themselves becomes more evident.

If the Guidance Department is to effectively meet these needs, it is imperative that more time be allowed for carrying on the activities which will meet these needs. With over two thousand students in the system, and an apparent desire on the part of parents, administrators, faculty and students for a bigger and better guidance program, the need for a full-time director becomes crystal clear.

Trained guidance personnel may establish policies and outline programs, but the effective carrying out of these programs depends upon the cooperation of the individual teachers. Therefore, in concluding this report, I wish to extend my sincere thanks and appreciation to the administration and the teachers of the Wilmington Public Schools for their enthusiastic support and intelligent cooperation in carrying on the guidance program.

Respectfully submitted,

Harland V. Whittredge
Guidance Director



School Safety Program in Operation

REPORT OF SUPERVISOR OF READING

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools,
Wilmington, Massachusetts

Dear Mr. Good:

It is indeed a pleasure to submit my annual report. Included herein are some of the highlights and philosophy behind our attempts to make our educational system modern and yet not completely lacking of conservatism.

Within the past year we have continued to emphasize the individualized reading program in the elementary school. In spite of our tremendous increase in pupil enrollment, the teachers are making every effort to cope with the problem at hand.

With all the aspects of modern life, such as Television, Movies, etc. making demands upon the time of today's children, the elementary school teacher is faced with a great challenge. The reading program must of necessity be interesting and stimulating as well as pitched to the individual's level of success so that he will be encouraged to go forward.

Most recent research shows that the traditional "Class as a group" method of teaching fails to maintain the interest of every child and is an inefficient way of using the limited time available in the curriculum for reading instruction. Therefore, we have attempted to use the individualized reading program in a workable, satisfying manner in our attempt to meet the needs of children within a particular grade with its many levels.

The elementary teachers are given to understand that basic to the success of this program is the philosophy that children should learn to assume considerable self-direction and self-control as they mature. Only when the pupils in a class have developed to the point where they can read and work independently for short periods without constant direct supervision by the teacher, can this program meet with any measure of success. The teachers recognize also that children need a definite objective and guidance in achieving it. The skillful teacher can manage this by careful planning of program and prepared questions.

In the majority of our school buildings we see class-

rooms that are typical. By this, I mean there is an absence of movable furniture, audio-visual aids, arithmetic devices, reading frames, book cases and other modern equipment. We find, however, that our teachers are most ingenious when it comes to making Reading a meaningful process and not merely a subject. To offset the lack of modern equipment, Mr. Good, you and the School Committee have been more generous in regard to books and supplies than we have ever known since my first year in Wilmington.

Each building is equipped with Basic Reading, Social Studies and Arithmetic texts and workbooks, so that many different ability groups may be handled. These are the minimum essential materials needed to build a well rounded curriculum.

The teachers not only call upon this wide range of basic books, but they do a great deal on their own, developing projects and units for enrichment and learning, above and beyond the necessary given drill and practice in the fundamental skills. We know that the children learn quicker and retain more when the subject matter is related to common experience and has some relation to real life situations. The Unit Method is one of the answers to this problem.

To illustrate a unit in process and which is typical of our elementary classroom, we have chosen one of our 2nd grades. In this class we find a Social Studies Unit in the making, entitled "This is Our Town".

As we approach this classroom we find several groups of children working independently. One group is reading in a semi-circle, under the direct supervision of the teacher. A second group is reading silently out of the Social Studies book for further research. On each desk in this group we find a card with several questions printed, all of which are different. These children read to find the answers and at a later time make their oral report to the class. A third group consists of youngsters working on Numbers. Half of this group are at the blackboard under a group leader, doing factual arithmetic problems. The other half, well controlled, are interested in playing an arithmetic number game at their seats. A fourth group is found at the project table placing figures and discussing "This Is Our Town."

We examine the unit in its physical sense and are captivated by the color and the figures which the children and the teacher have contributed. The project is made possible by working

on a long table covered with white oilcloth. This shows Wilmington in miniature; including streets, schools, churches, municipal buildings, railroad, traffic signal, post office, the business section and the growing industrial section. This then is the core of the unit. From this stems activity charts all around the room.

The first chart consists of sentences made up by the children in their own language in the form of a story about the unit. As the children create their stories, the teacher transfers them to newsprint. These hang suspended from an attractive reading frame which was constructed and beautifully finished by the boys in the Vocational Shop, under the supervision of Mr. Hambleton.

Another chart is made up of spelling words which correlate with the unit. Such words are towns, book, fire, truck, train, store, etc. Next to this we find a chart which consists of vocabulary found through discussion. These words are for sight recognition. Among these are fireman, policeman, traffic, post office, railroad, and many other words taught in conjunction with the unit.

We further see a chart on Safety. The children have suggested safety rules which are found under We Keep Safe and have listed all the people who contribute to our safety. This also is an outgrowth of the unit and made possible only through the direct guidance of the teacher.

Manuscript writing which now is such an important phase of our curriculum is tied in with the charts in spelling, vocabulary, reading and the other activity posters.

To utilize the back of the room, the teacher and children have an attractive blackboard exhibit on Keeping Healthy for Our Town. Again the children have contributed the rules which the teacher has transferred to the board with colored chalk. Next to this we see pictures of people who help us to keep healthy, and on the extreme right a list of the People Who Help Keep Us Healthy.

Music is correlated with the unit by teaching such songs as "The Baker", "The Mailman", "The Fireman", "The Policeman" and others selected by the children and the teacher.

Art has its place throughout the unit and many creative pictures are drawn by the children and exhibited about the room. We find pictures of traffic, policemen, firemen and many others, in a corner entitled "Our Pictures".

Arithmetic comes to life in the form of counting money and making change when playing store. Some of the other arithmetic concepts to be taught out of the unit are time, distance from home and school, comparative size, sequence and number fact.

All around the room are to be found attractive teaching devices, such as Wordo, Numbo, Blend and Word Wheels.

The teacher has been skillful in using this unit as the core of a social studies program whereby the practice materials are sufficiently interesting to capture the attention of the entire class. This type of activity is not only for enrichment, but is a highly motivated form of drill, and hits upon every phase of a modern curriculum. The unit is by no means completed, and the teacher plans to use this in her methods to bring about a wealth of learning experiences and possible excursions which will tie in with the work under way. This activity might well be an experimental forerunner of what is being planned for other classroom areas, and particularly for the new Wildwood School which is most conducive to such activity.

In conclusion, I wish to express my sincere appreciation to all teachers and principals who have helped to make our educational system one of the best. I wish also to thank the parents for bearing with us during the past year with our unpredicted enrollment and over-crowded situation.

Mr. Good, I appreciate more than I can say, the moral support, courage and counsel that you and the School Committee have given me. It has been a pleasure to do any job that has crossed my path. With a forward looking leader such as you, we cannot fail. To you I quote, "And he who gives a Child a treat makes joy-bells ring in Heaven's Street". And to the teachers and principals, "But he who gives a child knowledge, can give no greater gift".

Respectfully submitted,

Mary E. Boutilier
Supervisor of Reading

REPORT OF SCHOOL NURSE

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

The aim of the school health program is optimum health for every school child. Achievement of this aim depends upon the quality and degree of cooperation among the members of the school health team. This team consists of the School Committee, the Superintendent of Schools, the principals, teachers, supervisors, the school physician, nurse and dentist, and last, but perhaps most important of all, the parent. Beyond this immediate group it includes the family physician, the family dentist, the various hospitals, clinics, classes and schools for the correction of defects and the training of handicapped children. The school nurse plans, builds and integrates this program, but it is the cooperation and contribution of each member of the team that makes it effective.

Since the welfare of each child is our concern, it is necessary for us to have certain information. We need to know something about each child's physical condition as well as his medical and social background. School registration provides us with an opportunity for getting this information.

When school registration was first undertaken in Wilmington, about ten years ago, it was on a purely voluntary basis, and only for children entering the first grade. The value of the experiment was so apparent that it soon became a compulsory procedure. Today every child entering our school system is required to register. Ten years ago the school nurse registered sixty pupils. In 1952 she registered three hundred and sixty-five, and in 1953 the total number was five hundred and thirteen. The increasing number of children, and the amount of information required makes this a time consuming and arduous task. However, the information obtained is so important to both the school and the home, that it is well worth the effort.

During the past years of rapid growth, conversation with each new parent at the time of registration has paved the way for future understanding and cooperation between the home and the school. It has also made it possible for each child to be placed

advantageously in our crowded schools.

School health authorities now recommend that each pupil be given a physical examination at least once every three years, i. e., in grades one, four, eight and eleven. Since the family physician can best evaluate a child's health, parents are encouraged to take their children to him for this examination. Last September, sixty per cent of the children entering grade one had been examined by their family physician. This was a notable achievement. In many cases it led to the correction of defects which would have hindered the child's progress in school. In every case, it led to a better understanding of the child by all concerned. After the children have entered school the picture changes. In each of the other grades less than one percent of the pupils were examined by their family physician. We hope that in the future this number will increase. The family physician can give more complete and effective health supervision than can possibly be achieved at school. The school is not set up nor equipped to assume the full responsibility for a child's health. It can and does work with the home to keep each child at his highest health potential. Only a well child can take full advantage of the education offered in our schools.



Art Class - conducted 1st Grade - West School

The Massachusetts Vision Test was given to eight hundred and two pupils. Fifty-nine were found with untreated vision defects. The hearing of approximately one thousand pupils was tested with the audiometer. Of these, sixty-nine had defective hearing. All of these defects have been reported to the parents, and many have since been corrected. If parents will cooperate, all remediable vision and hearing defects can be corrected; while those with irremediable defects in these two areas can receive training or aids which will minimize their handicap.

Our crowded school buildings lack space and a quiet place to do this testing properly. Good equipment, fine teacher cooperation, patience and persistence have produced excellent results in spite of this hardship.

Home visiting continues to be an important part of the health program. A home visit is the first step in solving the many physical, mental and emotional problems that are referred to the school nurse. These consultations often provide an understanding of the child's needs which neither the home nor the school could achieve alone. In the past year, two hundred and seventy-six such visits were made. Only the future development of each one of these children will reveal the true value of these visits.

For the fourth consecutive year, Patch testing has been done in the first grade. For the past two years, the third grade has been included. Since only two or three positive reactors have been found each year, it seems safe to assume that no serious tuberculosis problem exists in Wilmington. However, tuberculosis will continue to be a menace until every case is known and treated.

The High School participated in the community chest X-Ray program recently sponsored by the local Christmas Seal Sale Committee, and the local Board of Health. It is gratifying to report that only one pupil in the entire High School failed to have a chest X-Ray. That one was too sick to attend. In addition, all the school personnel including bus drivers, janitors and cafeteria workers were X-Rayed. Some adults can live quite comfortable with active tuberculosis, even while spreading it to others. It is comforting to know that the adults who are close to our school children day by day are free from this disease.

Tooth decay is a wide spread and serious problem in Wilmington. It causes pain, disease and loss of time from school, not to mention its disfiguring effects. The Children's Dental Clinic

continues with its fine program of prevention, but it can only scratch the surface of the problem. The addition of fluorine to the drinking water and a full-time resident dentist would really get at the root of the trouble. Both are within our means.

By taking a course in Cardio-vascular Disease, your school nurse learned something of the tremendous progress medical science has made in the diagnosis and treatment of all types of heart disease. Great emphasis was placed on the responsibility of school nurses in detecting early symptoms of the disease. It was also encouraging to learn of the extensive program of treatment and rehabilitation available to cardiac patients.

Carrying on the School Health Program during the past year has included the following:

Pupils registered (approximately)	513
Visits to schools	695
Visits to homes	276
Conferences	273
Trips to Rheumatic Fever Clinic at N. R. S. S.	23
Office visits	108
Trips to hospitals	5
Visits to local industries	5
Participation in Immunization Clinics	5

Many other activities, too numerous to mention, have also been carried on. The school health program has been broadened and strengthened. The health team has functioned with a high degree of cooperation for the welfare of the school children of Wilmington.

For this cooperation, and for the privilege of serving this community I am deeply grateful.

Respectfully submitted,

Esther H. Nichols, R. N.
School Nurse

REPORT OF SUPERVISOR OF PHYSICAL EDUCATION

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

It is with extreme pleasure that I am submitting this annual report on Physical Education and Safety in the Wilmington Schools. I have previously outlined the needs, objectives and long range plans for what is an accepted program for optimum development of the student physically, socially and mentally. However, because of the many new residents in the past two years, I feel that some review is necessary.

Probably as a result of the conflicts of war, the Wilmington school system was without physical education when I first received my appointment in nineteen-fifty. Of course, I am sure most people are familiar with the laws of the State which demand that each town and city of the Commonwealth shall provide such a program. I do feel, however, that this was overlooked because of a lack of properly trained personnel during these years. It does make it easily understandable when I relate that there were but three utility balls in the grades, and but two or three lower organized games which had been purchased by interested teachers.

Enlisting the aid of our Superintendent and of our School Committee, we set about the task of rectifying this condition by purchasing supplies each year and increasing each individual school equipment until we have reached the state where a worthwhile, productive program is being realized. As a reminder of our growth, each school now has the following supplies: rubber playground utility balls, albums of rhythmic dances, albums of staging games, record players, volleyball standards, basketball standards, and beanbags for simple tossing skills. For the fifth, sixth, seventh and eighth grades we have included soccer balls, footballs, basketballs, mats for tumbling, badminton and softball equipment. For all schools we have purchased sound equipment and movie projection equipment to be used as audio-visual means of instruction in safety and health of our students. In our High School, our girls have been outfitted with new uniforms and equipment for basketball competition. In addition, equipment and supplies have been purchased so that the girls may take part in field hockey and softball.

To the citizens of the town we are thankful for their patience and support in this endeavor, and within two years it is hoped that our entire system will be on a par with what other schools offer their students in physical education and varsity sports.

At the present time, our elementary playgrounds are not exactly in the best of condition, but through modification and adaption of rules and games we are able to offer the student a worthwhile program that should be inductive to the development of skills. The Junior High School playroom offers indoor participation for its own pupils, plus the entire enrollment of the Buzzell School. In the past our program has suffered here because of the flooded condition of this room during heavy rains and spring thaws. Our High School, being overcrowded, has forced the cancellation of physical education, due to the cafeteria being used as a study hall.

This is our major problem as of this date, and until it has been changed by the erection of a high school gymnasium, our children will suffer as a consequence. Because we have no gymnasium I would like to remind you of a few of the problems that it brings upon us; lack of proper education, when we consider the whole child; improper development both physical and mental; inadequate school relations; a lack of school spirit; a feeling of being underprivileged when compared with other schools; a lack of proper hygiene training in a live situation. In addition, there is a need for a place to satisfy the physiological conditions the body requires, through participation in a planned program. There are many community-school relationships that both parent and student are denied. May I remind the people of our town that all leading educators advocate the development of the physical as well as the mental. Our varsity teams suffer greatly from the lack of proper facilities. The boys' basketball team is forced to travel to the city of Woburn each night for practice. Not only is this costly in transportation, but it is also trying on the parents of these boys when we consider their meals, and it is a long school day for the boy. Our girls practice on the hot-top in the school yard while weather permits it, but then are forced to forego this in cold weather. One might ask why we have these sports if there are such hardships attached to them. My answer to this would be the same as a doctor or other person familiar with the development of the human being as a whole. It is a natural thing for boys and girls of this age to demand and require highly competitive activity for their growth as an individual, in spite of the demands to be met. In conclusion to this comment on the problem of a gymnasium, I would like to remind interested

persons of the many values in after-school activity. To do this, however, it would take many pages of space in this report.

An encouraging note can be offered in reminding the people of the completion of the Wildwood School. Here we can realize a well rounded program both indoor and outdoor that will supply our students with the essential needs of a good physical education program. We also will have the use of a new play area just to the side of the Roman House. This will provide play space for physical education, and at the same time will alleviate the crowded condition presented on the common, when both boys' and girls' sports are in season. I anticipate an increase in interest and participation in future events that require outdoor facilities.

Physical education, more than any other phase of the educational system, offers the child the opportunity of expression of self. When properly organized and administered, it also offers the faculty the finest observation through expression or action, of signs of frustration or inward conflict. The teacher, supervisor, and the parent through these leads are then able to confer with our capable nurse, Mrs. Nichols, so that we may plan and guide for the proper direction and adjustment of the pupil in question.

If optimum development is desired, then we must have the tools that make this possible. By this I mean that the physical, social and emotional needs of the child can only be met when we have the proper program, supported by adequate supplies and equipment. Let us hope and pray that our boys and girls can realize all these needs in the near future. We can develop fundamental skills to a point through nature, and guidance by man. But man must provide us with a high school gymnasium for the fullest development. I appeal to the people of the town that the proper steps be taken so that our boys and girls can graduate with a background that includes a well rounded program for the mental, social and the physical. WE DO NEED A GYMNASIUM.

SAFETY EDUCATION

In attempting to give our students a balanced program, we also include instruction in safety in going to and from school, safety in the home, and safety in play. Through the cooperation of the Police, Fire and other town agencies we have concentrated on crossing of streets, patrol lines, bus transportation,

fire prevention, posting of signs and what they mean to us, and conduct in unusual surroundings. Observation and follow-up, periodically, by both police and fire departments have been of great service to the school program. May I call upon the parents to enlist their services in the cause by heeding "No Parking" signs in school areas, and the "No Passing Through" sign on Middlesex Avenue, during school hours. Children are quick to call this to our attention, and we are aware that most violators are well meaning persons who feel that they know the school area well enough. May I remind you that we may know the area, but we do not know what the child will do. Some of the offenders either drive to or pick up their children in the Junior High School area. Please drop your passengers at the entrance where these signs are installed.

Plans have been made to put the Fire Marshal Plan into effect. This calls for participation for all fifth and sixth grade students which is considered as the ideal age for such a project. Another plan for closer adult supervision on dangerous routes is being considered for future operation. And in addition to this, we will install the "Safety Notebook" sometime during February. In conjunction with this it is hoped that the Massachusetts Safety Council will present awards to outstanding contributions in this field.

While trying to improve conditions for the welfare of our students, we have had the pleasure of being invited to the Fire Underwriters School in Boston, and to have taken part in several conferences with Safety Associations such as the Massachusetts Safety Council. In a recent conference with Mr. Bert Harmon, the director of the M. S. C., we were informed that in spite of the many problems that present themselves by such a widely spread area in Wilmington, that we were doing much more than most towns and cities that are blessed with better resources. He also gave us many points to be considered in offering a more improved program in the safe way of living. After all, what good would our accepted education be if we failed to learn to live properly to appreciate it.

In conclusion, I want to thank you, Mr. Good, for your willingness to help in furthering this program; also the School Committee, P. T. A., and Mothers' Clubs who have aided in the advancement and progress of our work.

Respectfully submitted,

Lawrence H. Cushing
Supervisor of Physical Education



Dental Clinic, High School - originally sponsored by the Rotary Club



REPORT OF SUPERVISOR OF ART

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

My ninth annual report of art education in the Wilmington Schools is hereby presented.

The art program has been planned so that each individual may progress according to his abilities, potentialities and needs. We have attempted to develop the child mentally, socially, and emotionally to help him become an active and contributing member of his social group. The education of appreciation added to a desire for aesthetic betterment in everyday living has been one of our intentions.

"The camera reproduces whereas the artist creates". I have avoided the type of activity that stresses uniformity and emphasizes the artistic product rather than the development of the child's personality. Directed activity inhibits the child and prevents the natural sequential growth and development of practical and aesthetic skills; therefore, all modern art educators are stressing no tracing or copying, no use of patterns or coloring of hectographed outlines, no uniformity of methods or evaluation, and no formal or imposed directions which limit the creative ideas of the child.

Youth grows in knowledge and self-confidence through exchange of ideas. Discussions before and after our lessons develop interest, help the child to visualize more clearly and saturate the mind to spill over into spontaneous expression; thus a creative lesson has been started. One example of an integrated creative project: During Fire Prevention Week, following talks, films and demonstrations of fire caution by Mr. Lawrence Cushing, Supervisor of Physical Education, and by fire department personnel, posters and drawings were made in all grades. Typical drawings were collected for display and future reference. A unit of this type alerts our youth, thus making our town a safer place for all.

The elementary grades have had one supervisory visit every three weeks, necessitated by the additional grades created through increased enrollment. Grade teachers have aptly and conscientiously carried out all art plans left for art continuance during

the three week interval. Larger art displays have been in evidence throughout all rooms, due to improved and enlarged bulletin areas. Art exhibits have been changed periodically, so that all have proudly announced, "My drawing was hung up today!" Additional exhibits occurred in the Buzzell School corridor monthly as, "What This Month Means To Me."

Time allotment for Junior High Art has improved much over preceding years; each pupil has had an opportunity to express himself two periods weekly. Supervisory visits have been made once in two weeks to each homeroom, at which time lessons were presented and plans left which were diligently carried out by the teacher in charge. Constant displays occurred in each room, while student-selected drawings were hung on corridor bulletin boards.

High School Art has continued similarly as in the previous year. A pupil able to forfeit a study period on Monday has been welcomed to pursue his talents in the librarian's workroom. There we have water at our disposal, an important factor; although seating capacity has been held to the maximum of eight pupils every period. Future aspirations include a larger, well-equipped art room wherein additional offerings of ceramics, jewelry-making and oil painting may be considered.

Fundamentals of my art education have been based on teaching the children of Wilmington to feel beauty, to love beauty, and to seek beauty in all their endeavors. I wish to acknowledge the kindly, patient, cooperative assistance from you, Mr. Good, the School Committee and the teaching personnel of Wilmington; to all I express humble gratitude.

Respectfully submitted,

Evelyn R. Andersen
Art Supervisor

REPORT OF SUPERVISOR OF MUSIC

December 31, 1953

Mr. Clifford J. Good
Superintendent of Schools
Wilmington, Massachusetts

Dear Mr. Good:

Creating beauty in the lives of young people, guiding them to a more rewarding future, helping them over hurdles with sympathetic understanding, - these are but a few of the duties of a Music Supervisor. And perhaps, most of all, the Music Supervisor has a hand in the molding of your citizens. Every music session, vocal or instrumental, is a lesson in team work, obedience, respect for authority, self improvement and self-discipline, for the good of both the individual and the group. When these forces are joined, co-operation complete, then accomplishments of an organization are unlimited.

VOCAL DEPARTMENT:

In the Primary Grade we assist each child to learn and to sing in tune with as good voice quality as the individual child's aural and vocal organs permit. Each child is taught rote songs, games, dances, and also obtains rhythm training.

The Grade II children begin a music reading readiness program. Along with the rote songs taught, the child learns about the functions and uses of the clef, staff, notation, scales, how to find "Do", names of lines and spaces of the staff, and by the end of the year should develop the ability to read the notation of very simple songs.

In Grade III, we develop the ability to read the notation of songs so as to produce the pitches, rhythms and dynamic effects as indicated in scores of unison and part songs. A class project of the different instruments history is also given.

The Grade IV students continue to develop the ability to read the notation of songs and, by the end of the year, should be able to sing simple two part songs.

Grade V and VI continue two, and begin three part songs. These songs are taught with an understanding of the melodic and harmonic effects involved.

In the Junior High School music class there is a continuation of two part songs and the introduction of the bass clef. The students also develop a memorized repertoire of well known Home and Community songs. They are taught how to discriminate between tonal qualities of other voices as well as of standard music instruction. Classes meet once a week. There are four Glee Clubs in Junior High School. Girl's Glee Club meets twice a week, and the Boy's Glee Club meets once.

The High School music program consists of Girl's Glee Club of 52 members, which meets twice a week during activity period, an orchestra, which meets once a week during activity period, and a band which meets two forty-minute periods a week.

INSTRUMENTAL DEPARTMENT:

The Instrumental Training Program is begun in the lower grades and continued throughout the High School. In the primary grades they have the Rhythm Band:

Grade II	Harmony Pipes and Chimes
Grade III	Flutophone
Grade IV	Opportunity for instrumental instruction.
Grades V, VI, VII, VIII	Instruction and, if qualified, can become a member of the Senior High Band.
Grades IX - XII	Opportunity for instrumental instruction and, if qualified, can become a member of the High School Band and/or Orchestra.

A demonstration given by the Hollis Music Supply Co. of Boston, of the various instruments played today, was once again given in September to Grades V - VIII. Many children were enthused by this fine demonstration and are now taking lessons from Mr. Domenic DeGrazia, or from me. Lessons are thirty cents per week for a forty-minute class instruction. These students all have hopes of joining the Senior Band when they become qualified.

This year Mr. Domenic DeGrazia and I, completely re-organized the High School Band, which is forty-eight members strong, including eight majorettes. Upon being accepted to the High School Band, all members must abide by definite rules and regulations. These rules are set up for advancement, interest, and pride of the organization and discourage slipshod work.

Rule I. All members MUST report for lesson assign-

ments and for General Rehearsals, as appointed by the teachers. NO ONE may be absent unless properly excused by the teacher in charge.

Rule II. All members must report for assignment, which includes public performance.

Rule III. Uniforms are an expensive item. It therefore requires particular attention on the part of each member to be careful in the handling and proper placement of each uniform. Orderly care is a must.

Rule IV. Music mutilation, or its loss, must be reported. Each member is responsible for music issued by this department. Failure to do so will result in the student paying the cost of the music lost or mutilated.

Rule V. CONDUCT. (a) Avoid unnecessary noise and needless confusion. (b) Give immediate attention to the wishes and direction of the conductor. (c) Act like ladies and gentlemen at all times.

Rule VI. Instruments must be clean and always in good working order.

Rule VII. Lesson assignments always well prepared. Strive to remember corrections. Be alert.

Rules I, II, IV, V, VII also apply to members of the Glee Club and orchestra. New uniforms were purchased this year to equip forty band members, six majorette twirlers and two head majorettes. These uniforms would not have been purchased without the cooperation of you, Mr. Good, and the School Committee.

Due to the cooperation I have received from you, Mr. Good, the School Committee, principals, teachers and parents, I can honestly and sincerely say that, in no time at all, Wilmington will have one of the finest Music Departments in this County. For this wonderful cooperation, I am humbly and deeply grateful to each and everyone of you. Needless to say, that without this help, my work would not be as pleasant and as successful as it has been.

Respectfully submitted,

Alice M. Plevock
Music Supervisor

EXPENDITURES

*SCHOOL COMMITTEE BUDGET
FISCAL YEAR, January 1, 1953 - December 31, 1953

School Committee Expense	\$ 43.50
Administration Salaries (including Health)	12,435.00
Administration Expense (including Health)	2,801.89
Transportation	27,121.68
Supervisors' Salaries	14,740.63
Teachers' Salaries, High School	40,460.10
Teachers' Salaries, Elementary	115,974.23
Evening School Salaries	3,785.00
Substitutes Salaries, High School	424.63
Substitutes Salaries, Elementary	2,646.45
Text Books, High School	3,268.46
Text Books, Elementary	9,600.23
Supplies, High School	6,016.28
Supplies, Elementary	5,881.82
Libraries	1,417.33
Athletics and Physical Education	2,790.56
Lights	2,523.86
Telephones	978.54
Water	128.17
Miscellaneous	1,055.35
Cafeteria	499.35
New Equipment	<u>3,601.78</u>
TOTAL	\$278,215.06 *

*The above does not include Town Manager's budget for school maintenance, or construction costs, etc.

RECEIPTS - REIMBURSEMENTS

School Aid: General Laws, Chapter 70	\$ 82,871.68
School Aid: Transportation - General Laws, Chapter 71	13,955.00
Transportation and Tuition - City of Boston Wards	2,260.37
Tuition - Division of Child Guardianship - State Wards	8,219.96
Transportation - Div. of Child Guardianship - State Wards	550.50
Vocational Training	1,470.72
School Aid - Construction	11,325.39
George Barden Fund - Smith-Hughes Act	600.00
Adult Evening School Receipts	850.00
Adult Evening School Tuition Fees (Out of Town Residents)	128.45
Balance 1953 Budget Returned to E & D -	
Salaries	6,092.67
Expenses	<u>501.10</u>
TOTAL	\$128,825.84

TOTAL SCHOOL BUDGET - 1953

School Committee Budget	\$284,791.97
Town Manager's Budget - School Maintenance	47,250.00
Outlay - Appropriated for School Maintenance - Town Manager's Budget	2,500.00
Vocational Training	3,000.00
School Construction (High School)	<u>22,650.00</u>
TOTAL BUDGETED FOR SCHOOL SUPPORT	\$360,191.97
Total Budget - School Support	\$360,191.97
Total Reimbursements and Receipts	<u>128,825.84</u>
TOTAL ACTUAL COST OF SCHOOLS, 1953	\$231,366.13

MEMBERSHIP BY AGE AND GRADE - OCTOBER 1, 1955

Age - Grade Distribution

<u>Grade</u>	5	6	7	8	9	10	11	12	13	14	15	16	17	18	20	<u>o.Totals</u>
1	48	213	19	1												281
2		47	143	14												246
3			46	114	25	6										191
4				40	106	40	4	5								195
5					31	130	38	7								206
6						28	94	37	6							165
7							32	73	42	8	6					161
8								28	63	23	5					119
9									26	73	32	6	1			138
10										30	73	19	6			128
11											15	51	12	2	1	81
12												19	38	15		72
13															1	1
Ungraded								2	6	4	3					15
<u>Total</u>	48	280	228	171	162	204	168	152	143	138	134	95	57	17	1	1999

School - Grade Distribution

<u>School</u>	1	2	3	4	5	6	7	8	9	10	11	12	13	SC	<u>Totals</u>	
West		28	20												48	
Maple M.		38	28												66	
E. Wil.				29											29	
M. Rogers		82	58	51	36										227	
Center		44	54	21	32										151	
Walker		44	43	35	42										164	
Whitefield		45	43	44	42										174	
D. A. Y.						33									33	
Am. Leg.						33	31								64	
Buxnell						113	102								215	
Jr. High				11	43	27	32	161	119						393	
High School										138	128	81	72	1	15	435
<u>Total</u>		281	246	191	195	206	165	161	119	138	128	81	72	1	15	1999

GRADUATION EXERCISES

WILMINGTON HIGH SCHOOL

1953

High School Drive
Wilmington, Mass.

Tuesday Evening - June 9 - 8.00 P. M.

PROGRAM

Processional	High School Band
National Anthem	
Invocation	Rev. Albert J. Shea
Salutatory - Our World	Paul R. Washburn
Essay - "Be not merely good; be good for Something"	Joan A. Baker
Music - You'll Never Walk Alone	Hammerstein & Rodgers
	Mixed Chorus
Valedictory - A Brief History of Education	Helen Ellis
Music - I Believe	Drake, Graham, Shirl & Stillman
	Ronald Lambert with chorus
Re.marks	Clifford J. Good, Supt. of Schools
Presentation of Awards	Bernard P. McMahon, Principal of High School
Presentation of Diplomas	Arthur V. Lynch, Chairman of School Committee
Music - The Loveliest Night of the Year	Juventino Rosas
	Girls Glee Club
Benediction	Rev. Stanley Cummings
Recessional	High School Band

CLASS OF 1953

Arbo, Audrey	MacDonald, Helen
Backman, Knute	MacMullin, Allan
* Baker, Joan	Manson, Deborah
Bedell, Vilma	Martell, Richard
Bennett, Ann	Martino, Anthony
Berkeley, Beverly	* McCormack, Alan
Bickford, Sally	McKenna, Michael
Bonacorsi, Alfred	Moran, Rita
Bourbeau, Rachel	* Moriarty, Ann
Brenson, Barbara	Murray, Dorothy
Businon, William	Newhouse, David
* Calhoun, Valerie	Otis, Donald
Calnan, Margaret	Palmer, Robert
Christiansen, Sonja	Peters, Cynthia
Coombo, Thomas	Plicher, Thomas
Cusco, James	Rice, Gwendolyn
Cushing, Richard	* Robbins, Evelyn
Detato, Karl	Rogers, Dorothy
Eaton, Verlie	Russell, Robert
* Elia, Helen	Ryder, Mariel
Elliott, Vernon	* Smith, David
Emery, Madaline	Stevens, Virginia
Emmons, Charles	Swain, Mary Lou
Fenlon, Beatrice	Thiel, Paul
Finn, Robert	Thorpe, Robert
Foley, Phyllis	Tracy, Jeanne
Fuller, Edward	* Washburn, Paul
Giuliani, Dolores	White, James
Harris, Jean	White, Lorraine
* Hoban, Kathleen	White, Shirley
Hovey, Gene	Wicks, Irene
Kelley, Richard	Woods, Catherine
* Letellier, Mary	Woods, William
Lynch, Arthur	

* Elected to Membership in the National Honor Society.

CLASS OF 1953 OFFICERS

President	Allan MacMullin
Vice-President	James Cuoco
Secretary	Anne Bennett
Treasurer	Madaline Emery
Class Colors	Maroon and Gold
Class Motto	"Be Not Merely Good, Be Good for Something"
Class Flower	American Beauty Rose

