



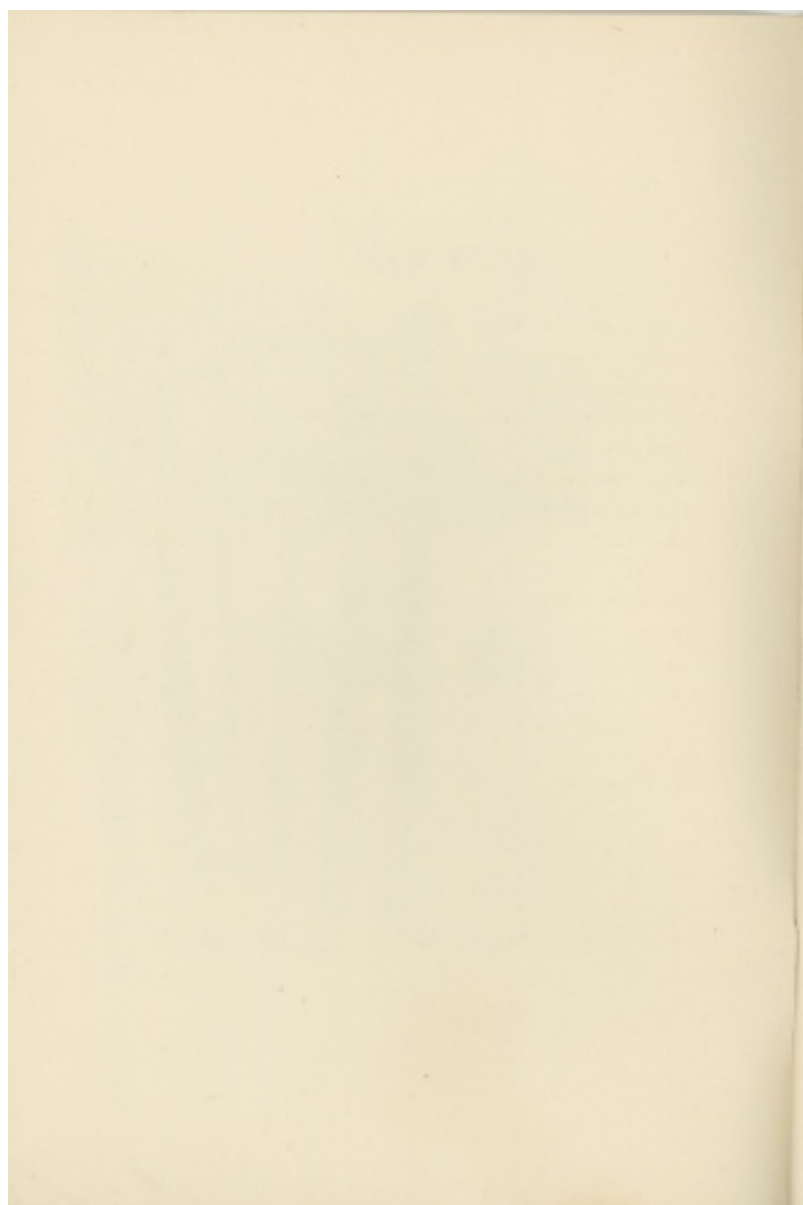
*Annual  
Report*

1956

public schools

WILMINGTON, MASSACHUSETTS

VOL 2



2023.09.28  
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WILMINGTON PUBLIC SCHOOLS

SCHOOL COMMITTEE

	<u>TERM EXPIRES</u>
Mr. John F. Hartnett, Chairman	1957
Mr. James B. Moore, Vice Chairman	1958
Mr. Dudley A. Buck, Secretary	1958
Mr. Ernest M. Crispo	1957
Mrs. Ruth M. Gratzky	1959
Mr. Arthur V. Lynch	1959

ADMINISTRATION

Superintendent of Schools:

John J. Collins Tel. Oliver 8-2052

School Physicians:

Gerald A. Pagan, M.D. Tel. Oliver 8-4464  
Ernest C. MacDougall, M.D. Tel. Oliver 8-4432

School Nurses:

Mrs. Esther Nichols Tel. Oliver 8-4863  
Mrs. Abbie G. Lyle

Attendance Officer:

Ernest Call Tel. Oliver 8-4571

Superintendent's Office:

Miss Mildred P. Woods Tel. Oliver 8-2052  
Miss H. Neese Marie Ballentine

Secretary to High School Principal:

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

Cafeteria Supervisor:

Mrs. Wilhelmina DeLisle Tel. Oliver 8-2086

Regular meetings of the School Committee are held in the Roman House on the first and third Wednesdays of each month.

The Superintendent of Schools' Office is open from 8:00 A.M. to 5:00 P.M. the year round.

SCHOOL CALENDAR 1956 - 57

September 4, 1956	Teachers' Meeting - 10:00 A.M.
September 5, 1956	School Opening
October 12, 1956	Columbus Day
October 26, 1956	Teachers' Convention
November 12, 1956	Veterans' Day
November 22-23, 1956	Thanksgiving Vacation
December 21, 1956-January 2, 1957	Christmas Vacation
February 17-24, 1957	Winter Vacation
April 14-21, 1957	Spring Vacation
May 10, 1957	Memorial Day
June 12, 1957	Elementary School Closing Date
June 19, 1957	High School Closing Date

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 A.M. over:  
WOCN - Lawrence, WLEH - Lowell, Boston, WERT, WHAC, WEEH WBB.

ROSTER OF SCHOOL EMPLOYEES

Supervisors & Directors:

Evelyn Andersen	Art	No. Wilmington
*Mary E. T. Boutillier	Reading	Lowell
Lawrence K. Cushing	Dir. Phys. Ed. & Athletics	Wilmington
Dominic DeGrazia	Band Director	Arlington
*Alice Tuszekas	Music	So. Boston
Sybil Wilberg	Reading	Reading

High School:

Bernard F. McMahon	Principal	Wilmington
Harold E. Deiscoli	asst. Principal	Andover
Harland Whittridge	Guidance Dir. & Soc. Studies	Wilmington
Laura Marland	Head, English Dept.	Andover
Jean Williams	Head, Language Dept.	Arlington
Elena Farello	Head, Science Dept.	Wilmington
George Webster	Head, Commercial Dept.	Wilmington
Alfred Kambelton	Head, Manual Training Dept.	Methuen
Regina Mitchell	Home Economics	Medford
Edward G. Bradbury	Head, Mathematics Dept.	Everett
Irene M. Sharp	Asst. Guidance Dir. & Commercial	Wilmington
Marcy Geary	Language	Tewksbury
Theopina Trearichis	Commercial	Woburn
Anthony DeLuca	Driver Ed. & Commercial	Woburn
Mary Melling	Soc. Studies, Commercial	Wilmington
Leonard W. Scott	Social Studies	Topsfield
James E. Kelley	Social Studies	Tewksbury
Robert G. Mullarky	Social Studies	Tewksbury
Marjorie Marshell	English	Mt. Reading
Paul E. Murphy	English	Dorchester
Anne Prottan	English	Wilmington
Margaret Horner	Speech, English	Lawrence
Charles N. Needy	Mathematics	Melrose
Edward A. Sullivan	General Science	Arlington
Richard P. Molloy	Manual Training	Dorchester
Paul W. Sullivan	Manual Training	Dorchester
Lorraine M. Hill	Music	Methuen
Paul A. Ciano	Art	Lexington
Frederick Bellissime	Phys. Ed. & Head Coach	Wilmington
Alice McCarthy	Phys. Ed.	Lowell
James M. Davis	Special Class	Topsfield
Virginia Erickson	Library	Wilmington
Dorothy I. Sipey	English, Grade 8	Lawrence
Mary Marrone	English, Grade 8	Woburn
Myrtle Mahoney	Mathematics, Grade 8	Lowell
Walter J. Pierce	Mathematics, Grade 8	Wilmington
James J. Gilligan	Science, Grade 8	Wilmington
Malcolm Coleman	Soc. Studies, Grades 7 & 8	Lawrence
Joseph P. Weston	Soc. Studies, Grade 7	Wilmington
Mary B. Crawford	English, Grade 7	Methuen
Mary Hogan	Mathematics, Grade 7	Lowell
George Cogan	Soc. Studies, Grade 7	Stoneham
Catherine Harrington	Soc. Studies & English, Grade 7	Lawrence
Paul O'Loughlin	Grade 6	Lowell

Robert Barrett, Supervising Principal, Swain, Buzzell, Center and Walker Schools

Swain School:

Florence Liston	Teaching Principal, Grade 6	Lowell
Ruth Connors	Grade 4	Lowell
Anne Flynn	Grade 4	LYNN
Nea Perry	Grade 5	Wilmington
L. Jeannette O'Hearn	Grade 5	Lowell
Paul Bodenstein	Grade 6	Wilmington
Helen Huntley	Grade 6	Wilmington
Irene Rogers	Grade 6	No. Wilmington
Pauline Leiter	Special Class	No. Wilmington

Buzzell School:

Rose M. Kennedy	Teaching Principal, Grade 3	Lawrence
Ruth O'Keefe	Grade 1	No. Wilmington
Carol Sears	Grade 2	Woburn
Mary A. Donahue	Grade 3	Tewksbury
Margaret Maloney	Grade 3	Lowell
Claire DeLay	Grade 3	Winchester

Center School:

Isabelle A. Burns	Teaching Prin., Special Class	Dracut
Louise Moriarty	Grade 3	Wilmington
Josephine O'Donnell	Grade 4	Lowell
Eleanor Mahoney	Grade 4	Lowell

Walker School:

Mildred Keville	Teaching Principal, Grade 1	Lowell
Kathleen O'Brien	Grade 1	Winchester
Margaret Jordan	Grade 2	Lawrence
Gladye Dunigan	Grade 2	Chelseaford

Ralph M. Ambrose, Supervising Principal, West, Mildred Rogers, Whitefield and Wildwood

Wildwood School:

Evelyn Desmarais	Teaching Principal, Grade 1	Chelseaford
Eather Connor	Grade 1	Lowell
Arlene Weafer	Grade 1	Winchester
*Jean Cull	Grade 2	Lowell
Dolores Amaro	Grade 2	Wilmington
Loddy Weisberg	Grade 3	Malden
*Maurine Preston	Grade 3	Lowell
Ruby Fitzsimmons	Grade 4	Lowell
Mary Scully	Grade 4	Chelseaford
Frances Cleveland	Grade 4	Wilmington
Anne McFarland	Grade 5	Lowell
Carol Polkins	Grade 5	Lowell
Katherine Kiernan	Grade 5	Lawrence
Helen Roth	Grade 6	Dracut
Gerald McVey	Grade 6	East Boston

West School:

Iena James Teaching Principal, Grade 1 Wilmington

Mildred Rogers School:

Agnes Daley Teaching Principal, Grade 2 Lowell  
Mary Sweet Grade 1 Wilmington  
Marybean Small Grade 1 Winchester  
Louise E. Began Grade 2 Lawrence

Whitefield School:

Marjorie Ethier Teaching Principal, Grade 4 Wilmington  
Mary E. Mahoney Grade 1 Arlington  
Margaret Fitzgerald Grade 2 Milden  
Iena Ielter Grade 3 No. Wilmington

Temporary Teachers:

Margaret Keene Grade 1 Reading  
Ruth G. Frolman Grade 2 Lawrence

\* Leave of Absence



Keep close to your work!



ANNUAL REPORT OF THE SCHOOL COMMITTEE

December 31, 1956

To the Citizens of the Town of Wilmington:

The School Report for 1956 is hereby submitted to the citizens of Wilmington. As elected representatives of the people, your School Committee has been charged with the responsibility of providing for the education of some twenty-five hundred children presently in our schools. There is a further obligation to provide for the future educational needs of our town, a weighty responsibility in these times. For the first, the Committee has acted directly; for the latter, we may only recommend that classrooms be provided. Your attention is called to the article, "A Time Schedule on Classrooms".

The Committee has functioned as a legislative and policy-making body, to provide personnel, facilities, and implements of education. Paramount in importance is the acquisition and retention of competent teachers with the hope of establishing a more permanent faculty. Consequently a new minimum salary of \$3300.00 per year has been established with the hope of improving this policy. The approval of professional study and workshops has encouraged teachers to pursue studies that will be helpful to themselves and their students. Modern texts have been added to keep our students keyed to present day developments.

Below is listed a summary of the more important accomplishments of 1956:

Strengthening of the departments within the High School

Approval of two workshops for Elementary Teachers

Practical approaches to retaining our teachers

Closer affiliation with School Personnel

Establishment of two Elementary Districts under

Full-time Supervising Principals

Complete Insurance coverage for football players  
Cooperation with the Recreation Department and  
community organizations in making School Facilities  
available for after-school use

We are extremely conscious that credit for successful operation  
of our schools belongs to many, the Citizens, the Town Officials, the  
School Personnel, and the Services of every Department of the Town.  
To all who have assisted, the School Committee extends its grateful  
appreciation, and deems it a privilege to have had a share in the  
educational progress of the past year.

Respectfully submitted,

Wilmington School Committee

John F. Hartnett, Chairman  
James E. Moore, Vice Chairman  
Dudley A. Cook, Secretary  
Ernest M. Crispo  
Ruth M. Graczyk  
Arthur V. Lynch



ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

December 31, 1956

The School Committee

Town of Wilmington

Massachusetts

Mrs. Gratoyk and Gentlemen:

The preparation of youth to meet the demands of this era is the primary concern of a school administrator. The log cabin, the open fields, and the flickering candle light did not impair the educational proficiency of great men in our young nation but yet a return to those humble beginnings would hardly be advocated. Environment is not the basic requirement for education, but rather the studies, the mental training, and disciplines which shape the individual to meet the exigencies of life. In an era when science has penetrated the unknown in nuclear-like rapidity, our young people are growing and developing, amid such surroundings must we train this generation.

A world cries for more scientists, and better ones, more leaders, and better ones, and some educators are inclined to attempt the impossible by shortening the gap between basic training and research. There is a great void which tolerates no bridging nor neglect, and herein lies the task of those in public education - to so instill the fundamentals that the fields of research and industry may have deep reservoirs on which to draw. Furthermore, the requirements of good citizenship, living together in community cooperation, are not evolved by early specialization to the neglect of the fundamentals. The development of a well-adjusted youth is a long and gradual process of living, and study, and practice that strengthens a nation's structure. Growth may be forced by artificial means in plants and animals, but in dealing with

the rational being, we must remember that he is master of all machines and lower life.

How best to meet these modern challenges, and how to prepare our youth for living in this age is the task of those in education! In a land whose economy is competitive and a world where co-existence is possible only by show of power, the quality of training is of prime importance. Our youth must be well-grounded in the tool subjects with which they must labor and, for these, there is no substitute. It is the policy of Wilmington schools to stress the three R's in the Elementary grades, and to broaden the child's knowledge in the areas of science, health, art, and music within the scope of his ability. No modern implement nor technique is neglected that will aid in better comprehension of the subject, but never is the primary objective lost.

The advanced training of the more mature student in high school is geared to individual skills and abilities through the cooperation of home and school. The work of the Guidance personnel has been most effective in assisting parents as well as students to recognize attainable goals. The fundamentals of English, Social Science, and Mathematics are still stressed and appended by studies that will prepare our students for further education or for useful employment. A note of confirmation is sounded by the Head of the Department of Mathematics at a local Engineering Institute, when he calls for secondary schools to thoroughly ground the students in Algebra, Plane Geometry, and Trigonometry. These subjects must be mastered, and the student should have a complete concept of the principles involved. The colleges will then advance from that point of departure.

#### 1. THE CURRICULUM

Elementary Schools: The determination to unify and upgrade instruction throughout our schools has continued. The efficient work of our Supervi-

sore and Principals in this task is very apparent, and the cooperation of teachers and parents cannot be minimized. The assignment of definite and purposeful homework in grades 4 - 12 has been well received, and has greatly improved the attitude toward study. The reasons behind this action were two-fold: 1) The habit of study is not suddenly developed in high school, and 2) Scholars to whom study comes easy, are not sufficiently challenged unless working at full capacity. The assignments gradually increasing in importance from grades four through six, prepare the student for the more complex subjects of high school. Parents are thereby afforded an opportunity to observe and assist in the educational process, and provide a natural motivation.

Consequent to our attack on the problems in the elementary grades of two years ago, a report of Standardized Test results is most encouraging. The California Achievement Tests administered in November to Grade III showed the following:

1. Median Score - 3.75 or the average pupil is working a half-grade above National Norms.
2. 211 of the 252 pupils are working at grade level or above.
3. Some 50 pupils are working at a full grade level above National Standards.
4. Only 40 children are working below grade level, and the lowest is working a half-year below standard.

The approach to this problem was outlined in the School Report of 1955, and the results would seem to substantiate our program.

Test results for Grade VI were not as advanced, showing the median score at 5.9 or three tenths of a grade below standard. Many factors contributed to this picture in the grades, and more control is observed in Grade III since these children were in Grade I when the



Developing Special Skills



present promotional policy became effective. Children who can read satisfactorily in Grade I have the first of the basics, and are better able to advance throughout the grades. Remedial personnel in sufficient number for the middle grades could never restore the proper training of the primary grades. Late reading problems are being assisted in afternoon programs and, though far from ideal, we are noting definite progress. This upper level is receiving full attention and, while results of the test were not as spectacular as in Grade III, progress has been normal.

The division of the Elementary Schools into two Supervisory Districts has been an excellent move. Teachers and pupils are able to receive additional service, and instruction is more uniform. Messrs. Ambrose and Barrett have assumed their responsibilities in a most professional manner, and bring rich backgrounds to the position. Better supervision is now provided, and the necessary follow-up on test results is immediately available. In our growing community well-organized and independent units must be established to allow for orderly expansion.

High School: The second year of operating in the enlarged plant has shown many gains from the experiences and inconveniences of the previous year. The efficient functioning is due in no small measure to the lines of departmental organization within the school. Regular and well-planned meetings have built on the Curriculum Study of 1955. These sessions afford opportunities to study class progress, provide assistance for new teachers, and enrich the curriculum.

The student activities which allow for individual and group expression have increased with the enlarged facilities. Such activities as the Student Council, the Dramatic Club, the School Paper, the Art Club, Glee Club and Commercial Club have provided opportunities for many untried talents. The cooperative efforts of many have been

utilized in the activities of these groups.

Adult Evening School: The experimental years of Evening School have passed, and the quality of work reveals a high degree of skill by those who have been in attendance for two or more years. A good proportion of first-year enrollees shows a healthy reaction to such a needed project. Some three hundred fifty Wilmington and one hundred out-of-town residents are developing useful and leisure-time skills. A visit to the lighted building on any evening when the school is in session would be a more descriptive report on this excellent service.

#### 2. ENROLLMENT and HOUSING

The pupil population on October 1, 1956 was 2491, an increase of one hundred forty-seven over the previous year. All children are housed in regular classrooms for a regular school day, but the prospects for similar housing in September 1957 are not as bright. It will be necessary to request five outside halls for additional classrooms in order to avoid overcrowding or half-sessions.

The future schoolhouse needs will be treated in another article, and your careful study of this subject is recommended. One may agree or disagree with the recommendations, but the basic figures require immediate attention.

#### 3. COST of EDUCATION

A summary statement of costs is hereby provided: figures on costs to the Town of Wilmington are computed for January to December, 1956, while State averages are computed from July 1, 1955 to June 30, 1956.

The total appropriation for Education in the year 1956 was \$543,106.76, which included the School Committee Budget, Maintenance and Operation, and Vocational Training. Reimbursements and receipts totalled \$160,666.08, making the net cost to the town \$382,440.68. The total school support per pupil based on the gross amount was \$212.15,



compared with the State average for towns under 10,000, in the amount of \$201.37. The cost per pupil from Wilmington support was \$149.29, compared to the State average of \$198.31 per pupil.

From the foregoing, it is obvious that Wilmington's expenditures are not extravagant, nor is there any point in making comparisons on this basis. The town and its people are vitally interested in education, and those charged with its administration are determined to obtain the maximum return for our children.

The School Committee and the administration are vitally concerned about the cost of education, but a study of the projected enrollment does not show any possibility for reduction. Because of the estimated 40% increase in pupils during the next five years, and the heavy burden on real estate, the School Committee has petitioned the Representatives from this district to seek immediate legislation for increased State Aid. The most positive step would be the whole-hearted support and cooperation of all citizens in the Town Program to broaden our tax base by attracting good sound business and industry. Belief in our town and confidence in the future are necessary to provide all the services, not only schools, that will be needed in our growing community.

The summary on education for 1956 has listed activities and statistics which would be impossible without the devoted service of our instructional staff. Particular mention is made of all those who assumed additional responsibilities at no personal gain. For an individual who willingly undertook the position of Reading Supervisor on short notice, and for excellence in professional performance, I wish to pay special tribute to Mrs. Sybil Wiberg. In days when other fields attract, and the responsibilities of the classroom seem unrewarding, it

is reassuring to find personnel so dedicated to one of the basic services to civilization.

The total structure of an educational system is built by the labor and service of many, and I wish to acknowledge the following:

The School Committee, with ever increasing duties, for their personal and civic contributions, without which progress could not be reported.

The Town Officials and Departments, for their continued services toward a wholesome and secure community.

The P.T.A., Parents' and Mothers' Clubs, for completing the triangle of School, Home and Community.

The School Building Committees, and the School Accommodations Committee, for services to succeeding generations.

All who have contributed to the cause of education, for shaping the citizens of tomorrow.

Respectfully submitted,

John J. Collins  
Superintendent of Schools

#### A TIME SCHEDULE ON CLASSROOMS

The report of 1955 has been revised with more recent figures, and this study offers data that needs immediate planning. Since the last report, a Building Committee has been preparing plans for a new fifteen-room elementary school on Glen Road, thus bringing the number of elementary classrooms to a total of sixty-one. According to available information, this would fulfill requirements at this level until June 1961.

The classes next needing attention are at the intermediate level, and a decision on organization must be made. Whether to retain the present 8-4 system or adopt the 6-3-3, involving Junior High School must be decided before planning the next school. The chart on Classroom Requirements shows that the present High School with twenty-nine homeroom stations will be crowded this year and inadequate in September 1958. Therefore, steps must be taken immediately to prepare for housing these pupils in the next year.

#### SYSTEMS: 8-4 or 6-3-3

There is no uniform organizational pattern in the Commonwealth favoring either the 8-4 or the 6-3-3 system. The communities are well divided between the two systems, and the variations within the Junior High Schools are many. Some adhere strictly to the platoon system, different teachers for each subject, while others utilize the core curriculum. It becomes a matter of local policy, contingent upon a variety of factors.

1. Educational: The four years of high school constitute an established educational unit, and whether for terminal or preparatory education, should be kept intact. The continuous training in a single building within the organized courses of study is a great advantage to the student. Any change of school constitutes an interruption

SCHOOL YEAR	DIPLOMA 6 Yrs. EARLIER	ACTUAL & PROJECTED ENROLLMENTS												UNGRADED	TOTAL 1-12			
		1	2	3	4	5	6	TOTAL 1-6	7	8	TOTAL 7-8	9	10			11	12	TOTAL 9-12
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	106	106	466	47	2304
1956	149	290	273	264	279	230	203	1539	190	197	387	173	148	92	97	510	55	2491
1957	189	315	280	293	255	260	236	1639	209	192	401	200	150	141	85	576	65	2681
1958	194	320	305	297	275	240	269	1706	250	211	461	193	175	145	131	644	75	2886
1959	207	325	310	320	276	260	251	1742	281	295	576	210	170	160	130	670	80	3008
1960	230	325	315	325	301	260	271	1797	267	283	550	257	185	157	150	749	85	3121
1961	308	375	315	330	306	286	271	1883	287	270	557	285	230	170	152	837	90	3367
1962	325	405	365	330	310	281	296	1987	285	290	575	272	265	220	165	922	95	3579
1963			395	385	312	294	291		314	290	604	295	242	245	206	988		
1964				420	365	297	301		305	316	621	295	262	230	226	1013		
1965					400	345	310		316	309	625	320	262	240	212	1034		
1966						384	356		325	320	646	311	290	240	222	1063		
1967							393		370	330	700	325	281	265	222	1093		
1968									405	375	780	334	290	256	241	1121		
1969										410		379	301	269	232	1181		
1970												415	340	281	247	1283		

CLASSROOM REQUIREMENTS

Grade	I	II	III	IV	V	VI	1-6	VII	VIII	7-8	IX	X	XI	XII	9-12	Sp.	7-12	1-12
1957	10	9	9	8	8	7	51	7	6	13	7	5	5	3	20	3	33	87
1958	11	10	10	9	8	9	57	8	7	15	6	6	5	4	21	4	36	97
1959	11	10	11	9	9	8	58	9	8	17	7	6	5	4	22	4	39	101
1960	11	11	11	10	9	9	61	9	9	18	8	6	5	5	24	5	42	108
1961	12	11	11	10	10	9	63	10	9	19	10	8	6	5	29	5	48	116
1962	13	12	11	10	9	10	65	10	10	20	9	9	7	6	31	6	51	122
1963		13	13	10	10	10		11	10	21	10	8	8	7	33	6	53	
1964			14	12	10	10		10	11	21	10	9	8	8	35	6	56	
1965				13	12	10		11	10	21	11	9	8	7	35	7	56	
1966					13	12		11	11	22	11	10	8	8	37	7	59	
1967						13		13	11	24	11	10	9	8	38	7	62	
1968								13	13	26	11	10	9	8	38	7		
1969									14		13	10	9	8	40	7		
1970											14	11	9	8	42	7		

and a consequent period of adjustment. It is more advisable that this adjustment take place at the beginning of Grade IX than a year later in the Sophomore Year of High School.

The first year of High School requires subject-matter specialists, and these would be more available in the upper grades. The State requirements on English and History could be better administered in the four year unit.

The Junior High School has been in prominence since the early 1900's, and had its most successful beginning from situations which Wilmington now faces, overcrowding at the intermediate level. It takes the pupil in the early adolescent years, Grades 7-9, and affords basic subjects with exploratory experiences in science, manual and household training, and languages.

In its ideal state, the program has been very successful, but the modifications in Grades 7 and 8 have shown that these years still belong to the upper elementary rather than lower Junior High. Many schools use the core-curriculum, a single teacher for the core subjects of English, Social Studies and Mathematics, because it affords better concentration and achievement by these early adolescents. This leaves Grade IX semi-isolated and certainly removed from the more natural unit.

2. Sociological: Dr. Frances Ilg, in a recent study, has condemned the permanent housing of seventh and eighth graders with older adolescents. She stated that they were unable to cope with the emotional experiences of high school students, and should not be subjected to these disturbances. She further believes that pupils of these two grades need the reassurance of a single teacher for the entire school day. This is not far removed from a core-curriculum, which would give the added advantage of some exploratory experiences under shop and

science teachers.

3. Comparative Costs: The third and least important factor is that of cost. The decision on organization should be based primarily on educational grounds, but with a building program involving four or five schools, costs are important.

Housing grades 6-8 in a unit under the 8-4 system would require a few special rooms for shop, science and the like, whereas the Junior High School would require most of the facilities of a high school. The teaching staff of the Junior High would include most of the subject-matter specialists of the High School. It is true that Intermediate Schools housing grades 6-8 or a Junior High could have identical facilities, but they are less urgent in the former.

An elementary school may be constructed in one of two or more needed locations, but when making a decision on organization, the subject should be studied at great length. The following factors should be considered when planning for Wilmington's future:

1. The present High School has a capacity of one thousand pupils, a figure that will be reached in 1963.
2. The pupil population of the High School in 1970 will approximate thirteen hundred, and will require an additional fifteen rooms.
3. The classroom needs of the lower grades will be met for the next few years by the Glen Road school.
4. Our main concern is the intermediate grades.

#### RECOMMENDATIONS

1. The 8-4 system is recommended on the basis of educational, sociological and cost factors.

2. The following building program is recommended.

- A. 1958: Construct a fifteen-room addition to the present high school, with expansion in the shops, household arts and cafeteria.
- B. 1962: Construct a twenty-room Intermediate School to house Grades 6-8. This school should be located on any tangent between one and one and one-half miles from the center of town, preferably near the heaviest concentration of pupils. ("A" and "B" could be reversed in the time schedule with little interference to organization.)
- C. 1964: Construct a new Elementary School; the size and location of this school can be determined at a later date.
- D. 1967: Construct a second Intermediate School. These three grades will be averaging thirteen classrooms to each grade by this time.

3. A more permanent building committee should execute such a comprehensive program. A single committee would have a complete overview of the building program and could better judge the relative needs. The time loss in adjusting to the responsibility of building a school would be reduced, not to mention the wealth of experience gathered in this capacity. The Town has had three such committees in the past five years and should be able to draw upon this experience. (The mechanics of appointment or election, term of office, etc. are left to others.)

4. The School Accommodations Committee should acquire sites for these schools while land is still available.



The time element in the building program is urgent, and provisions should be made at the Annual Town Meeting in March, 1957 for the first building. Children are facts, and while these projections are not assumed to be absolutely accurate, they are conservative. Any delay may result in hasty and more costly decisions at a later date.

The contents of this report imply neither frills nor extravagance, but a statement of our needs in the foreseeable future. We can no longer look one or two years ahead, because we have reached an important period in school construction, namely, one involving a particular type of building. It has become necessary to look further to the future and so construct that we make no costly mistakes, nor ones that might involve duplication of facilities. For the dubious, these decisions will be trifles when placed beside the picture some fifteen years from now. A great and powerful nation is growing!

John J. Collize



The First Year

Previous reports have dealt with curriculum evaluation and revision prior to and consequent to the completed high school building. The educational preparations for such a radical change have been previously described, and it is a pleasure to observe their gradual development within the framework which our faculty had planned. The expanded facilities of a modern high school are designed for broader training than the subjects within a curriculum, and herein does this report concern itself.

When the term "extra-curricular activities" is used in connection with high schools, the first idea that commonly comes to mind is sports. Now an adequate sports program is an essential part of a well balanced high school, but it is not the whole extra-curricular phase. However, before dismissing it, I might say that we at Wilmington High School are concerned by the large number of students who could take part in this program, but do not. We are not alone in our concern in this regard since the problem is prevalent in many high schools today. We feel that the cause is the desire of the student to work at part time employment rather than participate in sports. The solution lies in having everyone, parent, teacher, neighbor and fellow student persuade those who are qualified and who would benefit by such a program to participate.

In addition to sports, we have various clubs and activities which appeal to the different interests and talents of the student body. The object behind these activities is to supplement formal education, develop character, leadership, and citizenship.

The first group we shall consider is the Student Council. This organization is a representative body of students whose object is to promote worthwhile activities for the school and encourage participa-

tion of the students in democratic practices. Our Council is a member of the Eastern Section of the Massachusetts Association of Student Councils and is affiliated with the National Association of Student Councils. There is a membership of 26, one representative from each home room. The Council forms its own organization and has two faculty sponsors. Each month of the year, they sponsor a particular project which benefits the school.

Next we shall treat three clubs as one, due to their interrelationship to English - the Dramatics and Debating Clubs, and the School Paper. The former are connected with the spoken word, the latter with the written word, and all are common in promoting English expression. The Dramatic Club also serves as an outlet for those interested in industrial arts and art work. During the past year, the Dramatics Club had three one-act plays for assemblies, the State Convention of Student Councils, and the Parent-Teacher Association. We were pleased this year to have the boys in the printing shop publish our school paper.

Three clubs which foster additional study within specific subject areas are the Commercial Club, Foreign Language Club, and Science Club. For students interested in these various areas, additional information and experiences, which time in the classroom would not afford, are provided.

In areas of Art and Music, we have extra-curricular facilities for those interested in this field. The Art Club began during the past year and, although it is in its infancy, it has shown great promise for art appreciation. In music we have the Band and Girls' Glee Club. We are looking forward to the formation of a Mixed Chorus, a Boys' Glee Club, an A cappella Choir, and Orchestra.

Another new organization is the "Future Teachers of America", which was formed for those considering the teaching profession as a

career. This is a local club with national affiliations and may be continued on the collegiate level. The National Honor Society is a group of junior and senior honor students whose objectives are scholarship, service, character, and leadership.

School dances serve as a means of promoting social life within the school. Various classes sponsor these dances, which are well organized and a source of enjoyment to those who participate. During the past year, we were able to hold the Junior-Senior Prom in the gymnasium. This was definitely the highlight of the social season and provided the students with excellent entertainment in high taste and proper decor, at less expense than previous Proms.

We are grateful to the various service and veterans' organizations for providing programs for youth within their framework. These have provided excellent means for students to develop talents for leadership, character and education so necessary in developing our citizens of tomorrow.



Science Exhibit - High School

GUIDANCE

EARLAND V. WHITTREDGE

It is always a pleasure to submit a report of substantial progress, and we have made several progressive changes in the Guidance program this year.

1. The tests that were given to the second, third and sixth grades were administered by the Supervising Principals and were scored by the Guidance Department.
2. The Iowa Tests of Educational Development were given to all Freshmen. These tests enable us to correlate the students' academic ability, his educational development and his present school achievement. This enables us to identify those students who are under-achieving and to urge them to maximum effort. These tests also help us to identify students potentially gifted in the scientific areas, an important consideration for a high school located so near to one of the major concentrations of scientific schools and industries.
3. We have compiled a list of books available to the high school library and the town library which are listed according to interest fields. This list, based on the Kador Preference Record, enables a student interested in the outdoors, science, mechanics, etc. to know what books are available in his field, and choose from among four levels of reading difficulty in that field.
4. During the Spring, colored slides were taken in many of the companies in town. These slides are used to illustrate to students the many types of jobs

available to Wilmington. We have at present about 60 slides showing local people working in local industries.

5. More emphasis is being placed on group guidance and the importance of the home room situation and home room teachers in connection with this program. Meetings are being held with various groups of teachers interested in certain segments of the student body. Greater understanding of the individual students has come about as members of the Guidance Department and the classroom teachers have exchanged information on the students. These conferences have proven a very valuable device in bringing about a more intelligent understanding of the needs of the student.
6. We conducted our annual follow-up and received a good response from the members of the class of 1956. The results of this follow-up indicate several significant changes:
  1. A larger percentage of our graduates are entering institutions of higher learning.
  2. A larger percentage of our graduates are being employed by local industries.
  3. A smaller percentage are voluntarily entering the Armed Forces.
7. Mr. Robert Barrett was promoted to Elementary Supervising Principal and was replaced by Miss Irene M. Sharp in the Guidance Department.

We feel that this past year has been one of progress. The students have been showing a more active interest in their future plans; the

Faculty of the Wilmington Junior-Senior High School is playing an increasing part in effectively carrying out the guidance program. The members of the Guidance Department wish to express their sincerest appreciation for all the aid and encouragement provided by the Faculty, Administration and School Committee.



Demonstration

ELEMENTARY SCHOOLS

RALPH M. ANDROSE  
ROBERT F. BARETT

During the Spring of 1956 the School Committee, acting upon the recommendation of the Superintendent of Schools, partitioned the Town into two Elementary School Districts consisting of 24 classrooms each. In one district were the Swain, Center, Buzzell, and Walker Schools; while the remaining schools, namely, the Mildwood, Whitefield, West, and Mildred Rogers comprised the second district.

The action was a most logical development in the face of the rapid growth and expansion that has marked the Elementary School program during the past several years. As happens whenever a large scale development gets underway, the need for closer co-ordination and unification of all participating agencies becomes more desirable and necessary.

Earlier steps in this direction introduced to the Elementary Grades the services of subject specialists in the fields of Reading, Art, Music, Physical Education, and Penmanship. Subsequent advancement resulted in the adoption of a co-ordinated series of text materials in the subject areas of Arithmetic, Reading, Language Arts, Spelling, Social Studies, and Science. Further progress was recorded when services of the Guidance Department were made available to the Elementary Grades.

To render more effective, and to assist in the closer co-ordination of the varied services and materials mentioned above, a Supervising Principal was appointed for each of the new Elementary Districts. In the exercise of their duties, opportunities are afforded - through frequent supervisory visits - to observe classroom conditions and quality of instruction. Such visits lead to further discussions of individual problems resulting inevitably in a broader understanding and more satisfactory disposition of the issue involved.

With the opening of schools in September, 1956, one of the first



matters of concern was that pertaining to the reassignment of pupils to alleviate overcrowded classrooms. In coping with this situation, a transportation problem necessitated making minor revisions in the bus schedule. Once these matters had been disposed of, attention was turned to the establishment of a Supplementary Reading Program. The program was limited to pupils in Grades 4, 5, and 6 who were burdened with a severe reading difficulty. Five separate classes were organized, and instruction was provided on a schedule of three days each week, with classes being held after the close of the regular school day.

Continuing the testing program, established and conducted with the cooperation of the Guidance Department, the California Achievement Test was administered to all students in grades three and six. This is a nationally standardized test in the areas of Reading, Arithmetic, and Language Arts. With the new elementary structure, a more comprehensive analysis of the test results was possible than in the past. This analysis was helpful in focusing attention upon particular areas where greatest stress should be applied and, at the same time, providing a means of recognizing those areas in which notable success is being achieved.

In addition to these achievement tests, scholastic aptitude tests were administered in grades two and six. Results of these tests provide the teachers with a greater insight and understanding of the individual pupils concerned.

Instrumental lessons were again offered to pupils in grades four to six, giving an opportunity for individual and group instruction in the instruments of their choice.

For the benefit of the teachers who wished to improve their classroom techniques in the teaching of music, a Workshop, MUSIC IN THE ELEMENTARY GRADES, was conducted by Mrs. Leta Whitney, a member of the faculty of the New England Conservatory of Music.

With a view toward a more thorough implementation and a more unified interpretation of the program of study advocated by the Massachusetts State Curriculum Guide for Primary and Intermediate Grades, a curriculum workshop will be conducted by the Supervising Principals with the cooperation and assistance of the Elementary Grade teachers. The course of study has been outlined in detail, and formal meetings will be conducted during the latter portion of the current school year.

It is hoped that this will provide a suitable commencement for further in-service activities designed to guide the schools of Wilmington along the pathways of continuing professional growth for teachers and constant scholastic improvement for all pupils.



Busy Times

Salk Vaccine for the prevention of poliomyelitis has been administered to approximately 3,000 children in Wilmington! This is the big news from the school health department. Although this undertaking has been our major project during 1956, we have not worked alone. The Board of Health, the school health department, the entire staff of school personnel, and a group of dedicated volunteer workers have cooperated to protect these children from polio. Together we have planned and conducted 34 clinics, in which 5372 doses of Salk Vaccine have been given to approximately 3,000 children ranging in age from six months to twenty years. First and second doses, in the series of three, have been given. Plans are now underway for all who are eligible to receive the third dose before school closes in June.

A second important event of the year has been the appointment of Mrs. Robert F. Lyle, R.N. as assistant school nurse. Her coming has divided the routine duties which had become far too numerous for one nurse, especially when added to them were the preparation for and the administration of, the polio clinics. What is more important, there is now time to care for the needs of individual children. As the school population has increased, it has been almost impossible not to become too involved in a round of screening tests for vision and hearing defects, physical examinations, immunization clinics, and other recurring health procedures. These so-called health services are a vital part of our program. They help to maintain a high standard of health for all pupils. They also bring to our attention the physical, mental and emotional problems of individual pupils. The appointment of another nurse, therefore, is bound to make both these necessary phases of the work more effective.

The volume of work done by the school nurse reached an all time high in 1956. Never before have there been so many calls from

parents for assistance. Never before have so many Junior and Senior High School pupils come to the nurse's office. They have come asking for anything from a band-aid to advice about very real problems. Never have teachers requested so much help with children who, for a variety of reasons, were having difficulty in school. This is due in part to the increased school population. It is also an indication that the nurse in the school has been accepted as a resource person in the solution of many problems. For this, we are grateful, for it shows that the concept of school nursing has changed tremendously since the days when "daily inspections" and the giving of first aid were its chief contributions. It has been a great source of satisfaction that so much of the work of the past year has been true public health nursing, in the sense that it has contributed to the health and well-being of the community.

The assistance of all concerned is usually implied in the report of any successful undertaking. However, the support given to the school nurse by the entire staff, especially in implementing the Salk Vaccine program, has been "far beyond the call of duty." And so, I would like to express deep gratitude for the fine spirit of cooperation and the very real assistance given, which assured the success of the polio clinics, and which has made working together such a rewarding experience.

The opportunity to serve as interim Supervisor of Reading came as a real challenge after a tenure of many years in Grade I. A sincere desire to share whatever personal success has been mine and a fondness for working with others have prompted me to accept this assignment. It has been a source of great satisfaction to work closely with the grade teachers to improve situations that required assistance and to feel that definite progress has been achieved.

The program of the Reading Supervisor has been concerned with the following:

Closer observations, and conferences with teachers

Co-ordination of teaching materials

Teachers' meetings by grades to discuss common problems

Administering reading achievement tests in Grade VI;

these tests showed normal results with the class reading at the regular level of expectancy.

Assisting in the organization of Remedial Reading classes on varying levels

Many years of experience prompt me to offer some helpful suggestions to parents on the subject of reading. All children CAN learn to read, do read in varying degrees. The child who enters school in September cannot read a First Reader on the first day or in the first week of school. Readiness skills must be mastered and then the patient process of advancing through books of increasing difficulty for a period of four or five months. During the last third of the year, the child may be able to read the First Reader. The Second Reader may not be reached until well into the Second Grade, and so on throughout the grades.

Much emphasis has been placed on reading at home after school and during vacations. Many parents are at a loss as to what to have their

children read. Three things should be considered concerning books for children:

1. Interest level - This may be much higher than the child's own reading ability. These are the books to be read to him.
2. Instructional level - The child is able to read these books with assistance from a teacher, and with some pre-teaching of new words and phrases.
3. Enjoyment level - These are the books which the child can read independently with ease and pleasure. Usually these books are at least one grade below his instructional level.

With these three points in mind, I have consulted with the Public Library on the ordering and cataloging of books with low vocabulary levels but high interest levels. The Public Library staff has been very happy to assist in this part of the Reading Program.

My years of teaching in Wilmington have proved valuable in my work and enabled me to appreciate the many needs of pupils and classroom teachers. Individual differences of pupils and teachers have been considered as far as classroom situations allow.

The work of the grades shows healthy progress, and I feel it is due to an unusual spirit of devotion and cooperation on the part of teachers who have helped to justify the confidence of the administration.



We learn to read.



Live Model

Art education in our schools does not aim to produce practicing artists. The prime object of art teaching is the encouragement of children to be themselves. Self expression is a subject in which the child is the expert. No one can tell him how to be himself; our duty to him is to provide motivation, materials, and encouragement, that he so deserves as a child.

Should a child scribble? Parents and teachers occasionally fret over a youngster's first efforts in art. His meaningless scribbles may appear to be a waste of effort and material. Uncontrolled marks and strokes are a needed procedure to his development. Scribbling is a normal and healthy release and one of the elementary parts in the coordination of his mind, muscle, and motion. Eventually, the child will give name to his efforts, and gradually we will recognize the symbols. Scribbling is perfectly normal for a solid background for future creative expression.

Art and Music Week: While songs were rehearsed, speaking parts memorized and cues watched, ambitious art students from Grades I through VI were down on knees with loaded paint brushes in hand busily preparing background scenery for the operettas. The following groups each produced a cooperative painting that measured three by seven yards:

<u>School</u>	<u>Grade</u>	<u>Teacher</u>
M. Rogers	I	Mrs. Mary Sweet
Dussell	III	Mrs. Margaret Maloney
Swain	IV	Miss Ruth Connors
Whitefield	IV	Mrs. Marjorie Ethier
Swain	V	Miss Helen Huntley
Swain	VI	Mrs. Mary McDonald

Examples of everyday art experiences were exhibited in the foyer of the high school during "Art and Music" week. Elementary expressions included cut paper pictures, chalk and crayon techniques,



mask making, spatter painting, lettering, design, cooperative murals, paper sculpture and modelling in clay.

Arts and Crafts in the Upper Grades: Mr. Paul Ciano, a graduate of Massachusetts School of Art with additional study at Harvard University, was selected to teach art in the upper level of our program. He has proved himself a sagable leader in guiding, encouraging and fostering creative thought and performance among our students.

Previous to Christmas a display of Block Printed Cards was set up in the lobby of the Middlesex County National Bank, which were cut, pressed, and mounted by students of Grade VII through Grade XII.

Mobiles and Christmas Decorations were sent to the Winchester Hospital for the benefit of patients confined throughout the holidays.

Papier-mache animals, dance decorations, program covers, and posters for school functions were some of the projects worked on by this age group.

Two art clubs have been formed recently, each to meet once a week. A total of sixty-six students showed an interest in this extra curricular activity. The purpose of the groups will be to supplement the regular art period with discussions, field trips, films, craft demonstrations, and additional participation in art expression.

To all who have shown an interest in our endeavors and given assistance to the art program, we wish to acknowledge our sincere appreciation.

Many are aware of the concern of President Eisenhower over the lack of physical fitness as shown in our American Youth today. Under his direction, studies and research are being carried on by Dr. Hans Kraus of N.Y.U. whereby children from war-torn European countries are tested and compared with boys and girls from the United States of America. "There is a minimum level of physical fitness which we cannot drop if we expect to remain healthy," reports Dr. Kraus. "We've found that 50 to 60 per cent of American children between the ages of 6 to 16 fall below that level."

Our townspeople have cooperated to the extent of making additional facilities available, and our teaching personnel now offer a broader program that should encourage participation. In addition to this, members of the staff attend local, state, and national meetings that we might gain professionally in our growth.

Past reports have outlined the aims and objectives of our physical education program in the Wilmington Schools and, although most of our students look forward to this portion of the curriculum, there remain a few who rebel at the thought of it, and some seem to get the support of their parents in this respect. If we are sincerely interested in our child's welfare, we should realize that exercise is an important factor in his physiological and biological development, and we should make every effort to encourage his participation, especially in the extra-curricular activities.

Through the cooperation of the School Committee and the Recreation Commission a complete program is made possible. Throughout the year, activities for all ages are provided. The addition of the tennis courts will be of great advantage in the development of individual skills with carry-over value. This area will offer skating facilities

when weather conditions permit.

The Safety program, with assistance from the Police and Fire Departments, has brought to our schools the traffic safety plan, the safety patrol and the fire-marshal plan. The overall program also includes surveillance of bus routes and stations. The cooperation of all personnel who have worked toward the Improved Health and Safety of our children is gratefully acknowledged.

Music is a record of the joys, sorrows, and ideals of man. It assists the child in understanding and appreciating his own culture, other contemporary cultures, and past cultures.

Personal relationships which a child experiences at school educate him just as genuinely as what he sees, hears, reads, or otherwise experiences. Music is a social and democratic art, and it aids social development and adjustment.

A well-organized music education program is a sequence of aesthetic experiences which may provide enjoyment, recreation, and personality development. These have been the aims of the Wilmington Music Department.

Vocal Music in the Elementary Schools: Music in the elementary schools consists of singing, rhythmic activities, listening, ear training and the understanding of written music.

The opportunity for a child to express his talents and creative ability was made available to the students of the Wilmington Schools by the Art and Music Festival which was presented by the Art and Music Departments on May 2, 1956 through May 9, 1956 inclusive.

The festival, which consisted of six operettas and an art exhibit, was presented by a cast of more than 1500 children, and represented all the schools in Wilmington.

Everyone cooperated in their fullest capacity making the undertaking a huge success.

On October 3, 1956, a Music Methods Course, given by Mrs. Leta Whitney, Director of the Music Education Department of the New England Conservatory of Music in Boston, was offered to the teachers in the elementary grades.

The course included the place of music in the schools, its

implications and its contributions to the growth of the child; the scope of the program, and procedures and methods of teaching music to the children. The course was designed to acquaint the teacher with music to be used, and all the procedures were approached in an informal and workshop fashion in which the teachers learned the problems by actually solving them in class. It covered each grade level so that all the teachers would be aware of the continuity of the entire program.

The teachers not only enjoyed the course tremendously, but began applying all the procedures and experiences to their classes immediately. The results were truly gratifying.

Vocal Music in the Junior-Senior High School: The program in the general music classes in grades seven and eight consists of singing, listening activities, and music appreciation.

This Fall, the High School Girls' Glee Club, consisting of approximately 35 girls, is continuing to improve rapidly under the direction of Miss Kallil. It has participated in the Parent-Teacher Christmas program, the school Christmas program, and has plans for a busy school year.

Instrumental Music Department: The Instrumental Department increased its membership at the elementary level by fifty-three members. Each of these young students receives a semi-private lesson per week, free of charge.

The Senior Band has a total of fifty-nine members, meeting by sectional rehearsals four periods a week. These periods are scheduled with no interference with academic studies.

The opportunities for students in the High School Band to acquire the John Philip Sousa Award (which is issued directly from Washington, D.C., and consists of a plaque, certificate, desk set, and a lapel pin) have been made available by the Instrumental Department this year.

The award was presented to Malcolm Jones, Class of 1956.

The goal of our band is to achieve a balanced group with more brass and basses included. This phase of organizing will take time as personnel must be recruited and trained from the lower grades.

In closing my fifth annual report of Music in the Wilmington Schools, I wish to acknowledge a humble and grateful appreciation to the teachers, administration, parents and children for their co-operation during the year.



Music's magic.

SCHOOL LUNCH PROGRAM

WILKINSON DELISIE

It is with pleasure that I submit my report on the progress of the school lunch program. This program had its beginning in serving a few children hot soup at the Whitefield School. It has certainly come a long way since then. We now serve more than one thousand hot meals daily. At the High School, we serve from 800 to 850 meals each day, and an average of 300 at the Wildwood School. Besides this, we furnish 150 bowls of hot soup, which are made at the Wildwood School kitchen and transported to the other schools which have no facilities for cooking hot lunches. We also serve an average of more than 1000 bottles of milk to children who bring their lunches, or who desire extra milk with their hot lunch. This is, to me, very gratifying, as I know that these children are receiving well balanced meals which meet all the requirements of the Massachusetts State pattern for a nutritionally sound diet. A child, in order to be healthy, must eat properly balanced meals. We have endeavored to give this type of meal to our boys and girls, and have, at the same time, tried to make the meals attractive and palatable.

For the ladies who work in the cafeterias, I have nothing but the highest praise. At the High School this year, they have been working under extreme difficulties. From September, 1955, to September, 1956, we doubled our lunch participation, but we were still obliged to work with the same equipment, which was far from adequate for the preparation of so many more meals. During the Christmas vacation, the equipment was changed around, making it possible for us to have two more stoves and three more work benches installed. This has made a great difference, and has appreciably facilitated our work.

At the Wildwood School, the number of children who buy their lunch has nearly doubled, but there, too, our ladies have done an excel-

lent job, willingly and cheerfully.

It is a pleasure to be associated with co-workers who are sincerely interested in the health of children. May I express my gratitude to the teachers who so kindly assist us with the children, to our custodians, without whom we would be lost, and to all who have made my position as supervisor of this program a most happy one.



Soup's on!



## MEMBERSHIP BY AGE AND GRADE - OCTOBER 1, 1956

Ages/ Grades	AGE - GRADE DISTRIBUTION																Totals
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	54	209	27													290	
2		43	201	19	10											273	
3			50	163	42	8	1									264	
4				51	189	31	8									279	
5					59	141	21	8	1							230	
6						41	118	34	9		1					203	
7							33	113	34	9	1					190	
8								2	37	125	27	6				197	
9									1	33	97	35	4	3		173	
10										1	36	71	31	8	1	140	
11												21	55	13	3	92	
12													21	59	15	3	96
UNGRADED				2	3	5	8	4	11	13	6	3				55	
P.O.															1	1	
TOTALS	54	252	280	216	305	229	187	204	216	175	138	111	83	17	4	2491	

# Graduation Exercises

1956

Processional	<i>High School Band</i>
National Anthem	
Invocation	<i>Rev. Stanley Cummings</i>
Salutatory <i>The End and the Beginning</i>	<i>Beverly Bryant</i>
Essay - <i>Great Influences in Our Lives</i>	<i>Barbara Odiorne</i>
Music - <i>Beautiful Savior</i>	<i>Allan Griffith</i>
Valedictory - <i>Education - Our Greatest Need</i>	<i>Georgianna Parke</i>
Americana March	<i>High School Band</i>
Presentation Of Awards	<i>Bernard P. McMahon</i> <i>Principal of High School</i>
Presentation of Diplomas	<i>John F. Hartnett</i> <i>Chairman of School Committee</i>
Music - <i>Holy, Holy, Holy</i>	<i>Franz Schubert</i>
Address	<i>Dr. Daniel H. O'Leary</i>
Benediction	<i>Rev. Edmund W. Croke</i>
Recessional	<i>High School Band</i>

## Class of 1956 Officers

President	<i>Robert Swanson</i>
Vice - President	<i>Elaine Bemis</i>
Secretary	<i>Barbara Odiorne</i>
Treasurer	<i>Martha Ross</i>

## Class Of 1956

<p>Anderson, Nancy E. Ashworth, Jean C. Barnett, Robert T. Bemis, Elaine M. Bennett, Patricia M. Boulton, Francine A. Boyle, Martha J. Branscombe, Robert E. Brennick, Leo V. Brisbois, Francis P. Bryant, Beverly A. Buck, Marion V. Burns, Edna M. Carnes, Louise C. Carr, Marion V. Certa, Madelyn K. Cosey, Carol A. Castellano, Lillian L. Cavalero, Richard J. Chapman, Carol A. Chisholm, Lester W. Chisholm, Ralph J. Chislett, Wanece W. Clements, George F. Cole, Barbara F. Cosman, Robert W. Coshan, James C. Cuzco, Rosalie L. Curtin, Christine E. Cushing, Patricia A. Dawson, James F. DeFelice, Dorothy L. DeLise, Louise A. Devlin, Donald F. Devlin, Gerald X. Donette, William J. Emery, Rebecca Enso, Peter A. Ehler, Richard E. Fidler, Lorraine Fuller, Ronald W. Gass, James B. Gatis, Ann Grinley, Thomas R. Hall, William C. Harnish, Richard J. Harris, Sandra J. Hartnett, John F. Higgsbotham, Sarah E. Hinman, Lois A. Jorrett, Ernest G. Jones, Malcolm W.</p>	<p>Kaszynski, Francis J. Kelsey, Dorothy E. Kerr, James M. Kitchener, Albert E. Lawrence, James T. Leonard, Patricia A. Lewis, Jean M. Marr, James J. Matorin, Robert H. McCormack, Mary J. McKenna, Maureen F. McKinsey, Sheila A. McPhee, Harold J. Meltzer, Lavinia Melway, Jean A. Moore, Richard E. Moriarty, Pauline A. Nally, Bernard P. Odorno, Barbara A. Paine, John H. Palmer, James T. Park, Martha G. Parks, Georgianna Paul, Jack H. Pfeifer, Ellen J. Papa, Andrew D. Randell, Jane M. Raposo, Ronald B. Reardon Dorothy M. Reed, Robert G. Rexford, Joseph C. Richard, Marie L. Robbins, Frederick L. Roberts, Albert J. Eagers, Irene G. Rooney, Charles E. Rooney, Patricia M. Ross, Martha E. Rounds, Charles R. Sanborn, Dan L. Sanborn, Jeanne B. Smith, Theodore R. Stone, Francis L. Stone, Nagel F. Stone, Cuno B. Swanson, Robert H. Sweet, Robert J. Sylverson, Alton N. Tucker, Stephen E. VonKable, Nita M. Williams, William A. Wilson, John L. <b>Wood, Elisabeth A.</b></p>
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# Grainfield Exercises

## EXPENDITURES SCHOOL COMMITTEE BUDGET\* FISCAL YEAR, JANUARY 1, 1956 - DECEMBER 31, 1956

School Committee Expenses		\$445.28
Administrative Salaries		14,690.00
Administrative Expenses		1,616.23
Transportation		34,837.18
Out of State Travel		500.00
Supervisors' Salaries		19,641.87
Teachers' Salaries - High School		104,886.69
Teachers' Salaries - Elementary		165,715.56
Evening School Salaries		4,513.54
Substitute Teachers		3,944.50
Health Salaries		5,789.70
Health Expenses		660.70
Texts and Instructional Aids		11,054.59
Supplies - All Schools		11,144.89
Libraries		2,204.59
Athletics and Physical Education		4,461.12
Utilities		6,816.82
Cafeterias		3,541.38
New Equipment		4,006.81
	EXPENDED 1956	\$440,491.45

\* School Maintenance, Bonds and Interest are included in the Town Manager's Budget.

RECEIPTS - REIMBURSEMENTS

School Aid, General Laws, Chapter 70	\$100,181.60
Transportation, General Laws, Chapter 71	17,514.35
Division of Child Guardianship	8,265.58
Vocational Training	1,200.48
Adult Evening School Receipts	1,439.70
Adult Evening School (Out of Town Residents)	2,304.44
George Barden Fund	770.00
Americanization Class	90.00
Special Education	8,409.61
Miscellaneous Receipts	313.01
Balance 1955 Budget: Returned to E. & D.	12,177.23
	<hr/>
	\$160,666.08

TOTAL SCHOOL COSTS - 1956

School Committee Budget	\$452,674.78
School Maintenance	86,852.23
Vocational Training	3,579.75
	<hr/>
TOTAL SCHOOL SUPPORT	\$543,106.76
RECEIPTS - REIMBURSEMENTS	160,666.08
	<hr/>
TOTAL ACTUAL COST OF SCHOOLS - 1956	\$382,440.68

THE UNIVERSITY OF MICHIGAN  
ANN ARBOR, MICHIGAN  
1914-1915  
THE UNIVERSITY OF MICHIGAN  
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