

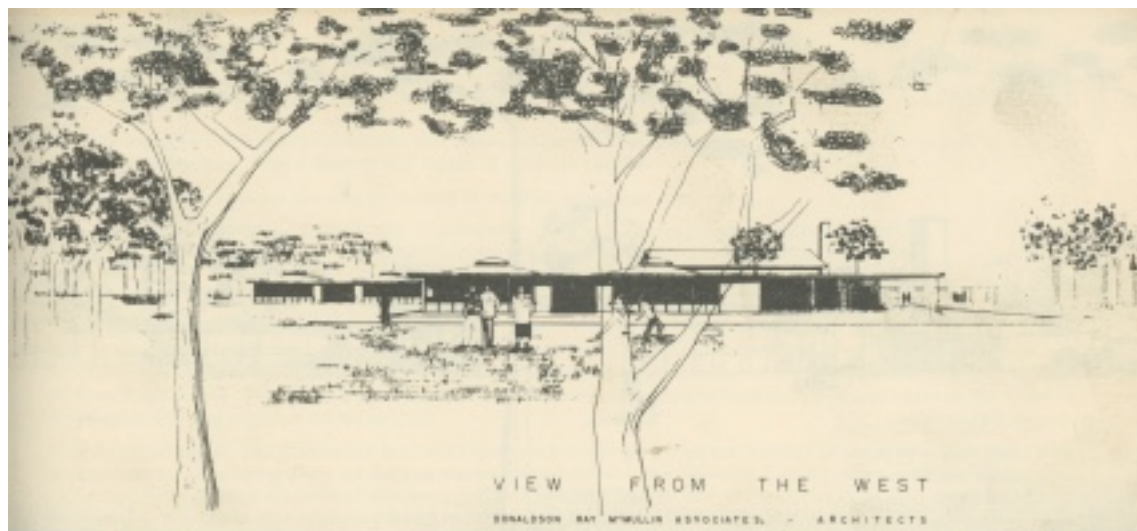
Annual Report



**PUBLIC SCHOOLS
OF
WILMINGTON, MASSACHUSETTS**

1955

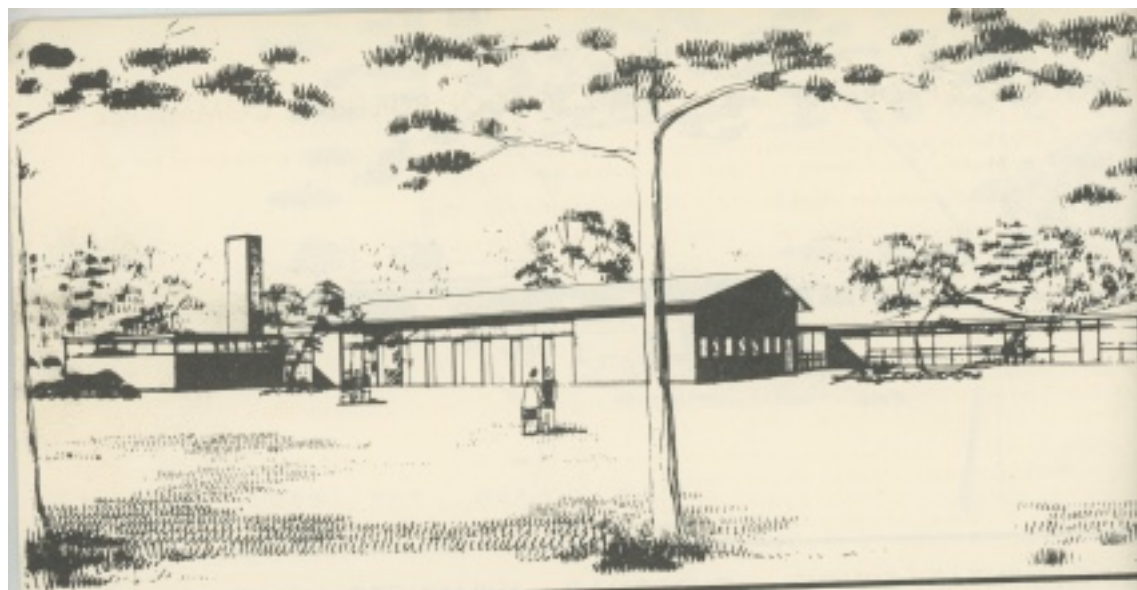
Vol. 2 Annual Town Report 1955



VIEW FROM THE WEST

EDWARDSON RAY McWILLIAMS ASSOCIATES, ARCHITECTS

NEW ELEMENTARY SCHOOL • GLEN ROAD • WILMINGTON, MASSACHUSETTS



VIEW FROM THE EAST

DONALDSON RAY M'NULLIN ASSOCIATES, ARCHITECTS

PROGRESS REPORT OF GLEN ROAD SCHOOL BUILDING COMMITTEE

The Glen Road School Building Committee was appointed by the Town Moderator as a result of a mandate at the last annual Town Meeting. The following is a report of progress to date:

Your Committee has visited ten schools located in the following cities and towns:

ANDOVER . BURLINGTON . BEDFORD . MEDWAY . WILDWOOD SCHOOL, WILMINGTON
TEWKSBURY . LEXINGTON . BILLERICA . QUINCY . HIGH SCHOOL, WILMINGTON

Three meetings were held with the School Building Assistance Commission in Boston relative to the Committee's duties with regard to the proposed school.

Prior to selecting an architect, your Committee interviewed nine outstanding architects in school construction and it was the unanimous decision of the Committee to select Mr. Donaldson Roy McMullin of Weston, Mass. as the architect for the Glen Road School. With regard to the aforementioned architect, contracts have been executed between the Town of Wilmington and said architect for his services.

Since its organization, your Committee has held twenty-nine meetings, the greater number of which have been spent with the architect in formulating plans for the new elementary school with the following specific objectives in mind: namely, a school with the greatest educational efficiency and with minimum initial and maintenance costs. To aid in achieving these means, this Committee appointed Mr. John J. Collins, Superintendent of Schools as an advisory member. Mr. Collins has been present at most of the meetings and has rendered invaluable assistance relative to educational requirements. We also met with the School Committee on several occasions in order to avail ourselves of their experience with school buildings.

In conclusion, it is hoped that this brochure will be studied seriously by the towns-people as it is the result of many hours of work on the part of your Committee, and we sincerely trust that it will meet with your approval.

Respectfully submitted,

David I. Elman, Chairman . Erwin Henke, Secretary . Edward Driscoll . Charles Baldwin . Alick Epstein . Arthur Ahern . Leo O'Connell

THE BUILDING

The building program is derived from the educational specification written by Superintendent Collins (and the School Committee), then reviewed and accepted by the School Building Assistance Commission.

Investigations of the site were made and a number of schemes presented to the School Building Committee from which, after much discussion, was derived a preliminary plan which has had formal approval of both the School Building Assistance Commission and the State Department of Public Safety.

The site is a heavily wooded, park-like, level area of approximately eighteen acres, just off Glen Road at the intersection of Harnden Street.

A driveway from Glen Road skirting the natural sloping play field will give access to the building which will be located in the wooded area.

A secondary level game field will be located on the North side of the property and will be created by the construction of the sewerage disposal system. Every attempt will be made to retain all the natural assets of the property.

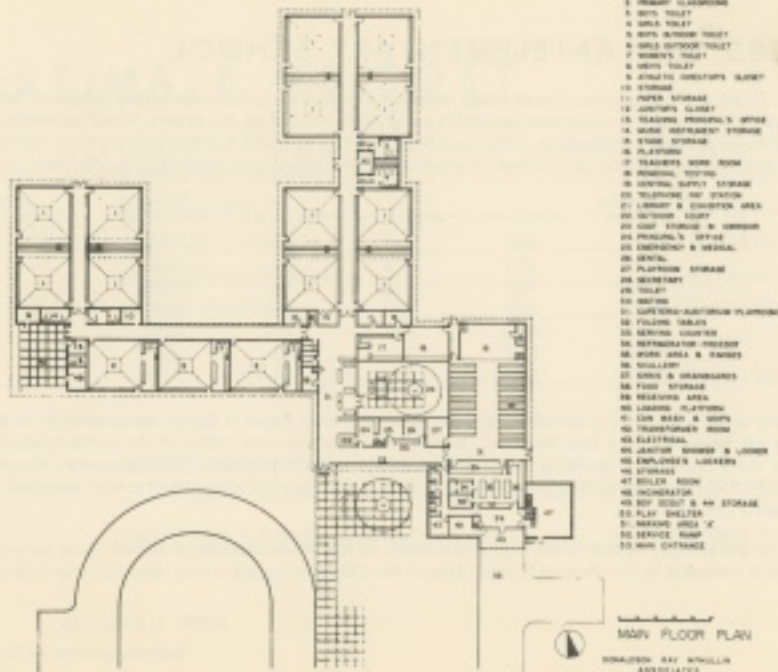
The building and rooms within it are oriented to make best use of natural daylight and at the same time offer ease of supervision and maintenance.

The structural system of the building, which makes maximum use of concrete and minimum use of steel is designed for economy and safety, and yet provides a building of first class construction of quality similar to other newer schools in Town. It is expected that the building will be somewhat less expensive to build than comparative buildings in this area and will offer equally good educational advantages.

To offer low maintenance and upkeep costs the exterior materials are mainly built up roofing, brick, insulating metal panel and glass and plastic. Interior floors will be ceramic and wood, walls will be concrete block, ceilings exposed concrete except where treated with acoustical plaster.

The heating system will be an oil fired high velocity warm air system. Plumbing and lighting will conform at least to the new minimum standards of the State of Massachusetts.

(SEE ACCOMPANYING PLAN FOR BUILDING CONTENTS)



THE NEED FOR AN ELEMENTARY SCHOOL

In December, 1955, a projected enrollment study revealed the need for a new Elementary School in September, 1957. There are presently forty-seven classrooms available for grades 1-6 and all are in use. It will be necessary to hire five halls to house these grades in September, 1957, and the following year will find the new building nearly full. The rate of pupil growth shows the need for an average of seven additional classrooms each year for the next six years.

YEAR	ENROLLMENT GRADES 1-6	GRADES 7-8	GRADES 9-12	UNGRADED	TOTAL ENROLLMENT	CLASSROOMS	
						AVAILABLE	REQUIRED
1956	1539	387	510	55	2491	77	77
1957	1639	401	576	65	2681	77	88
1958	1706	461	644	75	2886		97
1959	1742	536	670	80	3028		101
1960	1797	550	749	85	3181		108
1961	1883	557	837	90	3367		116
1962	1987	575	922	95	3579		122

The elementary level requires first attention and the pupil dot-map shows a heavy concentration in the Silver Lake Area. There are presently over four hundred children within a one-mile radius of the contemplated location, thus making this a more economical building as far as transportation is concerned. The elementary classroom need will be satisfied until 1961, according to present figures. This building could also ease the next pressure area, grade 7, for approximately one year.

The need for an Elementary School is obvious, and a study of the accompanying chart will show its urgency. A more detailed study is included in the Annual School Report for 1956, and gives a time schedule that will require definite planning.

JOHN J. COLLINS,
Superintendent of Schools

ESTIMATE OF COST

GENERAL CONTRACT_____	\$640,000.00
ARCHITECT'S FEES_____	60,000.00
EQUIPMENT_____	36,000.00
COST OF LAND_____	5,400.00
SITE DEVELOPMENT_____	34,000.00
OTHER COSTS_____	24,600.00
	<hr/>
TOTAL ESTIMATED COST_____	\$800,000.00

SCHOOL BUILDING ASSISTANCE	
COMMISSION REIMBURSEMENT (50%)_____	\$400,000.00
NET COST TO TOWN (Principal only)_____	\$400,000.00

ESTIMATE OF COST

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WILMINGTON PUBLIC SCHOOLS

Organization

<u>School Committee:</u>	<u>Term Expires</u>
Mrs. Ruth M. Grotczyk, Chairman	1958
Mr. John F. Hartnett, Vice Chairman	1957
Mr. James B. Mocco, Secretary	1958
Mr. Ernest M. Crispo	1957
Miss Eleanor F. Grimes	1956
Mr. Arthur V. Lynch	1956

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 8-4464

School Nurse:

Mrs. Esther Nichols Tel. Oliver 4853

Attendance Officer:

Ernest Gail Tel. Oliver 8-4571

Superintendent's Office:

Miss Mildred F. Woods Tel. Oliver 8-2052
Miss R. Rose Marie Ballantine

Secretary to High School Principal:

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

Cafeteria Supervisor:

Mrs. Wilhelmina DeLisle Tel. Oliver 8-2085

SCHOOL CALENDAR 1955 - 56

September 6, 1955	Teachers' Meeting - 10:00 A.M.
September 19, 1955	School Opening
October 12, 1955	Columbus Day
October 28, 1955	Teachers' Convention
November 11, 1955	Veterans' Day
November 24-25, 1955	Thanksgiving Vacation
December 23, 1955-January 3, 1956	Christmas Vacation
February 19 - 25, 1956	Winter Vacation
March 30, 1956	Good Friday
April 15 - 21, 1956	Spring Vacation
May 30, 1956	Memorial Day
June 15, 1956	Elementary Schools closed - Summer Vacation
* June 27, 1956	High School closed - Summer Vacation

*Tentative, this closing is subject to a decision by the State Board of Education.

NO SCHOOL SIGNAL

22 22 22

At 7:00 A.M. - No School Grades 7-12
At 7:15 A.M. - No School Grades 1-6

Radio Announcements will also be made from 7:00 to 9:00 over:
WOCN - Lawrence, WLH - Lowell, Boston - WBS, WEEI, WMAZ, WMBR

ROSTER OF SCHOOL EMPLOYEES

Supervisors:

Evelyn Andersen	Art	No. Wilmington
Mary E.T. Boutilier	Reading	Lowell
Lawrence E. Cushing	Dir. Phys. Ed. & Athletics	Wilmington
Domenic DeGrazia	Band Director	Arlington
Alice Flevoek	Music	Dorchester

High School Faculty:

Belward P. McMahon	Principal	Wilmington
Harold E. Driscoll	Asst. Principal	Andover
Harland Whittridge	Guidance & Soc. Science	Wilmington
John Marland	Head, English Dept.	Andover
John Williams	Languages	Arlington
Glenn Farello	Head, Science Dept.	Wilmington
George Webber	Head, Commercial Dept.	Wilmington
Nancy J. Geary	Languages	Tewksbury
Irene M. Sharp	Commercial	Wilmington
Alfred Hambelton	Manual Training	Methuen
Katherine Mitchell	Home Economics	Arlington
Theopina Trearchia	Commercial	Woburn
Constantine O'Doherty	Head Coach, Soc. Science	No. Reading
Robert Barrett	Guidance, Mathematics	Wilmington
Anthony DeLuca	Driver Ed., Commercial	Woburn
James E. Kelley	Social Science	Somerville
Marjorie A. Marshall	English	Reading
Mary Welling	Soc. Science & Commercial	Wilmington
William Dwyer	English	Lowell
Margaret Horner	English	Lawrence
Joseph Barbagello	Physical Education	Arlington
Louise Conley	Physical Education	Rumford, Me.
Charles E. Keady	Mathematics & Science	Malrose
Paul W. Sullivan	Manual Training	Dorchester
Lorraine M. Kallil	Music	Methuen
Helen C. Mitchell	Art	Arlington
Robert S. Wallarky	Social Science	Tewksbury
Joseph P. Beaton	Social Studies	Wilmington
Mary B. Crawford	English	Methuen
George Cogan	Social Studies & Mathematics	Stoneham
Mary F. Foxan	Mathematics	Lowell
Dorothy I. Sipsy	English	Lawrence
Virginia Erickson	Social Studies	Wilmington
James J. Gilligan	Science	Wilmington
Myrtle Mahoney	Mathematics	Lowell
Bernadine Kennedy	English	Lawrence
Josephine O'Donnell	Librarian	Lowell
Emma Mallon	Special Class	Lowell

Center School:

Isabelle Burns	Principal - Special Class	Draut
Claire Delay	Grade 4	Wobchester
Betty Lou Gross	Grade 4	Tewksbury

Buzzell School:

Rose W. Kennedy	Principal - Grade 3	Lawrence
Ruth O'Keefe	Grade 1	Wilmington
Carol Sears	Grade 2	Woburn
Mary A. Donahue	Grade 3	Lowell
Margaret Maloney	Grade 3	Lowell
Alice McCarthy	Grade 3	Lowell

Mildred Rogers School:

Agnes Daley	Principal - Grade 2	Lowell
Mary Sweet	Grade 1	Wilmington
MaryJoan Snell	Grade 1	Winchester
Evelyn Desmarais	Grade 2	Chelmsford

Swain School:

Florence Liston	Principal - Grade 6	Lowell
Mary Sawyer	Grade 4	Lowell
Ruth Connors	Grade 4	Lowell
Joan I. Parsons	Grade 5	Lowell
Joseph Hogan	Grade 5	Lowell
Eileen Huntley	Grade 5	Wilmington
Mary McDonald	Grade 6	Lawrence
Irene Rogers	Grade 6	Wilmington
Pauline Letter	Special Class	No. Wilmington

Walker School:

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

West School:

Lena James	Principal - Grade 1	Wilmington
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Whitefield School:

Marjorie Ethier	Principal - Grade 4	Wilmington
Lena Letter	Grade 1	Wilmington
Rosemary James	Grade 2	Lowell
Catherine McLaughlin	Grade 3	Lawrence

Wildwood School:

Ralph Ambrose	Principal	Concord
Nancy Noble	Remedial Reading Teacher	Wilmington
*Joanne Morse	Grade 1	Wethers
Ethel Connor	Grade 1	Lowell
Jean Wayo	Grade 2	Wilmington
Dolores Amaro	Grade 2	Walden
Luddy Weisberg	Grade 3	Lowell
Maurine M. Preston	Grade 3	Lowell
Ruby Fitzsimons	Grade 3	Lowell

Mildwood School (Continued):

Mary Manser	Grade 4
Mary Souly	Grade 4
Frances Cleveland	Grade 4
Anna McFarland	Grade 4
Carol Polkins	Grade 4
Helen Roth	Grade 4
Gerard Vincent	Grade 6

Lowell
Chelmsford
Wilmington
Lowell
Lowell
Dracut
Woburn

* Leave of Absence



Training for Modern Business

ANNUAL REPORT OF THE SCHOOL COMMITTEE

December 31, 1955

To the Citizens of the Town of Wilmington:

We hereby submit our annual report relative to activities in the Wilmington School Department during the year 1955. Following this summary are the detailed reports of the department heads of our school system.

This year has been one of great achievement, since it brought about the completion of Wilmington High School. This outstanding building can be a source of pride to the citizens of our town who unanimously approved its construction at Town Meeting. However, a modern building is of little value without a modern curriculum. To accomplish this end a Workshop in Curriculum Evaluation and Revision for Junior and Senior High Schools was authorized under the direction of Dr. James E. Baker of Boston University, with the cooperation of several specialists in secondary school subjects and methods. As a result of this, and other requirements, Wilmington High School has been accepted as a member of the New England Association of Colleges and Secondary Schools. This accreditation is an important milestone in our progress toward higher standards.

Our expanding school plant and the increased offerings in curriculum would be worthless if our schools were not staffed with good teachers. In order to attract and retain competent instructors, we have revised the salary schedule. The starting salary on the new schedule is \$3,000.00 with ten step increases of \$200.00 each year to a maximum of \$5000.00, contingent upon graduate study. There is a \$200.00 differential for a Master's degree. In order to encourage men teachers to remain in the education field, a dependency clause has been included in the schedule, and consists of an allotment of \$100.00 for the first dependent and \$50.00 for each additional dependent, with a maximum of \$300.00

The more important events of the year are reported as follows:

The Teachers' Club was invited to send a representative to the School Committee Meetings in order to maintain good relations and understanding between the School Committee and the Teachers.

The Schools cooperated with the Board of Health in the first clinic which administered the Salk Vaccine to 453 children of Grades I and II.

The School Buildings and Grounds have been used for many activities under the sponsorship of the Recreation Commission, Church and Civic Groups.

The Transportation contract was granted to the McIntire Bus Company, Stoneham @ \$27.00 per bus per day. This year more children were transported with the same number of buses by regrouping the classes and rerouting the buses.

The Milk Contract was awarded to the Sunnyside Dairy, Inc., the lowest bidder.

Pupil Accident Insurance was approved at a nominal charge to parents.

The Children's Dental Division of the Wilmington Health Clinic has assumed sponsorship of the Dental Clinic.

Money was appropriated in the 1956 Budget to allow Wilmington to join the Mental Health Center of Greater Lowell which provides diagnostic and therapeutic treatment for children in need of such aid.

The move of the School Committee room and the Superintendent's office to the first floor of the Roman House has started, and the Supervisors will have office space on the second floor.

The School Committee transferred the use of the building in the rear of the Roman House to the School Maintenance Department.

Additional Cafeteria help was hired this year to serve the increased number of children.

Many conferences were attended by members of the School Department including the following:

Governor's Conference on State, County, and Municipal Affairs - Mrs. Ruth M. Graczyk
Massachusetts Conference on Education - Miss Eleanor Grimes

National Superintendent's Convention - Mr. John J. Collins

National Association of Secondary School Principals' Convention - Mr. Bernard P. McMahon

School Lunch Seminar - Mrs. Wilhelmina Delisle
Elementary School Principals' Conference - Mrs. Marjorie Eshier

In the Spring, Wilmington was host to Area I of the Massachusetts School Committee Association at the Wildwood School. Many School Committee members of the North Shore Area attended and were very much impressed by our fine building.

An outside speaker was hired for the first time for the High School Graduation. Attorney Thomas McDowd, an eminent orator from Woburn, was well received by all present.

The problem of general policy has been the subject of two special meetings of the Committee. The Rules and Regulations of the School Committee have been in the process of revision to cope with the responsibilities of a growing School System. It has been our intent to provide an educational organization worthy of the town of Wilmington.

Respectfully submitted,

Wilmington School Committee
James B. Moore, Secretary

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

December 31, 1955

The School Committee

Town of Wilmington

Massachusetts

Ladies and Gentlemen:

The reverberations of a White House Conference on Education are still resounding as this report is being written. That conditions had become so acute as to warrant such a high level meeting is known to every community in America. A challenge never before so grave, with the exception of threats of world conflict, has been hurled at the American people. What to do about a rapidly increasing pupil population with a shortage of well-trained teachers and too few classrooms, in a spiralling economic period?

It seems unbelievable that one short sentence can encompass a problem so complex, and further, that a nation can tremble at the magnitude of its solution. It is ironical when we consider that this same nation has not only survived a series of world crises, but has risen to the greatest achievements in history, in the areas of industrial production, scientific research, labor relations, and social luxuries. Somewhere in this spectrum, the field of education should share in the benefits of this economic prosperity, else the contributions of this agency to citizenship and fundamental training must abruptly cease. The pattern of American education is so set that in days of economic prosperity, our nation could neither afford a curtailment, nor a decline.

These are not days of fear nor despair, for this attitude was not tolerated even in the darkest days of war. To the contrary, this problem involves the training of real live young Americans to the highest level within our power, and it is an investment in a positive

commodity, not for destruction nor even a questionable return. With this background, we shall review the accomplishments of the past year.

1. ENROLLMENT AND HOUSING

Wilmington can be proud of the fact that all classes are conducted in regular session in clean, bright and well-maintained classrooms. For two years, children have been attending school in buildings designed for that purpose, and it is hoped that this same foresight and healthy outlook on education may continue.

A study of future schoolhouse needs has been completed recently and the pertinent findings are as follows:

Pupil population will double in the next six years.

Thirty additional classrooms will be needed to house these pupils.

Six rooms will be needed for September 1957, when grade 7 must be transferred from the High School.

The High School will not be able to house grades 9 - 12 by 1965.

A second building will be needed in 1959.

If additional rooms can handle the increased enrollment in grades 9 - 12, a second elementary school is recommended. If not, a Junior High School must be considered.

To place the increased pupil population on a classroom basis, we shall need six additional rooms each year according to the present rate of growth. Should a sizable building development come, annual revisions will have to be made.

2. THE CURRICULUM

A. High School: It is a tribute to all concerned that the housing of all students in grades 7 - 12 in the new high school could be effected so efficiently. The structure itself is a living monument to the townspeople who provided it, and the Building Committee who so conscientiously acted as the town's agents with a very professional team

of architects and contractors.

Your committee, realizing that this transfer of students was more than physical, wisely provided a faculty workshop in Curriculum study and revision. After four months of study under the direction of Dr. James E. Baker, the thirty-one teachers and supervisors who participated were ready to provide a modern curriculum that would equip the student of today for more effective citizenship.

This workshop was the first step towards accreditation in the New England Association of Colleges and Secondary Schools. Inspection of plant, study of the findings of the Workshop, and the revisions effected were all performed by a Visiting Committee of High School Principals. It was a source of great pride to be notified in December that Milington High School is now a member of the New England Association. This membership affords stature to our graduates in that we are governed by national standards of Secondary Schools, and provides bases for continuing study and up-grading of our course offerings.

In one year, the advantages of a diversified curriculum have been apparent. Students have found subjects that more directly meet their needs, and have taken a new interest in their education. In one year, the drop-out rate among our high school students has declined fifteen percent, and though not conclusive, it is an encouraging sign.

B. The Elementary Grades: The deep concern for the improvement of the tool subjects throughout these grades has continued. A healthy interest by parents and press has benefited instruction beyond estimate. It has been our philosophy that the closer the cooperation between school and home, the more effective the learning. Johnny will never be able to read well, nor spell well, nor calculate well from school instruction alone because he needs the encouragement of parental approval in the quiet of the home. The rush of a busy world is reflected in our children, and our principals and teachers are constantly requesting some little time at home free of distractions.

To attack problems directly as we diagnosed them, the following steps were taken in the past year:

Reduction in size of classes, especially in the first grade.

Closer coordination of classes by supervisors and principals.

Completion of the Spelling Series in grades 2 - 5. Uniformity of Spelling Words throughout these grades has helped the reading program greatly.

Children must be able to read satisfactorily before leaving Grade I, and read comfortably before leaving Grade II. Findings throughout the grades point definitely to this level as a source of our greatest problem.

The Textbook Committee has recommended the McKee Language Series for all the grades. This will strengthen the backgrounds and uses of reading.

Supplementary Readers are being added gradually, to encourage reading for pleasure as well as for greater proficiency.

To encourage those with greater ability, group and individual projects are promoted.

Another area of concern has been one of administration in the Elementary Schools. The Wildwood School is staffed with a full time principal for fourteen rooms, while the other seven schools have teaching principals. The town has long since outgrown the stage where the Superintendent can furnish the necessary close supervision, and it is my recommendation that another Supervising Principal should be appointed. This person should be well grounded by training and experience at the Elementary level, and one that displays the qualities of leadership so necessary at the administrative level. This recommendation is well-founded educationally, and will lead to better organization. The eight schools could be so divided that each of the two Supervising Principals would have jurisdiction over twenty to twenty-four classes.

C. Adult Evening School: The Evening School program has enjoy-

ed another successful year by offering courses of a practical as well as occupational nature. The final program of the 1954-55 school year was a source of great interest to more than six hundred visitors who witnessed the various exhibits. The many displays reflected a high degree of proficiency in Dressmaking, Cooking, Upholstery, Rug Braiding and Hooking, and many other fields of interest.

The enrollment for the 1955-56 season has continued at a high rate, due to the fact that courses are geared to the interests of the registrants. In the enlarged building, it was possible to reduce the number of evenings in session from four to three, and still furnish the same number of courses. It is interesting to note that the neighboring communities of Ellierica, Burlington, Tewksbury and Woburn have either initiated or enlarged a program based on the successes in Wilmington. The effect will be noted in the coming year when a greater percentage of local residents will be served.

3. TRANSPORTATION

The cost of transportation during the past year was \$27,992.81, of which \$16,495.00 was reimbursed by the Commonwealth. These costs will continue to increase until Wilmington is large enough to warrant Neighborhood Schools that are within walking distance of the home. Added to this is the fact that the new bus contract showed an increase of two dollars per bus per day.

Although the number of children being transported has increased, it was still possible to use the same number of buses this year. Fairly well defined School Districts were established in June, and children were assigned the school closest to their home with few exceptions. This move corrected a situation, and we were able to provide shorter and more frequent trips. Each year will bring added complications, and it is not possible to set up districts with any feeling of finality. The patience and cooperation of parents and teachers during this process was most commendable.

4. COST OF EDUCATION

The total appropriations for Education in the year 1955 were \$457,657.34, which included the School Committee Budget, Maintenance and Operation, and Outside Tuitions for Vocational Training. Of this figure, the State reimbursements and other receipts amounted to \$143,222.75, making the net cost of Education to the town \$314,434.79. The total school support per pupil, based on the gross amount was \$205.62. This compares with the State average of \$245.32 for towns between 5,000 and 10,000 in June 1955. The cost per pupil from local support was \$141.96 for the year 1955.



Volumes for Every Need

This year has been one of many changes which, in effect, are characteristic of education. With the expansion of school plant, and the increase in personnel, improvement of the level of learning is still the major objective. Throughout these growing days, we have effected closer coordination between instruction and supervision, better departmental organization, and clearly defined requirements in grades.

Such a vast program could never have functioned without the assistance of many. To attempt a complete enumeration is impossible, but signal recognition is due:

The School Committee for creating a wholesome atmosphere for learning

The instructional and administrative staff for their devoted service

The Town Officials and Departments, Police, Fire, Highway and Maintenance for their continuing contributions

The P.T.A., Parents and Mothers' Clubs for their subsidies to education

The High School Building Committee for their many and demanding hours

To all who in any way assisted the educational program, I extend heartfelt gratitude in behalf of children.

Respectfully submitted,

John J. Collins
Superintendent of Schools

REPORT OF THE HIGH SCHOOL PRINCIPAL

The completion and the curriculum are interdependent and typify the highlight of Wilmington High School in 1955. When the doors of the new high school were first opened in 1950 we did not realize the magnificence, splendor and practicality of this edifice that would be achieved five years later.

Twenty new classrooms, two laboratories, an arts and crafts area, a home economics suite, a new library, a parent-teacher conference room, a new guidance office, a student activities room, a new industrial arts area, an auditorium and gymnasium. These are the features which have rounded out the physical plant. Each has its function and has a sound setting within the revised curriculum.

Even before a line was made on the drawing board, before a building committee had been appointed and before the townspeople authorized the addition to the school, a rough curriculum had to be drawn. Shortly after construction started, the entire faculty was assembled for the purpose of revising the curriculum, which in a sense, was to polish and complete the aforementioned rough curriculum.

The entire staff was split into their various areas of specialization under the direction of department heads. They were offered helpful data to assist them, such as, percentage of pupils taking various courses, percentages of course changes, number of drop-outs, individual I. Q.'s, achievement test results, interest inventories, etc. This was followed by a cross-sectional meeting of departments. For example, the Business Education teachers met with the English teachers, then with the Mathematics teachers. Teachers concerned with College Preparatory students, such as teachers of English, Mathematics, Language, Arts, Science, and Social Science exchanged ideas on various phases of the College Preparatory Curriculum. There was a general agreement by all concerned that there would be no changes within the curriculum for the sake of change. We were not

desirous of throwing out old ideas just because they were old, or injecting new ideas because they were new.

For many years, the curriculum offerings at Wilmington High School have been rather limited. This has been due to a small enrollment and limited physical facilities. We have offered the College Course, the Commercial Course, General Course and the Practical Arts Course.

In the College Course, one could take four years of English, two of Latin, three of French, World History, United States History, four years of Mathematics, and three years of Science. The view of the pupils taking this course was one of elimination rather than one of election. If a pupil were disinterested in, achieved poorly in, or saw no purpose in some area, e.g. Language Arts, Mathematics, or Science, he remained aloof from this area. The staff felt that the interests of the pupils would be best served by offerings commensurate with their needs, aims, and abilities.

Thus we began our work with three fundamentals in mind: First, everyone must start with four years of English and one year of United States History. Secondly, everyone must attain the minimum number of credits within a given area that would be necessary to meet college admission requirements. Thirdly, the balance of the schedule would be filled with all the subjects within the area of the pupil's interests, aims and abilities. The net result was that instead of the one old College Preparatory Course, we had three, namely, the Classical, the Scientific and the General.

The idea of the Classical phase is to enable a student with interests and abilities within the Language Arts and Social Studies, and who is interested in a Liberal Arts education, to receive the minimum amount of Science and Mathematics necessary for college admission, and to go as far as he likes in the areas of Language Arts and Social Studies.

The Scientific phase is designed for those who are primarily interested in science, engineering and mathematics. This differs from the Classical phase in that a maximum of Mathematics and Science is offered. The General phase tends to strike a balance between the other two. It should serve as a basis of selection for those who plan to continue their education, but have no definite plans.

In connection with the College Preparatory course, we devised a Technical Course. The purpose of this course is to blend the offerings of the Scientific Course with the Practical Arts for a two-fold reason. The first reason is that many of our major industries offer apprentice training to young men interested in such work; therefore, it is our obligation to give them a sound background and training for such pursuits. The second reason is that these same industries will often send young men of ability to higher institutions of learning at company expense to train them for managerial, technical and executive positions.

Formerly, the Commercial Course was very limited in its offerings. Everyone followed the same program for three years, then in the fourth year would major in either Bookkeeping or Shorthand. The Business Education Committee felt that wider offerings could be given the pupils, with the result that three phases were developed within the Commercial Course depending on the interests and abilities of the pupils. These phases are the Secretarial, Bookkeeping, and Clerical.

The General phase of the curriculum is designed as a terminal education for the student who has little interest in formal education.

In the Practical Arts phase of the curriculum, the object is to provide boys with the opportunity of learning the fundamentals of a trade. For the girls, the object is to develop knowledge and skills in food, clothing, and home making.

Thus far, the offerings presented within the curriculum are majors, consisting of five hours per week, with the exception of the

Practical Arts, which are ten hours per week. However, we have not rounded out the curriculum as yet. This has been attained by a program of minors. The purpose of the minors is to develop avocational interests and develop an appreciation of the fine arts, above and beyond that attained in the classroom.

During the second semester, an invaluable source on curriculum evaluation was conducted by Dr. James K. Baker and his staff of Boston University. This course was available to all teachers from Grades 7 - 12. It gave each teacher an insight into the curriculum as a whole and thus broadened his outlook on the entire school and gave a deeper appreciation of what his fellow associates in other areas were attempting to achieve.

We hope this report has given a general insight to what we have been doing at Wilmington High School during the past year. We are aware that this newly revised curriculum should not become some stagnant prototype. It is our obligation to be ever alert to preserve its vitality and make changes as conditions demand. The reward for our labors was achieved in December, when the New England Association of Colleges and Secondary Schools voted Wilmington High School a new member of the Association.



A Gym at Last!

REPORT OF THE GUIDANCE DIRECTOR

Tell me, Mr. Whittredge, just what does the Guidance Department do for the students?

We try to follow a program suggested by Dr. Erickson, an authority on guidance matters, which is built around a careful study of the individual, provides informational services, counseling, placement and follow-up, and assists the school staff. We also try to coordinate home, school and community influences.

Q. What do you mean by a careful study of the individual?

A. The Guidance Program is concerned with not only a careful but also a systematic and continuous study of the pupils. We believe this is necessary if the pupils are to understand themselves, and be understood by those working with them.

Q. How do you make this careful study?

A. By giving the students Mental Ability or Intelligence Tests, Achievement Tests, Aptitude Tests, and Interests Tests.

Q. What do you learn from these tests?

A. The Mental Ability or Intelligence Test measures school aptitude. The Achievement Test measures scholastic attainment in various fields or subjects. It tells us whether a student is working up to capacity, and points out specific areas of weakness or unsatisfactory progress. The Aptitude Test indicates whether or not a student has any ability in certain areas of endeavor, while the Interests Tests (more commonly called Interest Inventories) help the student to gain more knowledge of where his interests lie.

Q. After you give all these tests, what do you do with the results?

- A. First we record them on a cumulative record folder so that they may become a permanent source of reference. Next, we use these test results in counseling the students and in giving information to the teachers and parents.

This year, by the way, we introduced a new cumulative record folder, designed to be simpler and yet more effective. Credit for the preparation of the folder goes to Miss Noble, and the Messrs. Ambrose, Barrett and Collins.

- Q. What do you mean by Informational Services?

- A. Life today seems more complicated than ever before, and to help students solve their problems and plan their programs more intelligently, they need more relevant information. They need information about themselves, about the activities involved in the next grade, about the world in which they will work, about the specific jobs in which they have an interest, and many other types of information relating to their own plans and problems. The Guidance Program is concerned to see that this information is provided, either by the program itself or by many other agencies of the community.

- Q. Specifically what methods or materials do you use to provide all this information?

- A. Let's break it down into two parts - occupational and educational. The reason for this particular breakdown is because we can safely assume that most students are going to work or continue their schooling. Now under occupational information, we have various methods of getting such information to the students. We have hundreds of booklets, charts, bulletins, and other materials in the Guidance Office or in the Library. This school year, we have

scheduled about thirty-four different career conferences.

Q. What do you mean by career conferences?

A. We bring in an authority in some line of work, and arrange a meeting with interested students. This gives the students a chance to talk with, and ask questions of, a person who is actively engaged in some field of employment in which the students have some interest. A few of the careers that will be considered this year are: building trades, teaching, physical or occupational therapy, medical technicians, engineers, advertising and selling, music in related fields, accounting, and many others. We also bring in representatives of the different Armed Services, to explain the possibilities of a career in the Armed Forces, and to answer questions about the various advantages and disadvantages of volunteering or waiting to be drafted.

As to educational information, we maintain a large file of college catalogues. We arrange interviews between the students and admissions officers. We provide application blanks for college admissions, scholarships and college entrance examinations. In connection with scholarships, we have a fourteen page bulletin which provides information on over 2,000 scholarships available in this area.

Q. Do Wilmington graduates ever get scholarships?

A. They most certainly do. The class of 1955 graduated sixty-nine students, and ten of these received financial aid to help in their further education.

Q. Are the students really interested in this type of information?

A. Some are, and some aren't. The majority of the students are intelligent enough to realize that such information is of great value to them. As a matter of fact, Mr. Barrett and I do not have time enough to counsel with all the students in

a really satisfactory manner. Every pupil at some time needs personal and individual help, if he is to solve his problems or improve his planning. It is important, therefore, that our counseling program be expanded, and that additional time or personnel be provided for this service.

- Q. This is not Guidance, exactly, but do you know where I can get a baby-sitter?
- A. That is a simple problem. Pick up your phone and call Oliver 8-4463 or Oliver 8-4863, and the high school placement service will furnish you with a dependable experienced baby-sitter. Another thing, if you want windows washed, lawns mowed, or other odd jobs done, we have a great many boys who would like a part-time job.
- Q. Will you also get a job for my daughter when she graduates in June?
- A. We won't get her a job, but we will make arrangements for her to be interviewed by several prospective employers.
- Q. That sounds like a rather ambitious program. Do you and Mr. Barrett get any help?
- A. We get a tremendous amount of help from the classroom teachers. The Guidance Program depends upon the cooperation of all teachers for its effectiveness. The teachers note early signs of disturbance in the student, and refer him to the Guidance Department. The counselor, in turn, contributes information about pupils, helps with special cases, and in general, aids the classroom teachers to better understand the students and their individual problems.
- Q. What are your plans for next year?
- A. We feel that we have a sound basic Guidance Program already in operation. The next step is to bring every student into effective contact with this program. Our beautiful new

quarters will help us to do this, as well as the expanded facilities of the library and other improvements made in the school plant. We intend to continue with the same basic program, but hope for additional time or personnel in order that we may reach every student in the Wilmington Public School System.



Pathways to Reading

REPORT OF THE SCHOOL NURSE

Growth, progress, and change have been the essential characteristics of the school health program during the past year. This growth is due not entirely to the increase in population but to the fulfillment of the plans and hopes of years. To illustrate: prior to 1950 very little health work was done in the High School. The entire program consisted of a physical examination for football and field hockey teams, the referral of an occasional pupil with a physical or emotional problem, and the handling of a rare emergency. This apparent neglect was not due to indifference but to the fact that the facilities to do more were lacking in the overcrowded old High School building.

The health suite provided in the new High School has changed all this, and opened the way for the effective health program for secondary school pupils which we are now establishing. Since 1950, there has been steady progress toward developing a health consciousness which we hope will activate each pupil to strive for that state of well-being which is so necessary to successful living. To this end, health services have been increased, a greater effort has been made to get physical defects corrected, and much more time is spent in counselling.

Further expansion came with the completion of the High School last September. The acquisition of a gymnasium made possible a full scale physical education program. This, in turn, has greatly increased the number of physical examinations to be given in both the Junior and Senior High Schools. Moreover, there are two additional physical education teachers who must be informed about pupils with handicaps. Many of these cases have to be cleared with the family and the family physician to make sure that every pupil participates in and benefits, to the extent of his capabilities, from the physical education offered.

This expansion has brought about a change in the nurse's duties which in time would weaken the entire program. Routine examinations, tests, etc. have left very little time for talking with teachers about pupils with problems that are interfering with progress in school. Nor has there been time to make the home visits which help to clarify so many situations, and foster the good will and understanding between the home and school. With the help of an assistant this condition will be corrected.

In the lower grades the work has been much the same as last year, with the addition of the history making Salk Vaccine clinics for the prevention of Polio. It took four clinics to administer the first dose to four hundred and fifty three pupils in grades one and two. Dr. E.C. MacDougall and Dr. Gerald Pagan each officiated at two of these clinics without remuneration. We are indebted to Dr. MacDougall for planning in detail the procedure to be followed in giving the vaccine, and for having all the equipment auto-sterilized in his office. This saved a great deal of time and confusion at the clinics. It also made absolutely sterile technique possible. Much careful planning, the co-operative effort of the two doctors, the Board of Health nurse, the teachers, a corps of volunteers, and the school nurse produced efficiency of operation which kept the emotional strain on the children at a minimum. As soon as more vaccine is available, the second and third doses will be given as recommended by the medical authorities.

Early in the school year the school nurse was instrumental in bringing to Wilmington a Mental Health Workshop, which was approved by the Superintendent of Schools and the School Committee. Sixteen teachers and the school nurse participated in the Workshop. The insight and the understanding of human behavior gained by this experience will be of great value to us in our work with children and in all our relationships.

The number of children with emotional difficulties requiring

expert guidance by trained personnel is steadily increasing. Therefore, we are most fortunate that arrangements have been made with the Lowell Mental Health Services, through our Superintendent of Schools and our School Committee, which will make these services available to us. The entire community stands to benefit from this service.

A course in the "Care and Control of Communicable Diseases", has brought your school nurse up to date on the newer treatment and isolation periods for these diseases.

During the past year, the Children's Dental Clinic which was originally established and sponsored by the Wilmington Rotary Club, has become the Children's Dental Division of the Wilmington Health Clinic, Inc., and is now governed by a Board of Directors. In addition to the fees collected, it is financed in large measure by the Wilmington Community Fund. The Wildwood Club has also contributed to its support and is making the Dental Clinic the major project for the current year. Last year, four hundred and fifty eight children were treated at the clinic. Three hundred and fifty five received fluoride treatments, and one hundred and three had restorative dentistry done. The need for dental care is appalling. Expansion of the work of this clinic is desperately needed.

Statistics cannot portray the scope or value of a program, but they do give some indication of the work accomplished. For this purpose, they are given here:

No. of visits to schools	567
No. of home visits	212
No. of conferences	397
No. of trips to No. Reading Sanatorium	25
No. of trips to other hospitals	2
No. of office visits	127
No. of pupils Patch Tested (Grade I only)	283
No. of meetings attended (school year 1954-55)	12

No. of pupils given group hearing test with audiometer 2055

No. of pupils given vision test with N.V.7. 1766

Perhaps we should mention that every pupil who failed either of these tests was retested. Those who failed the group hearing retest were then given an individual test with the audiometer before the parents were notified of the failure.



An Ounce of Prevention

REPORT OF THE WILDWOOD SCHOOL PRINCIPAL

With the opening of school in September 1954, the facilities of the new Wildwood School, encompassing grades one through six, were for the first time available to the citizens of Wilmington. The building with its fourteen classrooms, a health room, library, All-purpose Room, and an all-electric kitchen was a fitting testimonial to the conscientious desire on the part of Wilmington citizens to answer the challenge of over-crowded schools and a steadily expanding pupil population.

Some concept of what is available to the pupils in the Wildwood School should be of interest to the general public. The over-all course of study offered here, as is also true of that found in all the elementary schools in Wilmington, is one that is consistent with the curriculum established by the Massachusetts State Department of Education. The efforts of the classroom teacher are in many instances guided and supplemented by the contributions of highly trained supervisors in such specific areas as reading, art, music, penmanship, and physical education. A Remedial Reading program, under the direction of Miss Nancy Noble, has been carried on for the past year and has proved extremely effective in assisting pupils of all grades who were burdened with reading difficulties. Further provision for enrichment of the Social Studies courses was effected with the implementation of a new map program, which provided very essential and up-to-date training aids for the Intermediate grades. Instruction in various phases of the curriculum has been made more graphic and meaningful with the use of such audio-visual aids as filmstrips, film-slides, sound motion pictures and opaque projection. In an attempt to stimulate reading interest a library program has been inaugurated providing opportunity for all classes to spend a full period at specified intervals in the library under the supervision of their own

teacher who can assist in selection of books suitable to the pupil's own reading level.

A comprehensive testing program designed to measure achievement and general ability has been carried on under the direction of Mr. Harland Whittredge, Director of Guidance.

Opportunity for pursuit of interests in extra curricular activities has been made available to those so inclined. Under the supervision of the Music Department a well-trained school orchestra became a reality in 1935. A musical program, under the direction of Miss Alice Flevoek, was presented in May in coordination with the Buzzell School. A May Day program, in which every child in the school participated, was presented by the Physical Education Department, under the direction of Mr. Lawrence Cushing.

Special assembly programs in which the varied talents of almost every child were utilized were held in conjunction with the Thanksgiving and Christmas observances. A basketball and baseball program was arranged and carried on by Mr. O'Sourke for the boys of the upper grades.

For the first time, facilities for a hot lunch program have been installed in an elementary building. This program has been carried out under the supervision of Mrs. Wilhelmina Delisle, and its popularity is evident from the enthusiastic manner in which it has been supported by children at all grade levels. The All-purpose Room, adapted by design to many uses, has served not only as a cafeteria but also as an assembly-hall and gymnasium. The basketball facilities were used to advantage by the High School boys and girls during a period when these teams did not have a playing area of their own.

With a view to establishing closer coordination and better understanding between school and home, a parents organization was

formed under the name of the Wildwood Club. Regular meetings have been held in the school hall. Outstanding personalities in the educational field, including Dean Linwood Chase of the Boston University School of Education, and Dr. Helen Drinan of Lowell State Teachers' College, appeared as guest speakers on different occasions. In 68-69-eration with the F.T.A., an educational forum was held, and the various subject supervisors including Mrs. Andersen, Miss Boutilier, Mr. Fleming, Mr. Cushing and Miss Flevoak participated and explained the nature of the work carried on in their respective areas.

These activities, academic and affiliated, are consistent with the opportunities made available through the medium of the new Wildwood School. No doubt, additional elementary schools will have to be erected in the near future, and additional opportunities will be developed to full advantage as the townspeople of Wilmington continue to meet with vigor the challenge of our time.



Good Food Makes Strong Bodies

REPORT OF THE READING SUPERVISOR

I have the honor to submit herewith my report as Supervisor of Reading.

To evaluate the results of our reading program is part of a basic philosophy of reading. Our philosophy is based on individualized instruction. The justification we give, if such is necessary, for the selection of the best parts of this method is that it facilitates the kind of instruction best suited for heterogeneous classes. It is logical that whole class instruction would reach only one subgrouping in a class. We are geared to instruct several groups within a class as it appears more highly successful to teach groups of common composition even though this method requires the technique and mastery typical of the rural one room schoolteacher. By this method, we can instruct each group according to its common needs and abilities. Psychologically this gives the child a feeling of success which is an important determinant to his security and happiness. Success at one level is the essential motivation to strive for further learning. We use flexibility in our grouping so that we may mutually teach the child and the subject. It is our purpose to maintain dignity in every group. It has been one of the highlights of the year and my privilege to observe children reading in the slowest groups in classrooms. They not only display dignity, security and happiness, but they are also acquiring the necessary skills commensurate with their ability. In such classrooms, we know that the teacher who possesses such patience, foresight and human understanding will take care of the middle group as well as the gifted aggregation.

This alone justifies our approach and seems to offer greater opportunity to measure the child's progress in reading, since growth in reading is an individual matter to be assessed for each child. There is no one perfect method of teaching reading so we apply the

individual approach as it seems to function in our community and gives us the best results with every child.

It is to be noted that our reading program is bound to be repetitious since we are projecting a skills program on a developmental basis from 1st grade upward. We pull everything along from Reading Readiness, here and there as we see the need for it.

It is a necessary repetition to say that the emphasis placed upon concept of readiness for initial reading instruction has been given widespread application in our schools again this year, with a much greater understanding. Our 1st year reading skills program will continue to be of greatest importance for this is where we have to begin building the educational foundation of the individual child.

Our 1st grade skills program is in a sense diagnostic and aids the teacher in spotting weaknesses and successes at this level. We do not suggest that the children of the first grade who are found to lack readiness for reading should be excluded from the grade, but rather that they remain with the master 1st grade teacher who knows how to develop such skills to make for better reading later on. At the same time, we do not believe that these children should be forced into a reading program for which they are not ready. Each teacher from grades 1 through 3 has a set of basic reading readiness skills and an informal analysis check sheet where she checks off the skills as developed satisfactorily.

In every classroom we observe each teacher using many interesting devices, methods and materials adjusted especially to meet individual needs and abilities with a purpose toward development before approaching formal reading. It has proven itself over and over again that the child who starts to read before he is ready is consistently a failure until the remedial reading teacher picks him up, unravels the damage, and attempts to begin teaching the reading process all over again. We go along with modern research and its findings that

a rich and varied reading readiness program assures us of guiding a maximum number of pupils to success in reading.

Our reading program keeps broadening its scope from one year to another. We emphasize in our reading periods the continuous orderly development of skills. In addition, we find an increasing awareness on the part of our teachers to emphasize word enrichment and to read with meaning, instead of verbalism itself. We observe in our classrooms programs which correlate the reading with other language arts, i.e., writing, speaking, listening, spelling; and with other learning experiences.

Today's reading program goes beyond the basic reading text. Teachers stimulate their groups to make use of many other readers, many geared to children's abilities, library books and film strips. In several classrooms, children have made picture, alphabetical, word, meaning and phonetic analysis dictionaries. In many instances, original stories have been created by the children. All of this has real meaning for the participants and a high degree of motivation, which creates the drive to push onward as well as develop latent powers in this age where so much is already prepared for the children. Among my observations, I have seen dramatizations, quiz programs, television broadcasts, panel discussions, discussion groups, film slides, etc., all of which give direction, purpose and importance to reading.

Of special note this year, was the formation of the primary, intermediate and high school group for special education. The classes are small and the teachers are getting these children ready with the best kind of reading suited to their needs for later life. The results in most cases are very gratifying.

During the past year, my schedule has been planned on the basis of meeting with each teacher at least once a month. However, it appears that the very nature of a Reading Consultant suggests that visits be made where specific needs exist. Other than the year's usual

routine services, I have found it especially rewarding to be called by many of the teachers to work with them regarding individual and group problems. In each case, the results are very satisfying. Many parents have called for consultations at school and at home regarding the individual child and interpretation of our reading program with satisfactory conclusions. Consultations have been held with individual principals several times during the year.

This then is my report which I consider to be both a record of things accomplished as well as a program for the future.

Grateful appreciation is hereby expressed to the administration, the school committee, principals, the faculty members of each school, and the parents for their cooperation during the year under review.



The First "R"

REPORT OF THE SUPERVISOR OF ART

I wish to submit my annual report as Supervisor of Art in the Wilmington Schools.

Creative Art Education: No two human beings are alike in all respects, in fact, no two leaves of the same tree agree in exact proportions and coloring. It would be a most uninteresting place to live where everyone looked alike, had the same aspirations, and possessed the same peculiarities.

In creative art education, a child employs his own free and flexible mind. Creativity is not developed by stereotyped exercises, by pattern tracing or filling in color books. Our children need to think for themselves and be creative in their own manner, and only after continued creativeness can we expect individual techniques.

Creative art, as we teach the children of Wilmington, develops an individuality of expression, and it is a challenge wherein no two participants come up with the same answer.

Evaluating Creative Expression: To understand and appreciate the efforts of our students' art, we take the following considerations in viewing their work:

1. Has the child utilized his best efforts?
2. Is the work a sincere idea?
3. Does the child display a growing interest to experiment with art media?
4. Is the child relaxed and happy while working in art?
5. Does he profit from his errors?
6. Is he able to disregard copying, tracing and color books?
7. Are his color choices pleasing?
8. Do dark and light areas balance?
9. Has the working space been well utilized?
10. Is there a growing interest in the beauty about him?

11. . Does he appreciate the values in the art work of others?

Thus by evaluating and appreciating the art endeavors of our children we are able to realize how they grow and develop, bringing to light the need for a creative art education, and how intricately interwoven art is in all they will achieve in beautiful, ample living.

There is a wide range of individual differences and maturation levels in the last two years of elementary school. A flexible art program is the only possible way to meet so many varied art needs, and to maintain interest and enjoyment in creative work. Children of this age are inventive, also ingenious, and will find their own materials for special purposes. Murals, maps, and illustrated notebooks provide opportunities for related art experiences.

"Transportation", "Historical Murals", "Carnival Scene" and "Illustrating a Newspaper Item" have been worked out this past year.

Miraculous Changes of 1955: If you will pardon a bit of reminiscing, I can not help comparing our conditions today with those when I was a Wilmington School student. Today, art is scheduled within the school day, whereas a student in those days remained an hour once a week after school to participate in Mechanical and Freehand Drawing.

We now have a beautifully equipped Arts and Crafts Room in the Junior-Senior High School addition, wherein we have the most modern of facilities for pleasant work and generous storage. Here we utilize such improvements as a clay bin, a kiln, drying shelves, display areas, a model stand, easels, cabinets, work tables, craft benches and stools.

This year also marks the beginning of having an art teacher in the Junior and Senior High School level. Miss Helen C. Mitchell, a graduate of Regis College and formerly of the Boston teaching system, was elected to fill this need.

Grades VII and VIII, by state law, are required to take art. The pupils, therefore, have art twice weekly. These periods are broken up into Art Appreciation and Art-Drawing and Painting.

In Art Appreciation, from September to January, art from pre-historic times up to the seventeenth century has been discussed. The lives and contributions of the artists of the eighteenth, nineteenth and twentieth centuries will be taken up this last half of the year.

Pupils enrolled in Grades IX, X, XI and XII are free to choose Art as an elective. Those who have done so have already completed sketches of "still life" in charcoal, pastel drawings, travel posters and linoleum block prints.

In the period extending from January to June, they shall have worked in design techniques, paper sculpture, lettering techniques, silk screening and will have applied the basic fundamentals necessary to the production of ceramics.

In closing my eleventh annual report of art in the Wilmington Schools, I wish to acknowledge grateful appreciation to you, Mr. Collins, to our School Committee, to our teaching personnel, parents and children for continued cooperation, inspiration and interest.

REPORT - DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

Foresight and long range planning on the part of the School Committee and the School Building Committee, which was later endorsed and supported by the citizens of Wilmington, have afforded our students facilities and equipment for a complete program of health and physical education. This means that for the first time in the history of this town we will be able to offer a curriculum in physical education which will be second to none when one considers the recommended standards as suggested by educational authorities.

The greatest change has taken place in the Junior-Senior High School where complete program, in service, intramural, and varsity competition will be available. When children reach this level, they are expected to wear the proper attire which is intended for their safety and general health. A gym suit and a pair of sneakers are the minimum requirements. For this, suits bought directly from the factory have been made available. This suit cannot be produced at similar prices anywhere, and it is purchased from the same company that supplies Winchester, Wakefield, Reading and other schools with up-to-date programs. This is a non-profit arrangement on the part of the school and is intended as a service for student and parent.

Although most people are aware of it, it would be appropriate to inform the readers that the General Laws of Massachusetts under Chapter 71, section 1, require that all students are required to take part in physical education activities. Only those physically unfit shall be excused, and only when a doctor's certificate permits exemption.

All sports in the school system now come under one head, the physical education director, and varsity sports must be considered as an outgrowth of physical education instead of a department by itself. Students may adapt themselves to either the highly skilled programs of varsity sports or may take part in the less demanding sports and physical culture as offered in the intramural program. In addition to the

physical development of the student, we now offer health education at the high school level.

Through the cooperation of the town manager, police department and fire department, we are now able to offer the pupils in the Wilmington Schools a complete program in safety education. Chief Arthur Boudreau has devoted much of his time in helping to develop a fire-marshal plan in the fifth grades of all schools. Through this plan instruction in fire prevention and removal of fire hazards is stressed. Periodic checks and instruction are followed up with tests given by the home room teacher which concern the removal of potential hazards in the home. When students have met with the elimination of the required number of these hazards, they are awarded a fire marshal's badge and then become members of a Junior Fire Department.

The police department under the helpful hand of Police Chief, Paul Lynch, has made the services of Sergeant John Imbibo available for safety instruction and follow-up of transportation within the school system. To assist him Sergeant Imbibo has five police women at various dangerous crossings directing traffic. In addition to this patrolmen are offering their assistance when conditions permit. Sergeant Imbibo makes daily surveillance of bus routes and crossings and, from this, is better able to inform the student body of weaknesses and changes in the program.

REPORT OF THE MUSIC SUPERVISOR

With increased emphasis on the importance of the Music Program in our schools, it is the Music Department's objective and responsibility to provide opportunities for every student to understand, appreciate and participate in the Music activities offered in the Wilmington Schools.

VOCAL MUSIC IN THE ELEMENTARY GRADES

In the Primary Grades, the basic music activities in our music program consist of singing, surytodes, listening, creating and rhythm band training.

By the end of the second grade, children will have made some association between tones and the symbols which stand for the tones. These early associations, tonal and rhythmic, are carefully built up and developed until by the end of the sixth grade the children have acquired the following:

1. Pleasure in Musical Expression
2. Repertory songs (Ballads, folk and patriotic songs)
3. Correct use of the voice in singing
4. Rhythm and Tonal Vocabulary
5. Creative Skills
6. Pleasure in Listening to Good Music

VOCAL MUSIC IN JUNIOR AND SENIOR HIGH SCHOOL

This year, the General Music Classes in grades seven and eight meet two periods a week, instead of the one period held in the past. Singing, listening and rhythmic activities have been planned for each grade and are included in the following units which have been covered so far this year: Elements of music, the instruments of the orchestra, rhythm and folk dances, the music for the holidays, the art song and symphonic poem.

For the remainder of the year, elementary song form, three types of overture, classic and modern suite, sonata form, music in

America and contemporary American music will be the units for grade seven.

Grade eight will study folk music, Opera vs. Oratorio, and musicals, various types of Opera, classicism vs. romanticism, impression vs. realism, and music in America up to the present time.

Music for ninth graders is compulsory this year, each class meeting one period a week. The course is not only a music appreciation course, but one in which the class will study the basic song forms and then go on to the growth of music in America. All the Junior and Senior General Music Classes are conducted by the very capable Miss Khalil, who has been appointed this year to teach Junior and Senior High School Music.

JUNIOR AND HIGH SCHOOL MUSIC CLUBS

The music clubs in the Junior and Senior High School this year consist of two Girls' Glee Clubs (one for seventh and eighth grade girls, and the other for girls of grades nine through twelve), and a Mixed Chorus composed of boys and girls from grades nine through twelve.

Each Girls' Glee Club has a membership of approximately sixty five, and these clubs meet two activity periods a week. This is a great improvement over the past years when music activities were scheduled so that they conflicted not only with academic classes but also with other activities in the school.

The mixed chorus meets one activity period a week and has forty members.

Rehearsals are now in progress for the presentation of Gilbert and Sullivan's Operetta, "The Mikado", which will be performed by the High School Music Clubs during Music Week.

INSTRUMENTAL MUSIC DEPARTMENT

The Instrumental Department continues to improve in all respects this year, from beginners to advanced students. The total membership fluctuates between sixty-three to seventy-five members.

Convenience of rehearsals, adequate quarters, and opportunities for students to practice their lessons have been made available.

The Instrumental Department is very judicious in the use of class time avoiding interference with student's academic subjects, and is continually stimulating interest to achieve an outstanding instrumental program.

The Music Department in conjunction with the Art Department is planning an Art and Music Week, May 2 through the 5th. During this week children will exhibit their Art projects along with six Operettas all of which will be presented.

The cooperation of the Principals, teachers and parents has been more than satisfactory. Without their help, it would be impossible to present these Operettas. For this, the Music Department is truly grateful.



Developing New Talents

REPORT OF THE REMEDIAL READING TEACHER

People in all walks of life are becoming increasingly aware of the importance of reading. Reading is a prominent and growing feature of the modern scene. More books, magazines, and newspapers are being published today than ever before. Consequently, each year seems to increase the reading demands made upon school children and adults.

Research studies in the field of education report that the average educational achievement of today's children is somewhat superior to that of pupils twenty or thirty years ago. These studies indicate that the reading ability of pupils in our schools today is relatively superior. However, educators can not deny the fact that there are poor readers in our schools, even though the average reading ability has not decreased over the years.

The causes of poor reading are numerous, and many of these causes are beyond the control of any teacher or public school system. Sight and hearing deficiencies, excessive absence, frequent relocation of families, emotional disturbances in the home, and crowded classrooms are just a few of the outstanding reasons for the ever-present reading problem and, as a consequence, we may expect that some retardation in reading will always exist. It is the progressive school system that recognizes that reading deficiencies do and will exist and institutes corrective measures in the form of a remedial reading program. The presence of such a program does not mean that we are admitting that reading is taught inefficiently in our schools. Rather, it shows that the school seeks to give every child the best development of which he is capable.

The Remedial Reading program at the Wildwood School commenced at the opening of the new school in September 1954. Group, individual and informal testing was carried on over a two-month period in order to determine which individual pupils needed remedial reading help. A

group of approximately sixty pupils was selected. These children, all with average or above average intelligence, were reading one to four years below their grade level.

These sixty children were then divided into six classes according to the extent of their reading disability, and they met each day for forty minutes. The fifth and sixth grade classes met four afternoons a week, leaving Wednesday afternoon free for testing and for the preparation of reading materials. The program continued in this manner for six months.

Within six months, sufficient progress had been made by a number of pupils to require a regrouping of these children along their new lines of reading achievement, and this made available enough time to permit the instruction of an additional sixty pupils. The results of the reading achievement test administered in June 1955, at the close of the school year, were sufficient to warrant the continuation of the program for a second year. Also, the relocation of school districts sent many pupils from other schools to the Wildwood School. Some of these new students needed Remedial Reading help. Consequently, in September 1955, a similar schedule was arranged for another group of pupils. A total of 114 children are receiving Remedial Reading help at the Wildwood School at the present time.

Five definite steps are followed in conducting the Remedial Reading program:

1. Discover the true reading level of each child. Here the child finds success and as a result, the fear of failure leaves, and he gains self-confidence.
2. Build a sight vocabulary. These basic sight words are learned through oral reading, game devices, and flash cards.
3. Teach sounding. When a stock of basic sight words is

mastered, the system of phonics is taught in order to help the child attack new words independently.

4. Develop comprehension. Emphasis is placed upon the ability to repeat what is read, to select the important ideas, and to analyze and evaluate what an author presents.
5. Secure for each child interesting supplementary reading. The children visited the Public library and were encouraged to take advantage of the services it offers. The organization of the school library program at the Wildwood School has helped to arouse interest in good reading and to provide the quantity of practice needed for these children to become skilled readers.

In conclusion, I would like to say that the real value of such a program can not be entirely measured by the resulting scores on reading achievement tests. Many of these remedial reading pupils are receiving scholastic honors which they might not have earned had their reading disability been overlooked. One of my greatest rewards was to hear a child exclaim "Oee, reading is fun!", for I realized that his real education demanded a life time of reading. Following is a quote from a National Committee on Social Studies, "The national use of the new leisure requires a cultural equipment which will give strength and harmony to society instead of weakness and discord." What better way can cultural equipment be acquired than by developing a worthwhile interest in reading? It is my privilege to help the younger generation of Wilmington obtain this "cultural equipment".

REPORT OF THE TEACHERS' ASSOCIATION PRESIDENT

"Change is inevitable!" "The day of the small, one-teacher school is rapidly disappearing!" "School population is on the increase!"

These and many other statements regarding school, school children, and school teachers are constantly being brought to our attention through the various media of communication.

Here, in Wilmington, many changes have taken place in the schools and in the school system. Many changes are still in the planning stage.

The schools of Wilmington are of varying sizes and shapes, from the one-teacher school, the West, to the new thirty-eight-teacher, six year Wilmington High School. The past is intermingled with the present, and the present is shaking hands with the future.

As a member of the "Old-Timers", those who have taught in Wilmington for ten or more years, I have seen many of these changes take place.

School population has nearly doubled in the past ten years. The number of classrooms available for instruction has been added to, with more needed in the near future. The teaching staff has grown from forty-three to ninety during these years. The courses offered in the high school have grown from three to nine. Everything is being done, within the limits of the town's ability, to provide for advancing educational pursuits.

The Wilmington Teachers' Association is keenly aware of the responsibilities connected with the preparation of the youngsters to better enable them to pursue their chosen careers. Too, the teachers are aware of their obligations to the town. They strive to give full measure for value received.

In the interests of educational advancement, the teachers, through their association, provide a \$100.00 scholarship for some

deserving senior as an added incentive to further their education. This scholarship has been raised by personal assessment of the teachers. It is the fervent hope of the teachers that, in future years, more and larger scholarships may be offered.

Teachers are constantly striving to better themselves professionally by taking courses for professional improvement. Many of our teachers are working on degree programs consistent with their field of endeavor. Many have acquired their Master's degree in the past or expect to in the near future. Several are working on their doctorate programs. They are cognizant of the fact that the town and the state have endeavored to assure them a living wage. They are grateful:

Teachers are responsible for approximately forty hours of a school child's life each week. They must attempt to sift and sort, restrain, improve, counsel, comfort, nurse, and heal. They are expected to be an other parent, doctor, nurse, lawyer, judge, jury, friend, counselor, philosopher, psychologist, disciplinarian, and teacher. They must plan, prepare, assign work, make up tests, mark papers, record marks, and keep registers up-to-date.

These things with all their added implications make up the busy day of a teacher's life.

As the school population increases, more and more teachers are needed. Wilmington will be in the forefront to select new teachers of the caliber of those now in the system.

EXPENDITURES
SCHOOL COMMITTEE BUDGET*
FISCAL YEAR, JANUARY 1, 1955 - DECEMBER 31, 1955

School Committee Expense	\$147.20
Administration Salaries	12,817.29
Administration Expenses	1,375.31
Transportation	27,932.81
Supervisors Salaries	16,793.36
Teachers' Salaries - High School	81,374.00
Teachers Salaries - Elementary	176,114.06
Evening School Salaries	4,769.01
Substitute Teachers	3,289.75
Health Salaries	4,700.00
Health Expenses	344.32
Textbooks and Instructional Aids	10,610.89
Supplies	9,454.20
Libraries	1,088.11
Athletics and Physical Education	4,973.16
Utilities	6,892.89
Cafeterias	3,804.03
New Equipment	3,960.75
Special Education	358.74
	\$370,819.88
EXPENDED 1955	

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

RECEIPTS - REIMBURSEMENTS

School Aid, General Laws, Chapter 70	\$102,868.05
Transportation, General Laws, Chapter 71	16,495.00
Division of Child Guardianship	8,367.45
Vocational Training	2,531.63
Adult Evening School Receipts	1,242.00
Adult Evening School (Out of Town Residents)	829.04
George Barden Fund	400.00
Americanization Class	90.00
Miscellaneous Receipts	137.43
Balance 1955 Budget: Returned to E. & D.	10,462.17
	<u>\$143,222.75</u>

TOTAL SCHOOL COSTS - 1955

School Committee Budget	\$381,282.05
School Maintenance	73,156.00
Vocational Training	3,219.49
	<u>TOTAL SCHOOL SUPPORT \$457,657.54</u>
	REIMBURSEMENT RECEIPTS 143,222.75
	<u>TOTAL ACTUAL COST OF SCHOOLS 1955 \$314,434.79</u>

MEMBERSHIP BY AGE AND GRADE - October 1, 1955

	<u>Age - Grade Distribution</u>														<u>Totals</u>			
	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19		
<u>Grades</u>																		
1	50	220	11	2														283
2		47	175	20	3													245
3			58	208	28	5												299
4				54	159	25	9	1										248
5					37	116	30	9	1	1								194
6						42	107	21	3	1								174
7							35	133	22	5								195
8								1	32	97	33		7	2	1			173
9										34	80		50	7	2			173
10											22		55	16	6			99
11													20	72	14	2		108
12														27	64	12	3	106
Ungraded							4	7	9	6	7	10	4					47
<u>Totals</u>	50	267	244	284	227	192	189	205	163	149	142	128	87	14	3			2344

ACTUAL & PROJECTED ENROLLMENTS

SCHOOL YEAR	BIRTHS 6 Yrs. EARLIER	TOTAL						TOTAL						TOTAL 9-12	UNGRADED	TOTAL 1-12		
		1	2	3	4	5	6	7	8	7-8	9	10	11				12	
1948	103	159	142	125	128	135	122	812	125	110	235	130	83	63	58	334		1381
1949	118	184	166	133	131	117	147	878	125	121	246	100	113	78	64	355		1479
1950	91	182	185	169	139	120	119	914	136	122	258	115	88	105	65	373		1545
1951	98	194	178	195	168	159	117	1007	137	126	263	117	113	81	87	398		1668
1952	133	237	197	185	154	170	153	1137	119	135	255	129	107	86	69	391		1783
1953	164	281	247	190	195	206	166	1285	160	119	279	138	128	82	72	420		1984
1954	158	233	291	232	201	203	201	1361	171	162	333	129	112	109	72	422	16	2132
1955	180	283	245	299	248	194	174	1443	195	173	368	173	99	108	106	485	47	2344
1956	149	250	293	247	309	252	186	1537	174	195	369	181	157	91	100	529	55	2490
1957	189	290	260	295	297	313	244	1659	185	175	360	203	165	159	83	610	60	2689
1958	194	295	300	262	305	261	305	1728	245	184	429	183	185	157	150	675	60	2892
1959	205	310	305	308	272	309	297	1795	302	241	543	192	170	177	150	689	60	3087
1960	205	330	325	307	312	275	301	1851	295	300	595	250	177	162	170	759	60	3265
1961	261	370	340	329	315	316	265	1935	303	293	596	306	235	165	155	861	60	3452

Graduation Exercises

1955

PROGRAM

Processional	High School Band
National Anthem	
Invocation	Rev. Edmund W. Croke
Salutatory — Then and Now	Lucille Cavallaro
Essay — Are You A Good Citizen?	Eugenie Nelson
Music — Stout-Hearted Men —	Sigmund Romberg
	Girls Glee Club
Valedictory: — To Acknowledge A Debt	Shella Walsh
Remarks	John J. Collins, Sup't of Schools
Presentation of Awards	
	Bernard F. McSheehy, Principal of High School
Presentation of Diplomas	
	Ruth M. Graczyk, Chairman of School Committee
Address	Mr. Thomas H. McGowan
Benediction	Rev. Richard E. Harding
Recessional	High School Band

GRADUATES — CLASS OF 1955

- | | |
|------------------------|------------------------|
| Babine, Robert M. | Kavanaugh, Paul |
| Balcoon, Jean M. | Kosmer, Lucille |
| Baldwin, William Earl | Klimenta, Edward |
| Benson, Beverly A. | Klimenta, Irene C. |
| Boyd, Robert A. | Lambert, Ronald G. |
| Burns, James Robert | Leavitt, Richard F. |
| *Ryan, Neil M. | Lynan, Ronald |
| Caldwell, Carol A. | *MacKay, Janet |
| Canwell, Richard F. | MacLean, Edna |
| *Cavallaro, Lucille A. | McCormack, Daniel |
| Clinch, Edward E. | Herrick, George |
| *Cole, Beverly A. | Moss, Arlene |
| Cortish, Percival | *Nolan, Eugenie |
| Crowell, Albert Edwin | *Nowhouse, Franklin |
| Cushing, Joan | *Pellerin, Frances |
| Donahue, Carol J. | *Peters, Judith |
| Drew, Alva | Fischer, Eleanor |
| Duggan, Paul C. | Papa, Anthony |
| *Eisell, David G. | Seed, Edna |
| Fenton, Gertrude A. | *Riley, John |
| *Fidler, Margaret M. | Rogers, Dorothy |
| Finley, Joan | Sariso, Rosario |
| Fiske, Ann | Semple, Sally Stillman |
| Fisher, Violet | Stroh, Naomi |
| Foley, Mary A. | Taatges, Cheryl |
| Foley, Robert E. | *Tosicini, Anthony |
| Folloman, Florence | Thorpe, Frederick |
| *Fortier, Thelma | Townley, Wendell |
| Fortunata, Theresa | *Walsh, Sheila |
| Fuller, Richard | Weatherbee, Donald |
| Gracia, Cecilia | White, Judith |
| *Hoban, Sheila | White, Melvin |
| Howell, Margaret | White, Miriam |
| Hughson, Mary L. | Wilkins, Janice |
| Jayne, Martha | Wilson, Charles |

*Members of the National Honor Society

CLASS OF 1955 OFFICERS

President	Paul Kavanaugh
Vice-President	Earl Baldwin
Secretary	Sheila Hoban
Treasurer	Thelma Fortier
Class Colors	Blue and White
Class Motto	Not At The Top But Climbing





