

# *Annual Report*

OF THE  
**SCHOOL COMMITTEE**  
AND  
**SUPERINTENDENT OF SCHOOLS**  
**WILMINGTON, MASSACHUSETTS**



**PUBLIC SCHOOLS**  
OF  
**WILMINGTON, MASSACHUSETTS**

**FOR THE FINANCIAL YEAR ENDING DECEMBER 31,**  
**1954**

Vol. 2 Annual Town Report 1954

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WILMINGTON PUBLIC SCHOOLS

Organization

<u>School Committee:</u>	<u>Term Expires</u>
*Mr. Warren S. Willis, Chairman	1955
Mr. Ernest M. Crispo, Vice Chairman	1957
Mr. Arthur V. Lynch, Secretary	1956
Mrs. Ruth M. Gratsyk	1955
Miss Eleanor F. Grimes	1956
Mr. John F. Hartnett	1957

Administration

Superintendent of Schools:

John J. Collins Tel. Oliver 8-2052

School Physicians:

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

School Nurse:

Mrs. Esther Nichols Tel. Oliver 8-4863

Attendance Officer:

Ernest Gail Tel. Oliver 8-4571

Superintendent's Office:

Mrs. Natalie A. Giroux Tel. Oliver 8-2052  
Miss Mildred F. Woods

Secretary to Principal of High School:

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

\* Resigned 1954

SCHOOL CALENDAR - 1954 - 1955

September 7, 1954	Teachers' Meeting - 10:00 A.M.
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 - Veterans' Day
November 25, 26, 1954	All schools closed - Thanksgiving Vacation
December 23, 1954 - Jan. 3, 1955	All schools closed - Christmas Vacation
Feb. 18, 1955 - Feb. 28, 1955	All schools closed - Winter Vacation
April 8, 1955	All schools closed - Good Friday
April 15 - April 25, 1955	All schools closed - Spring Vacation
May 30, 1955	All schools closed - Memorial Day
June 10, 1955	Elementary schools closed - Grades 1 - 8 Summer Vacation
June 21, 1955 (Tentative)	High School closed - Summer Vacation
September 6, 1955	Teachers' Meeting - 10:00 A.M.
September 7, 1955	All schools open
October 12, 1955	All schools closed - Columbus Day
October 28, 1955	All schools closed - Teachers' Convention
November 11, 1955	All schools closed - Veterans' Day
November 24, 25, 1955	All schools closed - Thanksgiving Vacation
December 23, 1955 - Jan. 3, 1956	All schools closed - Christmas Vacation

No School Signal  
22 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:  
WCOM - Lawrence, WLNH - Lowell, Boston - WBE, WBEI, WNBC, WNEH

ROSTER OF SCHOOL EMPLOYEESSupervisors:

Evelyn Andersen	Supervisor of Art	N. Wilmington
Mary E.T. Boutilier	Supervisor of Reading	Lowell
Lawrence H. Cushing	Supervisor of Physical Education	Wilmington
Domenic DeGrazia	Band Director	Arlington
Alice Flevoek	Supervisor of Music	Dorchester

High School Faculty:

Bernard F. McMahon	Principal	Wilmington
Harold E. Driscoll	Asst. Principal, Asst. Coach	Andover
Harland V. Whittredge	Guidance & Social Science	Wilmington
Laura W. Harland	Head, English Department	Andover
Mary T. Murphy	Latin, Spanish & French	Melrose
Elsie W. Parello	Head, Science Department	Wilmington
George Webber	Head, Commercial Department	Wilmington
Nancy J. Kelley	Latin, English	Medford
Irene M. Sharp	Commercial	Wilmington
Alfred G. Hamblton	Manual Training - Basketball	Dorchester
Katherine L. Mitchell	Home Economics	Arlington
Theodora Trearohis	Commercial	Woburn
Constantine O'Coherly	Head Coach - Social Science	No. Reading
Robert F. Barrett	Guidance - Mathematics	Wilmington
Anthony J. DeLuca	Driver Education - Commercial	Woburn
James E. Kelley	Social Science	Somerville
Marjorie A. Marshall	English	Reading
Mary Melling	Social Science & Commercial	Wilmington
William Deyer	Science & Mathematics	Lowell
Margaret Horner	English	Lawrence
Edna Mallon	Ungraded	Lowell

Junior High Faculty:

Florence G. Liston	Principal - Grade 8	Lowell
Helen Bentley	Grade 5	Wilmington
Pauline Leiter	Grade 5	N. Wilmington
Joseph P. Boston	Grade 7	Wilmington
Mary B. Crawford	Grade 7	Methuen
George Cogan	Grade 7	Stoneham
Mary F. Hogan	Grade 7	Lowell
Dorothy I. Sipeey	Grade 7	Lawrence
Virginia Erickson	Grade 8	Wilmington
James J. Gilligan	Grade 8	Wilmington
Myrtle G. Mahoney	Grade 8	Lowell

Russell School Faculty:

Rose M. Kennedy	Principal - Grade 5	Lawrence
Margaret M. Maloney	Grade 5	Lowell
Isabelle A. Burns	Grade 6	Dracut
Mary A. Donahue	Grade 6	Lowell
Mary A. McDonald	Grade 6	Lawrence
Irene H. Rogers	Grade 6	Wilmington

West School:

Lena Eames	Principal - Grades 1 & 2	Wilmington
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Center School Faculty:

Ruth O'Keefe	Principal - Grade 1	Wilmington
Carol B. Sears	Grade 2	Woburn
Janis Krall	Grade 3	Andover
Alice P. McCarthy	Grade 4	Lowell

Walker School Faculty:

Sybil Wiberg	Principal - Grade 1	Reading
Mildred Merrill	Grade 2	Lowell
Margaret Jordan	Grade 3	Lawrence
Gladys Dunigan	Grade 4	Chelmsford

Whitefield School Faculty:

Marjorie Ethier	Principal - Grade 4	Wilmington
Leah Leiter	Grade 1	N. Wilmington
Rosemary Liston	Grade 2	Lowell
Catherine E. McLaughlin	Grade 3	Lawrence

Mildred Rogers Faculty:

Agnes C. Daley	Principal - Grade 2	Lowell
Marydean Small	Grade 1	Winchester
Mary A. Sweet	Grades 1 & 2	Wilmington
Evelyn Desmarais	Grade 2	Chelmsford

Wildwood School Faculty:

Mr. Ralph Ambrose	Principal	Concord
Sancy Noble	Remedial Reading Teacher	Wilmington
Esther Connor	Grade 1	Lowell
Joanne Curran	Grade 1	Lowell
*Merry Sayer	Grade 2	Lowell
Jean Sayer	Grade 2	Lowell
Ruby Piddismons	Grade 3	Lowell
Mary McLarnon	Grade 3	Lowell
Luddy Leiter	Grade 3	S. Wilmington
Maurice McSorley	Grade 3	Lowell
Frances Cleveland	Grade 4	Wilmington
Josephine O'Donnell	Grade 4	Lowell
Mary L. Scully	Grade 4	Chelmsford
Anne McFarland	Grade 5	Lowell
Helen Roth	Grade 5	Draut
Mary McDevitt	Grade 6	Lexington
William J. O'Rourke	Grade 6	Newton

\* Leave of Absence

ANNUAL REPORT OF SCHOOL COMMITTEE

December 31, 1954

To the Citizens of the Town of Wilmington:

We respectfully submit our annual report for the fiscal year 1954, a year replete with personnel as well as structural changes. It has been your Committee's solemn obligation to effect an educational policy that will function regardless of such changes, and for these reasons we believe the past year has advanced the cause of education in Wilmington.

Our schools have made rapid strides under the direction of Mr. Clifford J. Good during these past three years. It was a distinct loss when we learned of his appointment as Superintendent of Schools in Denver. The many contributions that he has made are keenly felt and appreciated by every child and parent in our town, and we are better for having known him.

The grave responsibility of selecting a replacement for Mr. Good was eased considerably by the response of over 60 well qualified candidates seeking the position.

In the course of personal interviews with the majority of these candidates, Mr. John J. Collins made such a tremendous impact on all members of the Committee that we had no hesitancy in unanimously electing him to succeed Mr. Good, as Superintendent of Schools.

Although he has worked with us for a relatively short period of time, he has continued to impress us with his administrative ability, his understanding and his devotion to duty. It is our considered opinion that under his capable direction the educational progress of the recent past will be multiplied and the educational gains in the future will be assured.

It was also with sincere regret that your Committee accepted the resignation of Mr. Warren G. Willis, Chairman of the 1954 School Committee. A change in assignment took him to Springfield, Massachusetts from whence he commuted frequently to carry out his responsibilities. For the many sacrifices and conscientious discharge of his duties, his fellow members convey their personal wishes for continued success.

The past year saw many changes in our physical plant, primarily at the elementary level. The long-anticipated opening of the Wildwood School enabled us to abandon the several halls so generously offered by the Veterans' and Civic Organizations of Wilmington. In this most modern plant we housed over five hundred children who are enjoying a complete educational training under ideal conditions.

The addition to the High School was begun in the past few months, and we anticipate its occupancy in September 1955. Sturgis Associates, Architects, and Eish Brothers, General Contractors, will continue the work satisfactorily done in the original structure. The new addition will include an auditorium, gymnasium, twenty classrooms, and specialty rooms for Art, Home Economics, Manual Training and Science, thus assuring a complete plant for modern secondary school education.

A list of the more important events of 1954 will best summarize our progress:



Mr. Ralph Ambrose was appointed principal of the Mildwood School, after having served in the capacity of teacher and Assistant Guidance Director in the High School.

Miss Nancy Noble became the remedial reading teacher in the Mildwood School, and this step promises to be most fruitful in the short period of even one year.

Miss Mary Welling was elected Coach of Girls' Sports for the year.

Miss Mildred P. Woods was appointed secretary in the Superintendent's Office.

Mrs. Wilhelmina DeLisle was appointed Supervisor of Cafeterias, and her work has been most commendable.

The Klinehart Handwriting System was successful and warranted continuation for another year.

A Public Address System was installed in the Junior High School.

The excellent relationship between Lowell State Teachers' College and Wilmington has been continued by allowing students to do practice teaching in our schools.

Authorization was granted for two teacher Workshops, one in Curriculum Evaluation at the secondary level under direction of Dr. James F. Baker of Boston University, the other in Mental Health under Dr. Libbie Bower of the Mental Health Association.

The Maintenance Program of the town has improved the condition of the schools, and the Town Manager has scheduled the Junior High and Center Schools for major work in the coming year.

The individual reports which follow will give a more thorough accounting of these and other changes of the past year. Whatever the degree of progress, whether great or small, your Committee derives its only satisfaction from knowing that they are building for better citizenship and a better America. The facilities of our schools are utilized not only for our children, but by some six hundred adults in the Evening School, thus rendering a greater service in the Community.

The School Committee wishes to acknowledge the generous contributions of time and talent by the School Site Committee, the Mildwood School Building Committee and the High School Building Committee. Some of these members have already devoted over four years to their assignment and are deserving of special commendation. The assistance rendered by the Clergy, teachers, principals, supervisors, janitors and Maintenance Department, we sincerely commend. The cooperation and encouragement of the Parent Teachers' Organizations, the Mothers' Clubs, the Rotary Club, Boosters' Club, Veterans' and Civic Organizations are particularly noted. The Town Officials, the Police, Fire and Highway Departments have ever been ready to serve the needs of all our children.

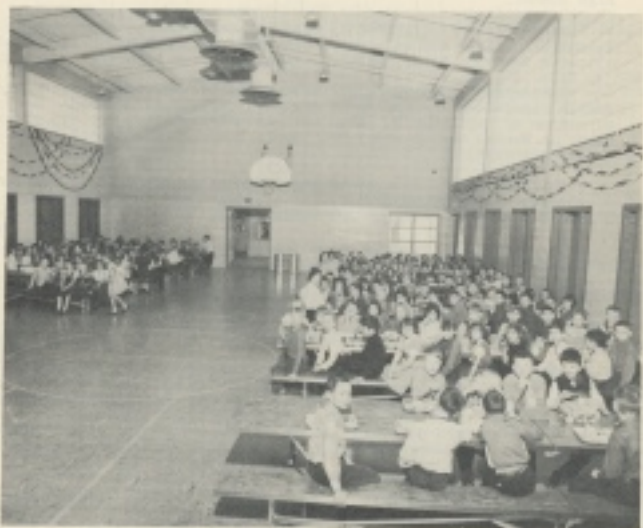


To these many benefactors, and the hundreds of unnamed friends, the School Committee extends its gratitude. Total education depends on many, and the fruits of such cooperation will result in a higher level of education for our youth.

Respectfully submitted,

Wilmington School Committee

Ernest M. Crispo, Chairman  
Arthur V. Lynch, Secretary  
Ruth M. Gratoyk  
Eleanor P. Grimes  
John P. Hartnett



Lunch Time at the New Wildwood School

ANNUAL REPORT OF SUPERINTENDENT OF SCHOOLS

December 31, 1954

Wilmington School Committee  
Town of Wilmington  
Massachusetts

Ladies and Gentlemen:

It is a most pleasant assignment to report on the educational accomplishments of our schools. This must of necessity be a partial review, inasmuch as I have been serving the schools of Wilmington since September 1954. I am most grateful to your honorable Committee for the confidence placed in me and welcome the challenge of such a responsibility. Although education is an on-going process, I must pause to pay tribute to my predecessor, Clifford J. Good, who has left a standard most creditable to any educator. The time and counsel, together with budgetary materials which he has passed over to me have gone far toward making this an easy transition.

1. ENROLLMENT AND HOUSING

September 1954 saw the opening of the new Wildwood Elementary School, housing 521 pupils, grades 1 - 6, in fifteen classrooms. It was necessary to use the library as a classroom, but it is hoped that this room will revert to its intended use by next September. This year also saw the breaking of ground for the addition to the High School, and the Architects, Sturgis Associates, promise occupancy of the classroom wing, if not the entire structure, by September 1955.

The enrollment in all schools on October 1, 1954 was 2132 pupils, all housed in town-owned structures, intended for school use.

The buildings, so kindly offered by Veterans' and Civic Organizations, have been turned back to their former tenants in first-class condition, and the Town of Wilmington can be proud of such civic cooperation.

The chart on projected enrollment in the appendix will serve as a guide for next September. Pupil enrollment will reach the figure of 2328 at that time, and the housing of grades 7 and 8 in the High School will make room for the elementary grades in the other school buildings. According to the present growth trends, the new addition to the High School will provide enough classroom space until 1958. This does not provide for a sudden influx of rapid building in housing developments which will eventuate in North Wilmington and other areas of the town. The School Site Committee which has functioned well has kept pace with past growth, and their foresight has many times been respected and acknowledged.

## 2. CURRICULA

A. High School: The course offerings of the present high school have adequately satisfied the recommendations of the Survey of 1948. The faculty made efficient use of the implements at their command, although they were not complete by any means. The new structure will offer the advantage of a complete high school building, adequate classrooms, specialty rooms for Commercial Subjects, Science, Art, Home Economics, and Manual Training, as well as an auditorium and a gymnasium.

The mere availability of such a fine plant will not guarantee a successful high school, and to this end the faculty is participating in a Workshop in Curriculum Evaluation and Revision under the direction of Dr. James F. Baker, and his staff from Boston University. After four months of intensive analysis of all the factors affecting the high school level, a well balanced and adequate selection of courses

will be offered in our school. Such studies as past pupil-performance, statistics on recent graduates, parental aspirations, and pupil-ability scores are being undertaken at the present time. National standards and offerings of secondary schools throughout the country are being compared to assure our students at least equal advantage with their peers.

The opportunity for broader development, so long desired will now be available. The fine arts, music, drama, speech-training, and physical training are but a few of the opportunities that our youth may now enjoy. The addition of these courses will bring added training to our students, and afford them opportunity for better living. No longer does Wilmington need to look with awe on the facilities of her neighboring communities for she now has a complete plant. Furthermore, by the cooperative study program of the faculty, the internal factors of the new high school will be well organized, a point that is far more important than brick and mortar.

B. The Elementary Grades: The forward steps so wisely taken in the recent years are being continued and augmented through the close cooperation of teachers, supervisors and principals. Committees have been functioning throughout the past three months and have recommended the following:

Spelling Series	Lyons & Carrahan	Grades 2 - 8
Globes	Rand McNally & Co.	Grades 4 - 6
Beginners' Maps	Rand McNally & Co.	Grade 4
U.S. Maps	A.J. Nystrom Co.	Grade 5
World Maps	A.J. Nystrom Co.	Grade 6
Erasable Maps	Cram Co.	Grades 5 - 6

The Spellers will serve a two-fold purpose, one of unifying the content of required words for the grades and secondly the improvement of phonics so necessary in the reading program. All schools have been supplied with the necessary books, and periodic checks will be

made to gauge progress.

The new map program will be completed in the grades very shortly, and this was indeed a necessary addition for the social studies program. The rapid world changes and historical developments of the past fifteen years are common knowledge to young children because of television, and it is well that they have at least the basic tools in the classroom. The materials being purchased have been carefully analysed by teachers from all the schools, and we can be well proud of the fine selections.

The Testing Program has been operating well during the past year, and has covered all the grades. This year saw the introduction of a Reading Readiness Test in Grade 1, and afforded the teachers more objective data than formerly. This analysis breaks down the functions of reading so as to enable the teachers to work on any apparent weaknesses before proceeding at too rapid a rate, thus eliminating some of our remedial work. A more detailed report on this topic will appear under the Reading Supervisor's Report.

### 3. ADULT EVENING VOCATIONAL SCHOOL

Typical of the unusual interest in local Adult Education, several hundred attended the Graduation Exercises and Open House on April 1, 1954. They witnessed an impressive display of clothing, rugs, foods, painted fabrics and trays, and other articles created by members of the practical arts classes of the Evening School. They were also guests at a program honoring our new citizens, recently graduated from the class in Americanization. The program was highlighted by the address of Dr. Franklin Powers Hawkes of the State Department of Education.

During the 1953-1954 school year, courses were offered in



Reading Group at the Wildwood



Grade V - Buzzell School



Beginners' Clothing, Food Preparation, Rug Braiding, Rug Hooking, Fabric Painting, Decorated Ware, Upholstering, Typing, Shorthand, Driver Education and Civic Education.

On September 27, 1954 and September 28, 1954, registrations were accepted for the school year 1954-55. At the conclusion of the registration period, we found that 581 persons had enrolled for classes in the Evening School. Of these, 401 were Wilmington residents and 180 came from 13 surrounding towns. Since opening night, additional registrants have pushed the total beyond 600.

This year the Adult Evening School offered courses in Advanced Type, Bookkeeping, Beginners' Type, Advanced Shorthand, Beginners' Shorthand, Rug Braiding, Rug Hooking, Beginners' Clothing, Advanced Clothing, Tailoring, Upholstering, Beginners' Foods, Advanced Foods, Men's Food Class, Jewelry, Fabric Painting, Decorated Ware, Slip Covers, Americanization and Driver Education. There are 33 classes meeting in the High School each week.

It is most gratifying to serve the many interests of our citizens and we note with pride that the school buildings are fast becoming the Community Centers. No longer do these buildings house children for five or six hours each day, but healthy interests keep them occupied for fourteen and fifteen hours of each day.

#### 4. TRANSPORTATION

During the past year the cost of transporting the children was \$30,435.46, but the Commonwealth of Massachusetts reimbursed the Town \$18,437.65, approximately 60% of the total cost. While this sum may seem large at first examination, it must be remembered that children are being transported to larger buildings where they may attend a regular grade instead of mixed grades that are so inadequate.



One phase of the transportation needs further study, namely the fact that approximately 75% of the Wildwood School children are transported from all corners of Wilmington. In some instances, there is duplication of bus lines for two different schools, thus causing added costs. The coming school year will find some minor changes to eliminate such runs. Another factor which may ease the bus load will be the project to extend Parker Street. The Town Manager has been most cooperative in the mechanics to effect this extension, thus making it possible for thirty to forty children to walk to the Wildwood School.

### 5. COSTS OF EDUCATION

The school budget for 1955 exclusive of school maintenance will be \$380,923.31. This represents an increase of \$60,411.97 over last year's budget, or approximately 19%. While the enrollment is increasing only 11%, it must be recalled that 1955 represents the first full year of operation for the revised salary schedule. The actual cost to the town for education in the year 1954 was \$154.11 per pupil, a figure that is extremely low in comparison with other communities of similar ability. To increase our educational efficiency, and to continue the well planned policy of your Committee, we must persist in our endeavor to attract and hold competent teachers. Thereby Wilmington will continue to grow as an attractive residential as well as industrial community because of its investment in education.

### 6. CONCLUSION

The summary reports of principal and supervisors will more adequately describe the specific areas of education. I wish to state that I have found in Wilmington a very wholesome and dynamic interest in the thorough training of youth. The long and patient hours expended by the School Site Committee, the Wildwood School Building Committee and the High School Building Committee are testimony of the fine spirit of

cooperation engendered by you, the members of the Wilmington School Committee. Education calls for total effort of all the Community Agencies available, and your Committee has certainly encouraged and cooperated with all who have served. The administrative and instructional staffs have been most cooperative and tolerant in this period of transition, a factor that makes them good examples to their charges.

Every agency of the town, the Town Manager, Joseph F. Courtney, the staff at Town Hall, the School Maintenance, Police, and Fire Departments as well as the Town Officials have ever been ready to service the educational needs of our children. The contributions of the Civic and Veterans' Organizations could never be adequately evaluated, but they may be ever proud of their sacrifices during the past year. Wilmington can again be congratulated for the fine auxiliaries to education, the Parent Teachers' Association, and the Mothers' Clubs which are so active and cooperative in the cause of education. Their combined contributions are most appreciated.

Finally, to all groups and individuals who have in any way assisted our youth, I wish to express my sincere gratitude. Our only return is the assurance that the stronger and more effective the education of our children, the firmer is the foundation for tomorrow's citizenship.

Respectfully submitted,

John J. Collins  
Superintendent of Schools

REPORT OF HIGH SCHOOL PRINCIPAL

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

I hereby submit my fourth annual report as Principal of the Wilmington High School.

PERSONNEL CHANGES

Assigned

Miss Janet Lewis  
Mr. Francis Moriarty  
Mr. Henry Mulloy

Replacement

Miss Katherine Mitchell  
Miss Nancy Kelley  
Mr. William Dwyer

Mr. James Kelley replaced Mr. Ralph Ambrose who was promoted to Principal of the Wildwood School. We wish Mr. Ambrose well in his new position. It was necessary to add one teacher to the Commercial Department, and Miss Mary Welling was engaged for this position.

ENROLLMENT

Each year we find an increase over the previous year, this condition will continue indefinitely.

	<u>Sept.</u>	<u>Dec.</u>
Grade 9	129	124
" 10	115	114
" 11	109	109
" 12	72	72
Post Graduate	1	1
Total	<u>426</u>	<u>420</u>

The percentage of attendance has risen the first few months, yet we have individual cases of excessive absence which have proved detrimental to those concerned.

THE SCHOOL PLANT

During the past year, we have been overcrowded. We opened school in September with apprehension, lest the enrollment be greater than anticipated in June. However everyone was seated without the necessity of putting the cafeteria to use as a home room. Every available class station, including the library, is in use for three periods a day. Some individual classes contain more pupils than in past years.

The physical situation is not ideal, but when we see the progress being made on the addition, it makes such conditions tolerable. This year could well be termed the year of anticipation. With the completion of the school in 1955, we can look forward to a school plant which will be an attribute to the town, a monument to the cooperation of its citizens and a challenge for us to provide the type of education which such a plant will demand.

### CURRICULA

In September, we began the revision of the curricula. The results of this work have been achieved by the entire faculty. It is our hope that wider offerings will be available to the pupils within the various courses starting in September. We are grateful to the teachers for their ideas, cooperation and effort in the successful completion of this project. We do not care for generalization, but the curricula has not received official approval by the School Committee, as we have just finished the task, therefore, we cannot report it in detail at this time.

### EXTRA CURRICULA ACTIVITIES

Our athletic teams have won their share of games during the past year. It has been particularly gratifying to see the number of athletes who are maintaining high scholastic standings and are regularly enrolled on the school's honor roll. One bright light in the athletic picture is the availability of the Wildwood School for basketball practice. This is a definite improvement over practice conditions of the past few years.

The school received an unusual honor during the past year when our representative to Good Government Day was seated in the chair of the Lieutenant-Governor.

The High School Band has been laboring under difficulty this year due to schedules and lack of space. We hope to eliminate their difficulties in the ensuing year.

### CONCLUSION

We are grateful to the unanimous approval of the townspeople for the addition to the High School. We appreciate the tireless effort and zeal on the part of the Building Committee, who have dedicated themselves to the successful completion of this building.

We wish our former Superintendent, Mr. Good, continued success in the Danvers School System.

I want to thank you, Mr. Collins, and the School Committee for your understanding and appreciation of our problems; the faculty for their continued loyalty and support; the student body for their wholesome spirit.

Respectfully submitted,

Bernard F. McMahon  
Principal

REPORT OF GUIDANCE DIRECTOR

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

It is a privilege to report on the various activities of the Guidance Department during the past year.

COUNSELING

Greater emphasis has been placed on individual counseling this year. All students in the High school who fail in English are called into the guidance office for a conference and every attempt is made to see that these students pass in English. The same procedure is followed with students failing two or more subjects. All Freshmen are interviewed after they complete their tests (Kuder & Otis), and Juniors are interviewed after they are given the day-long S.U. Test Battery. Seniors are counseled as to their plans for school or work. Counseling is an important and valuable phase of the guidance program which we may hope to make more effective as additional time is allotted to the guidance program.

This year referral sheets were passed out to the high school faculty. These are sheets of paper upon which the teachers list names of students who may benefit from some contact with the guidance department. The teacher also states why the student should be interviewed. These referrals have aided immensely in our program and have given the guidance department the benefit of the class room teachers' experience with the various children. As has been said before, the guidance department relies heavily upon the individual teacher and only through the individual teacher can it be truly effective.

TESTING

This year we completed the first phase of our testing program and we now have test results on the academic ability of every student in the school system, Grades Two through Twelve, excepting absentees or transfer students. This year the testing program includes:

Grades 2, 3, 4, 5	Otis S.A. Test of Mental Ability
Grade 8	Otis S.A. Test of Mental Ability
Grade 9	Otis S.A. Test of Mental Ability, Terman McNemar Test of Mental Ability, Kuder Pre- ference Record
Grade 10	California Achievement Test
Grade 11	S.U. Battery Test
Grade 12	U.S. Government General Aptitude Test Battery (selected students)
Grades 10, 11, 12	Aptitude Tests in various subjects

Next year we hope to put into effect our semi-permanent testing program for all grades.

EDUCATIONAL INFORMATION

Under the direction of Mr. Robert Barrett, the Scholarship Bulletin has been revised and enlarged. The bulletin now lists infor-



mation on over 2,000 scholarships available to entering Freshmen in New England colleges; aids and grants at 24 local hospitals; scholarships to various business schools; scholarships offered by corporations, and a list of scholarships and grants offered only to Wilmington High graduates.

It is encouraging to note that each year the number of students who apply for a scholarship is increasing.

In April, all students in Grades 8 through 11 are required to fill out program choice cards, listing their choice of studies for the following school year. These cards are screened by the guidance department and conferences are held with those who appear to have made an unwise choice. Through this device, we hope to cut down on the number of failures, minimize course-changing in the middle of the high school career, and encourage each student to take fullest advantage of the high school program in light of his needs and abilities.

#### OCCUPATIONAL INFORMATION

Mr. Roland Darling, of Northeastern University, met with the Seniors and Juniors on October 27, 1954, concerning their future plans. Mr. Darling gave a comprehensive lecture on occupational choices and supplemented this talk with colored slides of workers and jobs in various occupations. This year, because of the crowded conditions, the group meetings of students and speakers are limited to Seniors and Juniors. The proposed schedule follows:

- |                  |   |
|------------------|---|
| November 3, 1954 | A day in the life of a student nurse; Careers for men in insurance; Preparing in a liberal arts college for a career in science     |
| January 5, 1955  | What it is like to be a secretary; How you may become a draftsman or designer; Jobs in transportation                               |
| February 5, 1955 | A career for you in the food field; Accounting in this electronic age; What it is like to be an apprentice in industry              |
| March 2, 1955    | What it is like to be an engineer; Careers on art and related vocs; Mps-office jobs for girls following graduation from high school |
| April 6, 1955    | Technical jobs in radio and TV; Your way to the top in retailing; Your future in teaching   |

We have made it a practice this past year of placing numerous pamphlets and other printed materials in the various classrooms, covering occupations that may be related to the subject matter.

We have added a total of 122 new booklets and monographs on various occupations so far this year and anticipate placing an additional 150 pieces of literature in our occupational information files before the end of the year.

#### MISCELLANEOUS ACTIVITIES

The student handbook, *The Blue Beacon*, will be revised and reprinted this year. This is a small book given to Freshmen. It contains School Officials, History of the School, Customs and Traditions, Rules, Courses of Study and other material designed to help the entering student in his new venture. *The Blue Beacon* will be revised by a

Joint committee of Junior and Senior High teachers.

The guidance department is making continuous efforts to offer more services to school drop-outs and to graduates of recent years. We would like these people to feel that the school is still interested in them.

In this connection, the Placement Service has made over 30 employment contacts this year for graduates of the past 3 years.

Move-up Day continues to aid the students making the change from Junior to Senior High School.

#### CONCLUSION

With the expanding of the physical plant of the High School, we may hope to increase the effectiveness of the guidance program to pupils throughout the system and particularly to those students of the Junior and Senior High Schools.

Finally, I should like to express personal and professional appreciation to Mr. Ralph T. Ambrose, who was associated with the Guidance Department for several years. His training, interests, character and personality combined to make him an unusually effective guidance person. Through the years he contributed greatly to the development and expansion of the guidance program.

To the administration and teaching staff, the hearty thanks of the Guidance Department.

Respectfully submitted,

Harland V. Whittredge  
Guidance Director



Domestic Science Group at the High School



REPORT OF SUPERVISOR OF READING

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

Herewith I submit my annual report as Reading Supervisor in the Wilmington Public Schools.

The task of teaching all children to read is a universal problem and not one which confronts our community alone.

Authorities on the subject of Reading, including our own experienced personnel realize that there is no one solution or best method of instruction. We are not discouraged by this controversial factor, but are rather inclined to look toward the issue as a healthy sign of a developing program. Our reading instruction involved varied methods and activities. Success of our reading program is largely dependent upon our qualified teachers whose unfailing interest and dynamic personalities put our objectives across.

Our general aim in teaching children to read is to teach habits and skills in such a manner as to build favorable attitudes toward reading. Reading is a necessary background for language, science, and to some extent, arts and vocational training. The value attached to reading by the schools is based not only on its importance as a learning tool, but also on its importance as a social tool.

We know that learning to read is a highly complex process. Despite all attempts to make it easy for youngsters by breaking down the total process into simple first steps we still find pupils who do not "catch on". This indicates that despite aid from teachers' manuals, supervision, mimeographed practices, modern literature and research, the teaching of reading is still a subject which presents many problems.

It would be utterly impossible to summarize in one report all that we cover in every phase of reading in our schools. However, it is safe to say that our curriculum provides the following major purposes for teaching reading:

1. To know when reading will satisfy some individual need.
2. To select that which best fits the purposes.
3. To read skillfully enough to understand the ideas read and therefore satisfy the purpose in reading.
4. To grow in the ability to appraise critically the ideas read in terms of their intended use.
5. To remember ideas previously read and use them in situations where they are appropriate.

We consider the four crucial periods in a child's life to be the first, the fourth, the seventh and the ninth grades.

First things first, we consider the first grade in many respects the most difficult and potentially critical period. During this school year we have placed special emphasis on our reading readiness program as a foundation for our "book reading". We hope to prevent much of our reading failures by continuous evaluation of our reading progress beginning with our first grades. The biggest hurdle of a

child's life may well depend upon the success and security he finds in the first grade.

A necessary part of our reading program is a thorough evaluation of a student's achievement and potentialities. We do this by private interviews and psychometric testing. After we feel that all factors have been considered we diagnose and recommend academic possibilities for each youngster in question. From these results we are inclined to discard the narrow concept of deducting a student's progress from his ability to read the books of a particular grade.

We are further enabled to take progressively easier or more difficult material until we find the level at which each child achieves without a sense of frustration. Even the brightest and most willing students show signs of strain and bewilderment if they are not given challenging work at their particular level of achievement. By starting at this point and gradually restudying the succeeding grades' work the students progress to a stage where they can cope at least reasonably well with their class work. The brightest children are challenged and given work commensurate with their intellectual ability. The slower learning children develop enough reading ability to enable them in later life to be adequate as store clerks or unskilled employees. Our goal is to find the child's actual level and lead him forward at his own pace.

With this in mind we feel that we are abreast of the pedagogical climate of the day. Our reading curriculum is psychologically healthy and pedagogically on a sound basis. Naturally we hold to a "forward look" in our curriculum where recommendations will benefit still farther those who need specific opportunities and training.

It seems an opportune time to tell the parents of our children the vital part they play in our school program. We urge that the parents encourage the children to read at home. Books selected for pleasure reading should be of a high interest value and ones which the children can read independently. Parents can help by showing lively interest, by giving encouragement and praise, and by asking questions. If children in lower grades need help with words at home it is proper procedure for the parents to tell the words, bearing in mind that one telling is seldom sufficient. Normally good readers often need to see a word sixty times before it becomes a part of their sight vocabulary. If the children are in the upper grades, the parents should help by having children take the word apart and analyze it. It follows that vocabulary meaning and dictionary research are necessarily a part of this procedure.

Co-operation with the school health department in following up correction of physical defects is necessary to the success of our reading program.

It cannot be over-emphasized that our children need to keep well and rested. The parents are the only ones to supervise after school hours. We cannot expect children to be alert in the classroom if they are over-stimulated by late movies, radio or TV. Lackadaisical reading, misbehavior and poor marks are the price the youngsters must pay.

The year has passed very quickly, and there has not been time enough to complete our plans. Education as a never ending process is the only consolation in the realization that our task is never done. I will, however, say that we have really begun to dig in and have had a wonderful start in the first grades. We have covered other areas where a need existed for better understanding.

In conclusion I wish to express my sincere appreciation to the school committee, to all teachers and principals in the Wilmington

Schools.

I would like also to venture my thoughts concerning you, Mr. Collins. You have not been our leader long enough to qualify under "time is the acid test". However, in the short time I have worked with you I have come to recognize that your blunt and direct manner stand for honesty and straightforwardness. Just as children feel a need of security and understanding, we as teachers need it sometimes more. You call "a spade a spade", therefore, you have the courage of your own convictions. A sense of security lies in the fact that we know where we stand even when we have differences of opinion.

Respectfully submitted,

Mary E. Boutilier  
Supervisor of Reading



Remedial Reading at the Wildwood

REPORT OF THE SCHOOL NURSE

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

Health is one of life's greatest blessings. To be responsible, even in part, for the health of approximately twenty-two hundred pupils is a great privilege and a great responsibility.

The past year has been a challenging one for the school health department. The increase in enrollment, the opening of the new Wildwood School, and a new law requiring more frequent vision and hearing tests, are some of the factors which have complicated and greatly increased the work of the school nurse.

Careful planning and frequent evaluation of policies and procedures have been necessary to keep the health program co-ordinated and effective. For instance, as the schools have expanded there has been a corresponding increase in the number of medical and social problems requiring individual attention. Conferences with teachers, home visits, and consultations with clinics and physicians are essential in dealing with these problems, but they are time consuming. Fortunately, through years of service in the community, good relationships have been built up which now make it possible for the school nurse to do some of this follow-up, in known families, by telephone. The time thus saved makes it possible to give more adequate attention to new or urgent cases. Even so, in the past year, there has not been time to do all that could and should have been done.

In recent years, health services, including the physical examination and vision and hearing tests, have been improved and emphasized as being of primary importance in the school health program. Some people have taken this to mean in effect that the school now assumes full responsibility for the child's health and well being. Their assumption is that the physical examination given at school is sufficient evidence that the child is physically fit. Likewise, since vision and hearing tests are given at school, some feel that it is safe to assume that a child has perfectly normal eyes and ears unless the parent is notified to the contrary by the school nurse. These assumptions are not only false, they are dangerous. Parents should be and are responsible for the health of their children. The school co-operates with the parents to assure optimum health for each child.

The examinations given at school have a two-fold purpose. They are first of all a screening device aimed at finding those physical, mental and emotional handicaps which hinder a child in making use of the education offered. In the second place, they are an important part of health education. Seen in this light, the physical examination becomes an experience which, it is hoped, will teach the importance of a periodic check-up by the family physician in later life. Good care of teeth, conservation of sight and hearing, cleanliness and many other rules for healthful living are thus taught by doing as well as by precept. Such a program is both practical and educationally sound.

In our community, this health education through the program of health services begins in infancy, with immunization against diphtheria, tetanus, whooping cough and small-pox. The school nurse works

with the Board of Health nurse in planning and conducting immunization clinics. The two-fold program continues as follows:

#### PHYSICAL EXAMINATIONS

Pre-School health appraisal by family physician requested, record of which is brought to school. This starts the child's school health record.

In grade one, a physical examination for those children whose parents failed to follow through with the pre-school health appraisal.

Physical examination again in grades four, eight, and eleven.

Physical examination for all pupils in Junior and Senior High School who participate in competitive sports.

Check-up by school physician before returning to school after five consecutive days of absence.

#### DENTAL HEALTH

Request for dental certificate for work completed by family dentist before entering school.

Fluorine treatments (topical applications) in grades 2, 5 and 8.

Corrective dentistry in grade 1 (for as many as time will allow.)

#### TUBERCULOSIS PREVENTION

Patch test in grades 1 and 3.

Chart X-ray follow-up for positive reactors.

Referral of all known contacts to Board of Health nurse.

#### SIGHT AND HEARING CONSERVATION

Mass. Vision Test each grade, every year. New law as of September 1954.

Pure Tone Hearing Test each grade, every year. New law as of September 1954.

In addition there are special services offered from time to time, i.e. a chest X-ray program in the High School, and others.

Without minimizing the value of these services it is obvious that for best results they must be augmented by health teaching in the classroom, and by parental understanding and co-operation.

At present this program is producing results, but we have by no means achieved our goal of "optimum health for every child." The task confronting us is two-fold. First we must educate the parents in the part they must play in keeping health standards high. We must keep them informed about what is being done in the schools, and about new and better ways of healthful living. Secondly, we must constantly strive to make health teaching in the classroom more effective by correlating it with the health services. When this is done, these services will in reality be learning experiences through which the pupils will eventually assume responsibility for their own health.



Providing these services, and the follow-up which gives them practical effect, has resulted in the following:

No. of Pupils registered	416 (approximately)
No. of visits to schools	640
No. of home visits	283
No. of conferences	358
No. of trips to Rheumatic Fever Clinic at W.R.S.S.	28
No. of office visits	170
No. of trips to other hospitals	4
Participation in Immunization Clinics	6
Meetings attended	21

A Work-Shop in Mental Health, to be held in Wilmington, is being planned for the coming semester. It will be conducted by The Massachusetts Association for Mental Health. A better understanding of mental and emotional development, and new insights into behavior patterns should be most helpful to teachers in handling and preventing many of the every day problems in the classroom.

May I express my gratitude to you, Mr. Collins, to the teachers, and to all whose understanding and co-operation have made the work of the past year so rewarding.

Respectfully submitted,

Ethel E. Nichols, R.N.  
School Nurse



Fluorine Treatment at the Dental Clinic

REPORT OF SUPERVISOR OF PHYSICAL EDUCATION

December 31, 1954

Mr. John Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

During the past year it has been my pleasure to address many organizations on the subject "Aims and Objectives of Physical Education in Our Wilmington Schools". However, I would like to restate some of the information as to where we have been and as to where we are heading.

We must first realize that our program got its start in 1950. At that time there were few supplies available. However, the School Committee was quick to realize this need and have constantly supported it to a point where we now are able to offer our students a worthwhile program for their physical and social development.

At the present time the elementary grades are visited once in every three weeks; on these occasions the supervisor instructs and demonstrates as the situation demands. During the interim the classroom teacher carries out these assignments on a weekly basis. Singing-games, rhythmic, running-games, creative activities and formal drills make up most of the program. Throughout these years the classes are composed of mixed sexes and segregation takes place at the Junior High School level.

In the Junior High School the students receive instruction on a weekly basis with the boys and girls divided into their respective groups. It is at this point that the fundamental skills are taught which will enable them to take part in the major sports of later years. This is the advance from the large muscle development to the finer manipulation of the small muscles for individual and team skills. Instruction is offered in all the major sports for both sexes. In addition, tumbling and acrobatics are included. For the girls, social and square dancing complete the curriculum while for the boys, Mr. Joseph Beaton coaches football and basketball on an inter-school competitive arrangement.

For several years we did carry on a program for our High School girls but, because of overcrowded conditions, our facilities were required for study-hall purposes leaving only the extra curricula activities for participation. Basketball, softball and field hockey are offered, and in the latter two our girls are undefeated for the 1954 season. Mr. Connie O'Doherty conducts the varsity program for the High School boys on an inter-school basis which includes baseball, football, basketball and ice-hockey.

When thinking of the future it is well to bear in mind that any action taken is based on expert professional advice and guidance. For your School Committee has spent much time in planning what would be considered an appropriate program for the best physical, social and emotional development of our boys and girls. My small contribution to their aims was to make a survey of forty-two school systems, and to seek professional advice as to which system would be more beneficial to our school. As a result of all this, the tentative plans for 1955-56 would include the following:

1. The high school students shall take two periods of physical education per week according to state law. Medical certificates will be required for excuse from participation.



2. At least one period shall be devoted toward health education before graduation.
3. Intramural programs shall be offered for all students on an extra-curricula basis. This is regardless of superior skills.
4. All students shall wear designated attire in the gym.
5. Showers shall be taken by all students when it is for their best interests.
6. Physical Culture classes will be offered to adults in evening courses provided enough applicants are interested.
7. All students shall be encouraged to carry a special low-cost insurance coverage plan. This will protect them from the time they leave home until they return in the evening. It also covers all school activities.

For the boys, there will be a full time qualified instructor, while for the girls, there will be a full time qualified (female) instructor.

If this program is realized in the Fall, the writer will then have more time to devote to our safety needs. This will include closer observation of our transportation, safer-school living, fire and police.

I want to thank you, Mr. Collins, for your encouragement and ever-ready assistance. I also want to thank the members of the School Committee whose untiring efforts may soon be realized by an outstanding program. To all the organizations that have contributed to the support of our activities and especially to those wonderful people that realized our school needs and appropriated the money that will make this program possible, I thank you.

Respectfully submitted,

Lawrence H. Cushing  
Supervisor of Physical Education

REPORT OF SUPERVISOR OF ART

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

My tenth annual report as Art Supervisor in the Wilmington schools is submitted with extreme pleasure.

Our art program, in both lower and upper grades, has had a number of clearly defined characteristics. These characteristics which typify our art education are not peculiar to this branch of education alone. This is to be expected since many of the advances which have been made in art education are the result of philosophical, psychological, and sociological thinking which has influenced our general education. The most outstanding characteristics of our art education have been these:

1. The provision for creativeness in all activities for all participants.
2. The method of acquiring skills through activities which engage the emotions and intellect of the learner.
3. The provisions made for the learner to enjoy freedom of thought.
4. The manner in which art is fused with experience in the life of the school.
5. The stress which is placed upon developing the taste of the learner.
6. The manner in which art education is used to relate the individual to his social group.

In art education, it is becoming increasingly apparent that a art should be fused with the life experiences of the child. These experiences he finds at home, at play and at school. After a child goes somewhere, or does something, he must make his own summary in his own way. He must not be given patterns to follow, patterns, or the use of a series of circles, squares, ovals and triangles, or hectographed outlines to color, or pictures to copy only confuse him and prevent him from developing his own ideas and profiting from personal experience.

A large part of a student's life revolves about his studies in school. Lessons in music, poetry, prose and social studies are thrilling experiences. Since art is a process of giving personal statement to experience, it is necessary to fuse this branch of study with other subjects in the curriculum.

Similarly, as in the last year, the elementary schools have had one art supervisory visit in three weeks, at which time demonstrations and lessons were conducted. Suggestions were also left for art experiences during the three week periods. Drawing and painting displays followed each new endeavor.

During one of our recent discussions, a small child told of an experience in which his sled was destroyed by a truck. The child saw the vehicle skidding toward him and miraculously was able to jump to safety. This brought about discussions on safer places for coasting than on the streets. Each little member of this class volunteered a non-hazardous place near his house, and then pictured it for his drawing of that day. If such a lesson in any way prevents another close accident, our reward is blessed.

Supervisory visits at the Junior High level have been once in two weeks, at which time lessons and demonstrations were carried on and suggestions left for the two week interval. Displays have occurred constantly in the individual rooms and corridor exhibits were changed semi-weekly, arranged and mounted by the pupils.

High School art has continued as in previous years, elected by those students desiring to give up a free period on Monday. All are in anticipation waiting to occupy and create in the new arts and crafts room of our new addition next September. Many opportunities will be possible here, where it is hoped the pupils of Junior High grades may also participate.

Needless to say next year will bring about many changes, although I have been able to carry the expansion of seven rooms created by the Wildwood School this year, a satisfactory and well-qualified art program for 1955-1956 will be an impossibility if an additional art-trained person is not available.

To all who have displayed an interest and aided us in our endeavors, Mr. Collins, the School Committee, the teaching personnel and the citizens of Wilmington, we offer our gratitude.

Respectfully submitted,

Evelyn N. Andersen  
Art Supervisor



Modernized Room at the Walker School

REPORT OF SUPERVISOR OF MUSIC

December 31, 1954

Mr. John J. Collins  
Superintendent of Schools  
Wilmington, Massachusetts

Dear Mr. Collins:

The aim of the Music Department in the Wilmington Schools is to provide the children we guide with an understanding of good music and to arouse, stimulate and increase the enjoyment of children in participating in musical activities through the medium of the voice, rhythmic responses, instrumental playing and intelligent listening.

VOCAL DEPARTMENT

In the Primary Grades we assist each child to learn 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 and Pre-instrumental training. A music reading readiness program is also begun in the Primary Grades, and they learn about the functions and uses of the clef, staff, notation, scales, how to find "do", names of lines and spaces of the G clef, different instruments played in the orchestras and bands and by the end of the fourth grade should be able to read notations of simple two part songs.

The Elementary Grade children of Grade V and VI, continue to and begin three part songs. These songs are taught with and understanding of the melodic and harmonic affects involved. They also develop a memorized repertoire of well known Home and Community Songs.

In the Junior High School music class, there is a continuation of two part songs and the introduction of the bass clef. Also each student is assigned to a project during these classes. In these projects the student does research work on such units as Music and Composers of today, and of yesteryear, development of different instruments, etc. These classes meet once a week.

There are two Girls' Glee Clubs in the Junior High School:

- a) Girls' Glee Club in Grade VII
- b) Girls' Glee Club in Grade VIII

All High School music is elective. We have a Girls' Glee Club consisting of 60 members. It is my earnest hope that next year three regular class periods per week will be scheduled for Glee Club so that they will not conflict with other extra curricula activities. At present the Glee Club meets during a thirty-minute activity period on Monday, Wednesday and Friday.

INSTRUMENTAL DEPARTMENT

The Instrumental Training Program is begun in the lower grades and continued throughout High School.

In the Primary Grades, they have Rhythm Band and Pre-instrumental training.

The Elementary, Junior and Senior High students are given the opportunity for instrumental instruction and, if qualified, can become members of the High School Band.

The High School Band Personnel has diminished somewhat because of the tight school schedules curtailing the rehearsal time and attendance. At present we have twenty-eight members in the High School Band.

Next season the instrumental department will be housed in new quarters. Provisions have been or are being attended to, to schedule music rehearsals regularly without interference with academic work. This will improve the situation, and make the Wilmington Band not only an attraction but also a source of pride to the community as well as to the school.

In closing, I wish to thank you, Mr. Collins, the School Committee, principals, teachers and parents for your cooperation, help and guidance in making my work as pleasant as it has been.

Respectfully submitted,

Alice M. Pleyeok  
Music Supervisor



Typewriting Class at the High School

EXPENDITURES

\*SCHOOL COMMITTEE BUDGET  
FISCAL YEAR, January 1, 1954 - December 31, 1954

School Committee Expense	\$57.23
Administration Salaries (Including Health)	\$14,318.14
Administration Expenses (Including Health)	\$2,995.31
Transportation	\$30,435.46
Supervisors' Salaries	\$15,344.62
Teachers' Salaries, High School	\$66,708.06
Teachers' Salaries, Elementary	\$140,189.42
Evening School Salaries	\$3,786.07
Substitutes Salaries, High School	\$1,048.00
Substitutes Salaries, Elementary	\$2,042.06
Text Books, High School	\$2,681.09
Text Books, Elementary	\$5,868.85
Supplies, High School	\$3,448.85
Supplies, Elementary	\$4,540.74
Libraries	\$1,622.51
Athletics and Physical Education	\$3,826.02
Lights	\$2,527.37
Telephones	\$1,290.32
Water	\$234.54
Miscellaneous	\$4,199.82
Cafeteria	\$4,013.93
New Equipment	\$3,739.33
TOTAL	\$314,911.69

\*The above does not include Town Manager's Budget for school Maintenance, or construction costs, etc.



RECEIPTS - REIMBURSEMENTS

School Aid, General Laws, Chapter 70	\$90,170.68
School Aid, Transportation - General Laws, Chapter 71	\$18,437.63
Transportation and Tuition - City of Boston Wards	\$838.99
Tuition - Division of Child Guardianship - State Wards	\$5,426.18
Transportation - Div. of Child Guardianship - State Wards	\$760.00
Vocational Training	\$2,278.15
School Aid - Construction	\$26,472.89
George Barden Fund - Smith Hughes Act	\$698.09
Adult Evening School Receipts	\$433.35
Adult Evening School Tuition Fees (Out of Town Residents)	\$900.00
Balance 1954 Budget Returned to E. & D. -	
Salaries	\$2,100.53
Expenses	\$3,499.12
TOTAL	<u>\$152,010.61</u>

TOTAL SCHOOL BUDGET - 1954

School Committee Budget	\$320,511.34
Town Manager's Budget - School Maintenance	\$60,600.00
Outlay - Appropriated for School Maintenance - Town Manager's Budget	\$7,500.00
Vocational Training	\$2,400.00
School Construction (High School)	<u>\$77,246.25</u>
TOTAL BUDGETED FOR SCHOOL SUPPORT	\$468,257.59
Total Budget - School Support	\$468,257.59
Total Reimbursements and Receipts	<u>\$152,010.61</u>
TOTAL ACTUAL COST OF SCHOOLS 1954	\$316,246.98



## MEMBERSHIP BY AGE AND GRADE - October 1, 1954

Grade	Age - Grade Distribution																Totals	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21
1	45	175	12	1														233
2		57	214	22	2													295
3			63	156	16	2												239
4				38	130	28	5											201
5					39	108	40	7	6									200
6						89	116	30	7									202
7							27	99	38	7	2							173
8								27	78	38	10	4						157
9									23	69	23	8	2					125
10										20	71	19	3	1				114
11										2	27	63	14	2				108
12												16	44	10	1		1	72
Ungraded							1	5	2	4					1			13
<u>Total</u>	45	232	289	217	189	187	189	168	154	140	133	110	63	13	2	0	1	2132

ACTUAL AND PROJECTED ENROLLMENT FOR WILMINGTON PUBLIC SCHOOLS

YEAR OF BIRTH	NO. BIRTHS	SCHOOL YEAR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	TOTAL
1942	103	1948	199	142	125	128	196	122	125	110	130	83	63	58	1351
1943	118	1949	184	166	133	131	117	147	125	121	100	113	78	64	1479
1944	91	1950	182	185	169	139	120	119	136	122	115	88	105	65	1545
1945	98	1951	194	178	195	164	159	117	137	126	117	113	81	87	1668
1946	133	1952	237	197	186	194	170	153	119	136	129	107	86	69	1763
1947	164	1953	281	247	190	195	206	166	160	119	138	128	82	72	1984
1948	158	1954	233	291	232	201	203	201	171	162	129	112	109	72	2132
1949	180	1955	290	242	225	242	211	205	207	175	168	119	85	99	2328
1950	149	1956	225	300	238	229	250	206	210	209	170	160	110	76	2443
1951	189	1957	290	230	295	248	299	245	216	212	205	160	145	98	2643
1952	194	1958	295	295	225	305	258	290	253	215	212	195	145	130	2818
1953	205	1959	300	300	290	230	315	250	298	255	217	200	180	135	2970

# Graduation Exercises

1954

## PROGRAM

Processional	High School Band
National Anthem	
Invocation	Rev. Richard E. Harding
Salutatory — A History of Wilmington	Beverly Beeler
Essay — Is This A True Democracy	Herbert Varley
Music — Hans Christian Andersen's Choral Overture —	Frank Loesser
	Band and Girls Glee Club
	Ballet Solo — Katherine McDermott
Valedictory: —	Helen Reynolds
High School — A Preparation for The Business World	
Remarks	Clifford J. Good, Sup't of Schools
Presentation of Awards	
	Bernard P. McMahon, Principal of High School
Presentation of Diplomas	
	Warren G. Willis, Chairman of School Committee
Benediction	Rev. Albert J. Shea
Recessional	High School Band

GRADUATES — CLASS OF 1954

Backman, Leon Herbert	Geswell, Gertrude Lois
Baldwin, David Edward	Gillis, Richard Malcolm
Ballantine, Ruth Rose Marie	Goldworthy, Philip Ronald
*Beeler, Beverly Ann	Hickey, Roger Michael
Belbin, Irving F.	James, Doris Ruth
Bennett, Gertrude Hazel	Krasinski, Patricia Mary
Berrigan, Kevin Thomas	Lawrence, Sally Elizabeth
Bischoff, Andrea	March, Frances Louise
*Boyle, Elizabeth Dianne	McDevitt, Edward Joseph, Jr.
Brewster, Catherine Louise	McLaughlin, Richard Burton
*Buck, Sydney Candace	Melzar, Miriam Jane
Buckle, Thomas Gould	Merrill, Francis Edwin, Jr.
Burke, James Edward	*Murray, Elizabeth Evangeline
Burke, Paul Joseph	Nelson, Carl William
Cavanaugh, Daniel John	Nelson, Philip Edwin
Chinn, David Paul	Peddle, Robert Paul
Chadheim, Theodore Leonard	Pellerin, Richard Peter
Cannolly, Jane Therese	Preston, James Francis, Jr.
*Cornish, Nancy Jean	*Reid, Linda
Crehan, David Henry	*Reynolds, Helen Marie
Cushing, Lawrence Henry, Jr.	*Richards, Irene Marie
Cutter, Elizabeth Letitia	*Robertson, Bernard Maxwell
DeFolco, Margaret Mary	*Rooney, Gerald Patrick
DePiano, Gaetanella Josephine	Rosa, Michael Patrick, Jr.
Detato, Augustus, Jr.	*Rounds, Beverly Jane
DiGirolamo, Robert Ernest	St. Hilaire, Mary Ann
Eaton, Nancy Ruth	Smalley, Paul Dana
Ellis, Mary Margaret	Smith, Robert Leslie
Enos, Rosemarie Elaine	*Sutton, Shirley June
Fairweather, Mary Pyott	Syverson, Robert Erwin
Faulkner, Shirley Louise	Urickson, Nancy Jean
Finnerty, Joan Marie	*Varley, Herbert William
*Fisher, Doris Ann	Welling, Patricia
Flynn, Mildred Marie	Williams, Robert Edmund
Zion, Barbara Ann	

\* Elected to Membership in the National Honor Society

CLASS OF 1954 OFFICERS

President . . . . .	Philip Nelson
Vice-President . . . . .	James Preston
Secretary . . . . .	Beverly Rounds
Treasurer . . . . .	Doris Fisher
Class Colors	Blue and White
Class Motto	"We Live To Learn and Learn To Live"

## Graduation Exercises

1951 TO 1952 - ESTABLISHED



Theory Class in Driver Education

