

*Annual*



*Report 1957*  
*Public Schools*



*Wilmington, Massachusetts*



*Volume 2*



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Reserve 10

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WILMINGTON PUBLIC SCHOOLS

SCHOOL COMMITTEE

TERM EXPIRES

Mr. Arthur V. Lynch, Chairman	1959
Mr. Dudley A. Buck, Vice Chairman	1958
Mr. Ernest M. Crispo, Secretary	1960
Mrs. Ruth M. Gratorik (resigned July, 1957)	1959
Mr. John F. Hartnett	1960
Mr. James B. Moore	1958
Mr. Edward S. Page (appointed August, 1957)	1958

ADMINISTRATION

Superintendent of Schools:

John J. Collins Tel. Oliver 8-2052

School Physicians:

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

School Nurses:

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

Child Accounting:

Ernest Call, Attendance Tel. Oliver 8-4571  
John Imbibo, Census

Superintendent's Office:

Miss Mildred P. Woods Tel. Oliver 8-2052  
Mrs. Catherine E. Souza

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 1957 - 58

September 3, 1957	Teachers' Meeting - 10 A.M.
September 4, 1957	School Opening
October 25, 1957	Teachers' Convention
November 11, 1957	Veterans' Day
November 28-29, 1957	Thanksgiving Vacation
December 20, 1957-January 2, 1958	Christmas Vacation
February 23 - March 1, 1958	Winter Vacation
April 4, 1958	Good Friday
April 20 - 26, 1958	Spring Vacation
May 30, 1958	Memorial Day
June 13, 1958	Elementary School Closing Date (Tentative)
June 20, 1958	High School Closing Date (Tentative)

NO SCHOOL SIGNAL  
22      22      22

At 6:45 A.M. - No School Grades 7 - 12  
At 7:15 A.M. - No School Grades 1 - 6

Radio Announcements will also be made from 6:45 to 9:00 A.M. over:  
WCCM - Lawrence, WLLH - Lowell, Boston - WBC, WOOI, WNAO, WHDH.

ROSTER OF SCHOOL EMPLOYEES

Supervisors & Directors

Evelyn Andersen	Art	No. Wilmington
*Mary E.T. Boutilier	Reading	Lowell
Lawrence H. Cushing	Dir. Phys. Ed. & Athletics	Wilmington
Dominic DeGrazia	Band Director	Arlington
Sybil Wilberg	Reading	Reading

High School

Bernard P. McMahon	Principal	Wilmington
Harold E. Driscoll	Asst. Principal	Andover
John H. Hamilton	Guidance Director	Wilmington
Joseph P. Beaton	Soc. Studies, Grade 7	Wilmington
Frederick Bellissimo	Phys. Ed. & Head Coach	Wilmington
Edward G. Bradbury	Head, Mathematics Dept.	Wilmington
Roger F. Breskey	Science	Lowell
Paul A. Ciano	Art	Lexington
George Cogan	Soc. Studies, Grades 7 & 8	Stoneham
Janet M. Condry	English, Grades 7 & 8	Wilmington
Mary B. Crawford	English, Grade 7	Methuen
Anthony DeLuca	Driver Ed., Commercial	Wilmington
Virginia Erickson	Library	Reading
Klene Farello	Head, Science Dept.	Wilmington
Anne M. Frotten	English	Wilmington
Vincent Gallucci	Soc. Studies & English	Medford
James J. Gilligan	Science, Grade 8	Wilmington
Albert H. Giroux	Social Studies	Belmont
Alfred Hamblton	Head, Manual Training Dept.	Methuen
James D. Hansen	Manual Training	Wilmington
Anne S. Jellison	Soc. Studies, Grades 7 & 8	Winchester
Ruth M. Jonas	English	Lynnfield Center
Lorraine N. Kallil	Music	Methuen
Charles H. Keady	Mathematics & Latin	Melrose
Francois P. Kelley	Mathematics	Wilmington
**Edward S. Knudsen	English & Speech	Reading
Carolyn Maher	English & Latin	Wakefield
Myrtle Mahoney	Mathematics, Grade 8	Lowell
Laura N. Marland	Head, English Dept.	Andover
Marjorie A. Marshall	English & Remedial Reading	No. Reading
Alice M. McCarthy	Physical Education	Lowell
Barbara A. Mitchell	English, Grades 7 & 8	Wilmington
Regina A. Mitchell	Home Economics	Medford
Mary P. Mogan	Mathematics, Grade 7	Lowell
Robert G. Mallarky	Social Studies	Tewksbury
Paul E. Murphy	English	Burlington
Walter H. Pierce, Jr.	Mathematics & Commercial	Wilmington
Ronald S. Preble	Manual Training	Cambridge
**Robert Saba	Social Studies	Lowell

High School (Continued)

Irene M. Sharp	Asst. Guidance Dir. & Comm.	Wilmington
Edward A. Sullivan	Science	Arlington
Mary Thiel	Soc. Studies & Commercial	Woburn
Theopima Trearshis	Commercial	Woburn
Arthur L. Wallace	Special Class	West Newton
George M. Webber	Head, Commercial Dept.	Wilmington
Elizabeth A. Wilson	French & Spanish	Arlington

Mr. Robert F. Barrett, Supervising Principal, Swain, Buzzell,  
Center, Legion Hall & Walker

Swain School

Florence G. Liston	Teaching Prin., Grade 6	Lowell
Alice M. Hassett	Grade 3	Woburn
Eleanor M. Cawley	Grade 5	Lowell
Helen E. Huntley	Grade 5	Wilmington
Nancy Horvit	Grade 5	Boston
L. Jeannette O'Hearn	Grade 5	Lowell
Rhea Perry	Grade 5	Wilmington
Jane B. Lyons	Grade 6	Newton Centre
Paul O'Loughlin	Grade 6	Lowell
Irene Rogers	Grade 6	No. Wilmington
Pauline Leiter	Special Class	No. Wilmington

Buzzell School

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

Center School

Isabelle A. Burns	Teaching Prin., Sp. Class	Dracut
Louise Moriarty	Grade 3	Wilmington
Marie H. Mullen	Grade 4	Lowell
Josephine O'Donnell	Grade 4	Lowell

Legion Hall

Paul Bodenstein	Grade 4	No. Wilmington
Eleanor Mahoney	Grade 4	Lowell

Walker School

Mildred Keville	Teaching Prin., Grade 1	Lowell
Kathleen O'Brien	Grade 1	Winchester
Gladys Damigan	Grade 2	Chelmsford
Margaret Jordan	Grade 2	Lawrence

Ralph T. Ambrose, Supervising Principal, Wildwood, D.A.V. Hall  
 East Wilmington Imp. Hall, M. Rogers, West,  
 and Whitefield

Wildwood School

Evelyn Desmarais	Teaching Prin., Grade 2	Chelmsford
Catherine McCarthy	Grade 1	Arlington
Ruth G. Prolman	Grade 1	Lawrence
Arlene Weafer	Grade 1	Winchester
Dolores Silva	Grade 2	Wilmington
Ruby Fitzsimmons	Grade 3	Lowell
Dorothy C. Nylin	Grade 3	No. Reading
Margaret Keane	Grade 4	Reading
Katherine Kiernan	Grade 4	Lawrence
Carol Folkins	Grade 5	Lowell
Mona P. Hickey	Grade 5	Lawrence
Mary Scully	Grade 5	Chelmsford
Edith Pappadopoulos	Grade 6	Lowell
Joseph G. Quinn	Grade 6	Somerville
Helen Roth	Grade 6	Dracut
Anne M. McParland	Remedial Reading Teacher	Lowell

D.A.V. Hall

Frances Cleveland	Grade 3	Wilmington
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East Wilmington Imp. Hall

Loddy Weisberg	Grade 2	Malden
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Mildred Rogers School

Agnes Daley	Teaching Prin., Grade 2	Lowell
Marydean Snell	Grade 1	Winchester
Mary Sweet	Grade 1	Wilmington
Louise E. Regan	Grade 2	Lawrence

West School

Lena Eames	Teaching Prin., Grade 1	Wilmington
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Whitefield School

Marjorie Ethier	Teaching Prin., Grade 4	Wilmington
Helen W. Blanchard	Grade 1	Winchester
Mary L. Hinchey	Grade 2	Melrose
Lena Leiter	Grade 3	No. Wilmington

\* Leave of Absence

\*\* Temporary Teacher





ANNUAL REPORT OF THE SCHOOL COMMITTEE

December 31, 1957

To the Citizens of Wilmington:

We herewith submit the Annual Report of the School Committee for the Year 1957.

As has been the case so often in the past, the most pressing problems are the housing of pupils in town-owned buildings, and the acquiring and retaining of competent personnel to instruct our youth.

Constantly increasing enrollment of pupils in our school system has already necessitated the hiring of outside halls to house four classes. At present, one class is quartered in the D.A.V. Hall, one in the East Wilmington Improvement Hall, and two in the American Legion Hall. We are extremely grateful to these organizations for their complete cooperation in time of need.

Unless new construction makes additional classrooms available for September, 1958, half sessions on some levels will be unavoidable. This must be avoided if it is humanly possible to do so.

Teacher procurement remains difficult and, in the areas of Science, Mathematics, and Shop Instruction, almost impossible. In an effort to acquire competent teachers, the basic salary schedule was revised to a minimum starting salary of \$3800.00, effective September, 1958 at which time also the highly controversial Dependency Allowance will be discontinued. It is our hope that this action will enable us to stabilize our present staff and make less difficult the task of obtaining new teachers.

We were fortunate in having made available to us in 1957 the sum of \$11,632.22 from the Federal Government under the conditions of P.L. 874. This money accrues to us as a direct result of the impact on our School System of the children of parents employed in certain specified Federal projects or areas. It is most welcome and serves as a bulwark against emergency or unforeseen demands on our regular School Budget.

In an effort to stimulate the professional growth of the teaching staff, the Committee voted to reimburse teachers

50% of their tuition cost (total cost for 1957 - \$390.00) for advanced study in approved courses in their respective fields. In addition, teacher workshops were conducted in the following:

1. Social Studies
2. Curriculum Study for the Elementary Grades

These were well received by the teachers involved and should be of inestimable value to them and to the system.

Other areas strengthened during the year were the Remedial Reading Program and the Testing Program. The former was made possible by using two teachers who took specialized training in this field, and the latter by the utilization of the Tufts College Testing Service to assist those teachers in our system who are already doing this work.

Continued progress in our School System is the ultimate aim of all members of the School Committee and, to accomplish this end, we pledge our every effort.

We are humbly grateful to all who have assisted us in any way, the Town Manager, All Town Boards and Committees, the Police, Fire, and Highway Departments, P.T.A., and Mothers' Clubs, and the School Building Committees.

To all our teachers go our heartfelt thanks for their untiring efforts to impart to our children the knowledge and skills so essential to their success in a highly competitive world.

To our Superintendent of Schools, Mr. John Collins, the accolade for a difficult job well done.

Respectfully submitted,

WILMINGTON SCHOOL COMMITTEE

Arthur V. Lynch, Chairman  
Dudley A. Buck, Vice Chairman  
Ernest M. Crispo, Secretary  
John F. Hartnett  
James B. Moore  
Edward S. Page



ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

December 31, 1957

The School Committee  
Town of Wilmington  
Massachusetts

Gentlemen:

No period in history has seen more literature or time devoted to the subject of education than the present. The causes are provincial and global in importance, political and economic in content. These are sincere and timely since education which was so instrumental in building our democracy must now assist in its survival. The nation looks to its schools and universities to prepare youth to meet present emergencies and from these to forge a stronger democracy.

The casual reader is aware of the grave concern expressed generally by the President of the United States, leaders of industry, and citizens in all walks of life, for the quality of education and the development of the human potential. It is worth noting that the goals of American education were not established to aim at power domination, but rather to form a democracy to be emulated by the entire world. This democratic faith, this belief in free enterprise created the American pattern of education. Our belief in free, public, universal education is rooted in two fundamental ideas: (1) that if popular government is to succeed, the people must be enlightened, and (2) that equal opportunity must be open to all. It is well to review these principles in the light of present or future world events lest the ideals of democracy be sacrificed on pagan altars.

The vision of our founding fathers was no greater than the wisdom of today's citizens. A constant review of such a basic service as education serves to stimulate the channels of learning. The student's ability to assume a profitable role in an ever changing world environment reflects directly on the effectiveness of an educational organization. Knowledge and development of right attitudes must have immediate as well as long-range objectives. How well are we meeting present problems, and how are we strengthening our democracy?

The schools of Wilmington are concerned with the development of individual skills and abilities, and equipping their students to assume the responsibilities of citizenship at all levels. There is nothing unique about these general purposes,

but a restatement is helpful in times of periodic pressures. Intellectual growth and development have been and will continue to be our primary objectives even in days of rapid enrollment increases, or other emergencies. The schools should be so organized and administered that these objectives are never compromised.

#### 1. ORGANIZATION

The foregoing points to the need for keeping administrative functions in their proper perspective. The duties of the Superintendent fall into four main categories, organization, personnel, instruction, and budget control. Growth based upon projection and planning should be assimilated into a structure without loss of efficiency to the main part. To this end, responsible heads of each instructional unit assisted by the services of department heads and supervisory personnel are able to effect their specific goals. Each new school year requires months of planning and may often require secondary courses of action.

The personnel problem is commonly shared by every enterprise in our land, and constitutes a most important area. Recruiting prospective teachers, interviewing, checking references, scholastic achievement, and general qualifications are of major importance in these years of increasing enrollments and short teacher supply. No avenue is neglected, and the number of one hundred eighty-two applicants in the last year indicates a healthy program. In the case of experienced teachers, at least two supervisory or administrative people visit the teacher in her classroom.

The third category, instructional leadership, is of paramount importance in the work of the Superintendent. Education is not static, and it must be synchronized to the scientific and political changes in the world about it. A faculty instilled with a healthy academic spirit is indispensable to good schools. A program of indoctrination for new teachers beginning with school visits and conferences in June, followed by meetings in September, assist them in their early days in Wilmington. Regular meetings are held for all teachers, by departments and grades, for purposes of general planning and problem-sharing. Non-tenure teachers receive bi-monthly visitations by administrators and supervisors, and individual conferences are held to assist them in their weaknesses and to encourage their strengths.

The fourth category, budget-control is essential when administering an appropriation of more than \$500,000.00. This represents a financial interpretation of the educational needs of the community. The major portion concerns salaries, the processing of which is fairly automatic. Books, supplies, utilities,

and transportation are subject to requisitions and controls. The system employed allows for immediate balances, present needs, and projections for the future. Budget-control is an extremely important factor but should be so clearly established that it requires little time in administration. Last excellent service be assured, it is appropriate to mention the proficiency of the secretary who manages these accounts.

## 2. CURRICULUM

Elementary Schools: The desire to study, and improve the program in social studies resulted in some thirty-five teachers examining the content of this curriculum throughout late Winter and Spring. This type of approach is encouraged in areas that require revision, and the outcomes will be tested and evaluated during the next two years. The other subjects in the curriculum will be studied in order of need so that an Outline for the Elementary Grades will be available to all teachers. This procedure affords a review of outdated texts and study outlines, and introduces new materials, methods, and aids to the instructors. The direct benefit to our schools is immeasurable, and I strongly recommend the continuance of this program.

The added classrooms have taxed the Supervising Principals to a point that their supervisory and administrative effectiveness have been limited. With the anticipated increase of some eight or nine elementary classes in September, 1958, I would recommend the appointment of a third Supervisory Principal. A load of twenty to twenty-four classes would be more realistic than the present twenty-seven, scattered over four buildings.

I would also recommend the employment of three part-time clerks to care for the multiple interruptions to principals and teachers, and which take valuable instruction time from the pupils. These clerks could handle telephone messages, lunch money, dental and clinical appointments, and routine reports. Since most of their business occurs in the morning, a person working from 9 A.M. to 1 P.M. could handle it. They could be of assistance throughout each elementary district with headquarters in the larger buildings. This service would cost approximately \$3,000.00 a year and would permit full and uninterrupted instruction in several classes.

High School: The challenge to American Secondary Schools is being accepted by our staff, and we feel that our own standards cause us to be quite critical of ourselves. That our school has large enrollments in courses that have been neglected nationally does not find us complacent. It represents the serious

approach of home and school to education. The rate of persistence in the more demanding subjects is more than satisfactory. The offerings and recommendations of the Physical Science Study Committee are being studied by our staff and will be adopted when ready. Others are enrolling in Science and Mathematics Institutes for the coming Summer.

While it is true that a contemporary emergency may have its effect on habits of study and the program in general, we feel that the desire for knowledge should be a continuing activity. Our goals are not for the present alone, but for constant growth and intellectual development; towards this end, the program of more purposeful and regular home-study was reaffirmed. More stress was placed on application and attainment in studies in order that better scholarship and more intelligent citizenship would result. If a new star in the heavens has a motivational effect on our students as well as our nation, then those who projected the satellite have performed a great service for all of us.

**The J.W. Greer Program:** Realizing the opportunities for training within their plant, and the instructional ability of their engineers and technicians, the J.W. Greer Company generously offered their Skill Improvement Program to our High School students. Personnel from the Greer Company and the High School Staff worked closely throughout the Spring adapting the program to the level of our students, and then presented the plan to a meeting of students and parents in May, 1957.

It included such subjects as drafting, mathematics, shop knowledge, the use of measuring instruments and hand tools, and is geared to those entering the technical field as well as those who would pursue engineering in college. The student was offered an early opportunity to translate classroom theory into practical application in the atmosphere of an established engineering and manufacturing plant. The spirit of generosity and cooperation can best be understood by the Company's offer to accept all students who would show a desire to participate in the program. Some thirty-one students have enrolled and are progressing to the satisfaction of Greer's and the school. Attendance has been excellent in the first four months, but it is too early to report more definite results.

**Adult Evening School:** The Evening Practical Arts Program continues to be well received by over four hundred adult citizens. The enrollment of out of town residents has fallen off considerably since two neighboring communities have organized their own programs. Courses in Public Speaking, Mathematics, and Typing have been added to this year's program.



### 3. ENROLLMENT and HOUSING

The enrollment of October 1, 1957 was 2682, an increase of one hundred ninety-one over the previous year. The increase necessitated the use of four outside halls, a basement room in the Swain School, and one room in the High School for elementary classes.

The accompanying charts point up the need to make definite plans for the next few years in order to provide adequate space for our pupils. With the second addition to the high school in the planning stage, the area of greatest need is the elementary grades. The delay in the Glen Road School has afforded time to establish definite general thinking in terms of standardized building plans. This step alone will assure more cooperative planning for the future.

There are presently three areas requiring elementary classrooms, Glen Road, West Wilmington (north of Burlington Avenue), and North Wilmington. Information on land in the Glen Road area furnished by the Planning Associates together with figures on present enrollment would indicate a twelve-room school at Glen Road for September 1959. The second step would be an eight room school for the West Wilmington area in 1960. In 1961 either an eight room elementary or a twenty-room Intermediate School for North Wilmington should be constructed. The twenty-room school would satisfy classroom needs for two or three years, whereas the former alternative would necessitate construction of the Intermediate School in 1962.

### 4. COST of EDUCATION

The State Department of Education furnishes comparative figures for all communities on the cost of education; their figures are based on computed costs for the school year, September 1956-June 30, 1957, while figures for Wilmington are more current, January 1, 1957 to December 31, 1957.

The total expenditure for Education in the year 1957 was \$612,790.66, which included the School Committee Budget, Maintenance and Operation, and Vocational Training. Reimbursements and receipts totalled \$151,245.40, making the net cost to the town \$461,545.26. The total school support per pupil based on the gross amount was \$238.72, compared with the State average for towns over 5,000 in the amount of \$260.93. The net cost per pupil for Wilmington support was \$179.60 compared to the State average of \$211.73.

Comparisons are not indicative of the factor to be

Pg. of SCHOOL YEAR	BIRTHS 6 Yrs. EARLIER	ACTUAL & PROJECTED ENROLLMENTS												UN GR.	TOTAL 1-12			
		1	2	3	4	5	6	TOTAL 1-6	7	8	TOTAL 7-8	9	10			11	12	TOTAL 9-12
1950	91	182	185	169	139	120	119	914	136	122	258	115	88	105	65	373		1546
1951	98	194	178	195	164	159	117	1007	137	126	263	117	113	81	87	398		1668
1952	133	237	197	186	194	170	153	1137	119	136	255	129	107	96	69	391		1783
1953	164	281	247	190	195	206	165	1395	160	119	279	138	126	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	486	47	2344
1956	149	290	273	264	279	230	203	1539	190	197	387	173	148	92	97	510	55	2491
1957	189	342	269	296	263	268	243	1681	192	192	384	204	160	125	74	563	54	2682
1958	194	350	316	292	294	251	279	1782	233	194	427	199	187	141	110	637	60	2306
1959	207	365	322	343	289	276	262	1857	281	235	516	203	185	166	125	679	68	3120
1960	230	390	334	349	338	271	285	1967	256	283	539	244	167	164	140	735	74	3315
1961	302	440	354	361	346	324	281	2106	292	259	551	297	231	166	136	830	79	3566
1962	325	460	397	383	355	331	332	2256	276	296	572	268	280	215	140	903	85	3818
1963	*325	450	414	428	365	339	341	2337	324	281	605	304	251	259	187	1001	87	4030
1964			405	445	421	347	347		331	329	660	287	280	232	234	1033		
1965					434	403	396		341	335	676	333	262	259	210	1064		
1966					430	411	409		338	345	683	342	305	241	231	1119		
1967						404	421		395	341	737	351	317	283	215	1166		
1968							415		412	399	811	347	334	296	259	1236		
1969									405	422	827	405	329	302	267	1303		
1970											415	431	381	299	275	1386		
1971												420	397	357	271	1445		

\*Estimated

CLASSROOM NEEDS

	REQUIRED				AVAILABLE			PROVIDE			
	1-6	7-8	9-12	Total	1-6	7-12	Total	1-6	7-8	9-12	Total
1958	62	13	22	97	47	46	92				
1959	65	17	24	106				12			104
1960	68	17	25	110				8			112
1961	74	18	28	120				*8			120
1962	79	19	32	130					*20		140
1963	81	20	34	135							
1964		22	36								
1965		22	37								
1966		22	39								
1967		24	40								
1968		27	43								
1969		27	45								
1970			48								
1971			50								

\*Construction of the 20 room Intermediate School in 1961 would defer the need for an Elementary for 2-3 years.

weighed, namely, Education, but when considering costs, there is no other basis than total expenditures and the number of pupils. The primary area of concern is that our procurement of teachers be selective, the educational program develop, and improve, and that the staff function as a professional group. Competent administration of the educational program then insures maximum return for the community.

\* \* \* \* \*

The years ahead will find increasing emphasis on education at the Secondary level, both for terminal as well as preparatory training. It is essential that we make plans now in order to gear ourselves for the competition that faces our graduates over the next decade. Every community has a wealth of resource people ranging from highly trained professionals through skilled artisans, and Wilmington is no exception. I feel that citizens from these professions and trades, and representatives from Wilmington's industries should be invited to serve as an advisory council to our High School. They could contribute much from their training and experience to enrich the education of our youth. Such a council would meet with the staff, examine the curriculum, and make joint recommendations to the School Committee and Superintendent of Schools.

It is obvious that the report of the achievements of 1957 includes the contributions of many to the educational growth of our children. I would extend my appreciation to all who have sacrificed time and effort in the cause of education. Particular mention must be made of the teachers, the staff, the Veterans' Organizations, the East Wilmington Improvement Association, the Town Officials and Committees, the Parents Organizations, and the many benefactors who have demonstrated their continued zeal for an enlightened citizenship. To the School Committee, for guidance, direction, and patience, I offer my sincere thanks.

Respectfully submitted,

John J. Collins  
Superintendent of Schools

HIGH SCHOOLBERNARD F. McMAHON

In October, 1957, there was doubtless quite a roar somewhere in Russia as Sputnik left its launching platform and began its globe-circling orbit in outer space. But Sputnik's roar was like a whisper in comparison to the roar that went up from Maine to California by the public in general, and, the press and Washington in particular. "What is wrong with American education, particularly on the secondary and collegiate levels?" "Why are our youth being deprived of an education in science and mathematics?" "When will we catch up to the Russians?" "Russian education is superior to American education, which has too many frills and fads."

Let us examine the record before we hastily plunge into a curriculum befitting Buck Rogers in the twenty-fifth century. On the national level, there are some high schools with little or no offerings in science and mathematics. This is due, in part, to the lack of qualified instructors in these fields, and in part to disinterest of pupils who don't want a "tough" subject. But, what is being done in our local high school?

Wilmington High School is a comprehensive high school; that is, it serves the educational needs of the youth of the community. We do not function as the old-time academy just to prepare all pupils for college, nor educate all to qualify for positions in business, nor train everyone for some trade. We cater to all these areas because this is America, and our philosophy of education permits the individual to follow that course of study in which he has the ability, need, and interest, so that he may become a useful citizen of the community, state, and nation. We do not compel children to take particular courses to fill some national quota, and we never will. That practice has no place in a democratic society. We do not plan to over-emphasize mathematics and science to the detriment of other areas within the curriculum but, students of ability will be directed towards these subjects. Our over-all picture shows that 48% of our students take mathematics and 47% take science. The following table will give a clearer picture of the percentages in these two areas:

<u>Grade</u>	<u>Math. Course</u>	<u>Percentage</u>	<u>Science Course</u>	<u>Percentage</u>
12	Trigonometry & Solid Geometry	30%	Physics	20%
11	Algebra II	36%	Chemistry	42%



Table Continued

<u>Grade</u>	<u>Math. Course</u>	<u>Percentage</u>	<u>Science Course</u>	<u>Percentage</u>
10	Geometry & Shop Math. II	40%	Biology	41%
9	Algebra I Shop Math. I General Math.	70%	General Science	63%

The teachers in these areas and the subject teachers of other areas meet regularly within their departments to discuss problems, study new trends, adapt methods, and plan for the future, so that the educational pattern of Wilmington High School may be adequately enriched, vitally alive, and practically informative. An extremely vital gap in our program was filled this year with the introduction of remedial reading. It was very gratifying to learn at a recent English Department meeting the beneficial effect which this course has achieved.

In conclusion, we at the High School are most grateful to the J.W. Greer Company and, in particular, to its President, Mr. Don Greer, for their interest in the cause of education. This came about with the launching of a skill improvement program which has been, and is currently being offered to Greer employees, to include interested Juniors and seniors of Wilmington High School. In addition to this, Mr. Greer has generously donated a \$500.00 scholarship to a graduate pursuing a career in science or engineering.

The skill improvement program is purely voluntary on the part of the participating students and is offered from four to six p.m. on Tuesdays and Thursdays. The program has two areas, one consisting of Blueprint Reading, Mathematics, and Measuring Instruments, the other Mechanical Drawing. The first phase started with fifteen boys and currently has fourteen. The second phase started with an enrollment of seventeen and is now at fifteen. Current averages are 85 and 82 respectively.

This is one more of the many fine community projects which the Greer Company has undertaken in the short time they have been in Wilmington. The faculty and student body of Wilmington High School are grateful for the sincere interest and generous cooperation shown by this firm and wish them many years of service and success.

GUIDANCE

JOHN H. HAMILTON

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

TESTING

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

1. Administered Otis-Alpha Form, Test of Mental Ability to Grade 2  
Administered California Achievement Test - Upper Primary to Grade 3
2. Administered Otis S.A. Test of Mental Ability to Grade 6  
Administered California Achievement Test - Elementary Form to Grade 6
3. Administered California Achievement - Junior High Form to Grade 8
4. Administered Otis S.A. Intermediate Form B, Test of Mental Ability to Grade 9  
Administered Kuder Preference Records (Vocational and Personal Forms) to Grade 9
5. Administered California Achievement Test - Intermediate Form to Grade 10
6. Assisted in administering the Boston University Battery of Tests to Grade 11
7. Administered Otis - Higher Form, Test of Mental Ability to Grade 12  
Administered Kuder Preference Records (Vocational and Personal Forms) to Grade 12  
Administered California Achievement Test - Advanced Form CC to Grade 12

COUNSELING

Guidance is a series of services made available by competent counselors to an individual of any age to help him



direct his own life, to develop his own point of view, to make his own decisions, and to carry his own burdens. Counseling, which is one of these services, is carried on as follows:

1. Individually scheduled involuntary interviews for each Senior and Junior as far as time will permit, to aid pupils in their educational and/or vocational plans after graduation.
2. Voluntary counseling interviews for Grades 7 through 12 for pupils seeking help with their problems which confront them in their mental, physical, emotional, moral, and social developments.

#### EDUCATIONAL INFORMATION

A general meeting of juniors and seniors was held at the beginning of the school year to acquaint the students with the various opportunities available to them in the area of scholarships. Also discussed were the College Board Examinations and the procedures for applying for scholarships to the various colleges and universities. Particular data on above-mentioned material were discussed in individual interviews.

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

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

Additional speakers from colleges and universities have been invited to discuss the opportunities available to high school youngsters upon entering college.\*

#### OCCUPATIONAL INFORMATION

On October 9, 1957, a General Assembly was held to stimulate interest in obtaining occupational information. We have scheduled the following career conferences, during which speakers will meet with interested students and furnish them with the latest information on various occupations. The proposed schedule is as follows:

November 20, 1957 - Beauty Culture; Highway and Building Construction; What's Happening in the Colleges Today?

- January 15, 1958 - Teaching; Engineering; Entertainment Fields  
February 19, 1958 - Aviation (Mechanical and Technical);  
Business Administration; Careers for  
College Graduates Who Majored in English  
or Foreign Languages  
March 19, 1958 - Banking; Social Work; Retailing and Fashion  
April 30, 1958 - Practical Nursing; Jobs in Offices; Jobs in  
Electronics Plants

In addition to these topics, other speakers are invited to speak to interested students in various other occupational areas.

An occupational file has been established and is in constant revision to further aid pupils in obtaining occupational information.

A scheduled assembly is planned with representatives from the various branches of the military service to acquaint our Juniors and Seniors with the latest information concerning careers in the military services.

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

We shall continue to select, screen, and add to or eliminate from materials in the educational and occupational files in the Guidance Library.

#### PLACEMENT

The Guidance Office is continuing its placement activities. We maintain a file of students who are interested in part-time employment. We contact employers for permanent jobs, screen students to meet the requirements of employers, and refer the students to the proper employers.

We assist students in filling out Social Security blanks, and advise them on filling out their applications for positions.

We are deeply appreciative of the J.W. Greer Company for the opportunities which they have extended to our youngsters in both an educational and an occupational manner, also the

National Polychemical, Raffi and Swanson, and the Charles River Breeding Laboratories as well as other industries for their excellent working relationships with our Guidance Office.

#### CUMULATIVE RECORD FOLDERS

Careful and full consideration has been devoted to the gathering of and maintaining, insofar as is humanly possible in the time allotted, of up-to-date information concerning each pupil. The importance of a comprehensive record on each child cannot be overestimated. Complete and carefully kept records are of inestimable value to the Guidance Department, Administration, and Teaching Staff in better understanding the child.

The following is typical of the type of information contained within the cumulative folder:

1. Questionnaire supplying personal data
2. Objective test results
3. Record of Achievement for Grades 7 through 12
4. Other supporting information -- teacher reports, and reports of scheduled interviews as interpreted by the Guidance Personnel

#### MISCELLANEOUS ACTIVITIES

It is with a deep sense of gratification that we are able to report a large increase in the number of parents who are voluntarily meeting with members of the Guidance Department to discuss the problems of their children's adjustment.

#### CONCLUSION

There was a time when Guidance was a mere course taught within the confines of the high school. However, due to the dynamic and complex society of today, the needs of the youngsters are greater than ever before. With these ever-increasing needs, and a greater stress on Guidance Services, we feel that as our school enrollment increases so too must the time allowed for Guidance activities be increased, and the facilities of a Guidance Program be kept up with the changing times if our program is to be truly effective. As the school curriculum is enlarged, the need for careful selection becomes more important. As society becomes more complex, the need for information about society becomes more acute. As teachers attempt to individualize instruction in accordance with students' needs, they require more and more information about pupils. As we encourage students to become more self-directive, the need for information about themselves becomes more evident.

Trained guidance personnel may establish policies and outline programs, but the effective carrying out of these programs depends upon the cooperation of the individual teachers, administrators, and contacts with other schools and outside agencies. Therefore, in concluding this report, I wish to extend my sincere thanks and appreciation to the School Committee, the Administration, the teachers of the Wilmington Public Schools, and the outside agencies for their enthusiastic support and intelligent cooperation in furthering our guidance program, and for their participation in helping us structure our services to fit the needs of the pupils.



ELEMENTARY SCHOOLS

RALPH T. AMERSON  
ROBERT F. BARNETT

At this time it would seem appropriate to review the developments that have marked the first full year of operation under the system establishing two Elementary Districts. Such a review should be made with consideration of the purposes for which the program was primarily designed, particularly with respect to achieving closer coordination of the entire Elementary program, and assisting in the continued improvement of instruction.

During the latter part of the 1926-27 school year, it became evident that early and thorough planning would be necessary to insure adequate preparation for the increased numbers of children who would be enrolled in the Elementary grades in the following September. The problem was heightened by an excessive number of late registrants whose names were entered on the school rolls just one day prior to the opening of schools. Initial planning had provided for a total of four extra classrooms. To make available adequate classroom accommodations for these late registrants, it became necessary to arrange for a fifth extra classroom and, at the same time, to transfer some children to school buildings other than those to which they had been assigned originally. As a result of these developments, the total number of Elementary Classrooms reached a record high of fifty-three.

During the period, February through May, a curriculum workshop was conducted for the specific purpose of evaluating and revising the Social Studies program, thus effecting a much closer coordination throughout the Elementary Schools in this particular subject area. The teachers involved in this undertaking represented all grades and all schools. Meetings were held in the six different grade-groups for a period of 15 weeks. In the course of these weekly discussions each group re-defined the general and specific aims of their respective grades, analyzed and evaluated the subject matter with respect to the areas that had been assigned, recommended numerous techniques and approaches which they considered most effective, and also compiled listings of reference materials which they felt could be used to advantage.

At the termination of the weekly discussions, the findings and conclusions arrived at within each grade-group were set down in outline form, and steps were then taken to have multiple copies of the revised course of study prepared for all teachers to use as a daily guide in planning their class activities and assignments in the field of Social Studies.

The first of a series of steps taken to better coordinate the elementary program was the selection of a basic reading system by the elementary teachers for use throughout the town six years ago.

Through the testing program, administered at the third and sixth grade levels, the effectiveness of the undertaking has been most evident. A year ago, the third grade compared very well with national norms, whereas the sixth grade standing was not as impressive. It was suspected at that time that the falling off between the third and sixth grade levels was due in some degree to the fact that the sixth graders had not had the benefit of instruction in a uniform reading program. This conclusion was further strengthened by the results of this year's test at the sixth grade level. The present sixth graders have used the same reading series since they entered grade one, and on the standardized test compared very favorably with national norms. The results at the third grade level still indicated a high standard was being maintained.

Even though these results have been encouraging and have proved the wisdom in the adoption of a single uniform Reading series, it was at no time expected that this would provide the complete and final answer to all Reading problems. Consequently with a view to further improvement of Reading instruction and with a desire to help those burdened with individual difficulties in Reading, another important step was taken: a Remedial Reading Teacher was assigned to carry on a program at the fifth and sixth grade levels.

This program of specialized instruction, having functioned for only a few months, has already proved extremely beneficial and valuable in the treatment of individual reading problems.

Further advances in the improvement of Elementary instruction are expected to result from a continuation of the curriculum study, concentrating on the subject areas of Arithmetic and Language. Considerable thought and study will be given to the status of the Science Program in the Elementary Grades and to related instructional techniques. The proper position which this subject should occupy in the curriculum of the Elementary Schools is a topic of growing concern in the light of recent and anticipated future developments.

Every newspaper and magazine during the past few months has emphasized greater and faster progress in education. "More mathematics! More science!" is the cry. Pupils cannot achieve better in these or in any subject without better reading; thus, the pressure gains momentum down the line.

The objective of the schools in Wilmington is that every pupil learn to read to the best of his ability. Teachers may work and parents may wish but the pupil himself must have the incentive to read before any real progress can be achieved. Reading for accuracy is fine, but comprehension must take place or reading is useless.

The basal system used in Wilmington has several approaches to reading:

1. Children are taught to use meaning clues.
2. Children are taught to use wordform clues.
3. They are taught to notice the structure of words.
4. They are taught to associate sounds with letter symbols and to work out the sound of new words for themselves through phonetic clues.
5. As children go into the middle grades, they are taught how to use a dictionary to get pronunciation and meaning of words.

These skills are developed and strengthened in each successive grade so that pupils acquire a good foundation in reading to use as a working tool in life.

The achievement tests given to the sixth grade in October, 1956 were repeated in June, 1957 to show the amount of progress. Pupils who were not up to grade level and had the ability to progress were recommended for remedial work in grade seven.

Miss Marjorie Marshall was assigned to do remedial reading in the high school starting with pupils in grade seven

and continuing through grade ten. There are about fifty pupils in these classes which meet every day.

Miss Anne McParland was appointed to teach remedial reading classes in the elementary schools. As this was the beginning of such a program on a town-wide basis, the best interests of all pupils were of major consideration. Grades five and six were selected for concentrated effort.

The Durrell-Sullivan Reading Achievement Test was given to every sixth grade pupil and to those fifth grade pupils who were recommended by their teachers. All pupils who tested one year or more below grade level were then given the Durrell-Sullivan Reading Capacity Test. The pupils possessing average or above average capacity in this low group were included in the remedial program.

A total of seventy-two children who were located in the Swain and Wildwood Schools were selected as the result. These children were divided into eight groups averaging nine students each. Groups were based on the extent and nature of the reading problems involved. Each group met for three forty-minute periods every week from October through December.

During this period the material presented to the children involved many types of reading activities. Great stress was placed on auditory and visual memory, auditory and visual discrimination, phonics, vocabulary building, oral and silent reading techniques, and comprehension. Even though these pupils had been exposed to these areas before, it was found they needed more intensive work.

In January, 1958 all of these children were retested. The median grade level for this group was 4.0 on October first. On January sixth the median grade level for the same group was 4.6. This shows a growth of six school months during the three month period while the program was in operation. Individually 69% of these students showed a growth of six months or more during this three month period. 20% of these students no longer needed extra help in reading. Thus, room was made to give others, who needed it, this help.

In addition to the testing in grades five and six, basic readiness tests have been administered to all pupils in grade one. Two purposes were served by these. Teachers were aided in the formation of reading groups, and in giving additional practice on some skills to other groups.

Regular visits have been made in the fifty-three ele-



mentary classrooms and the remedial classes. Conferences have been held with classroom teachers concerning the following:

- Use of basal materials
- Use of supplementary material
- Selection of library material for classrooms
- Selection of suitable material to correlate with other subjects

Credit for progress in reading is due the classroom teachers who have labored daily so that each pupil may read to the best of his ability.



Health can never be taken for granted. It is always in the process of being achieved or maintained. This is true of the individual; it is also true of the community. With this in mind, your school health department has tried to conduct a school health program that is forward looking enough to detect health needs as they arise, flexible enough to cope with the unexpected, and constant enough to merit the confidence of parents and the community.

The control of poliomyelitis through mass administration of Salk Vaccine was an example of the "unexpected." The completion of this task was undoubtedly the most important public health achievement of the past year. However, our satisfaction in reporting this accomplishment is marred by the knowledge that approximately 8% of our school population has refused Salk Vaccine. The upper classes in the High School account for the large majority of these refusals.

But the near conquest of one vicious disease does not mean that we have arrived at our goal of "optimum health for every school child." In recent years there has been a growing awareness of the needs of the emotionally upset and disturbed children. These are the children who display undesirable behavior, fail to achieve to capacity in their school work, or are plagued by illness. Usually they have difficulty in all three areas, and present a variety of symptoms. That they need help is obvious. We have learned that it takes time, cooperative effort and, in some cases, professional guidance and treatment to meet their needs.

Under our present set-up, the child who shows evidence of emotional difficulties is carefully appraised by the teaching staff. A concerted effort is then made to help him overcome his difficulties. If this fails, the school nurse is advised of the situation. Physical symptoms, if present, are investigated and, if found to be relevant, they are brought under treatment. A visit to the home furnishes additional information and, since success depends entirely upon the full cooperation of the parents, the school nurse now acts as liaison between the home and the school. Her training and experience in making home visits, and her understanding of the physical and emotional needs of growing children are valuable assets for this task. In some instances, the improved relationships which ensue, especially in the home, enable the child to make a satisfactory adjustment to school and to life.

There are, however, many situations that are too complex to respond to such simple attempts at solution. These cases are then referred to the Lowell Mental Health Services for study and, if necessary, treatment. We are indeed fortunate to have access to the Lowell Mental Health Clinic. In addition to the regular clinic services, we have frequent conferences with Dr. McLellan which are of tremendous assistance in handling difficult situations. These conferences are also learning experiences which broaden our understanding of the emotional needs of all children.

Work in the high school varies somewhat from that in the lower grades. Adolescents and teen-agers are beset by a multitude of problems; therefore, more time is devoted to personal counselling. Fortunately, most of their problems can be resolved with patience and understanding. As in the lower grades, the more difficult cases are referred to Lowell.

School health services have been carried on with the usual emphasis on (1) prevention and (2) correction of defects. Hearing and vision tests have been taken over this year by Mrs. Abbie G. McQuaid, assistant school nurse. Concentrating on this phase of the work, she has been able to do a more complete follow-up of defects found than was possible when there was but one nurse. Her success is apparent in that a larger per cent of the defects found have been corrected, or are under treatment. Pupils with physical handicaps such as rheumatic fever and other chronic conditions are also under supervision. Here again, it is necessary to keep in close touch with the home so that absence from school will be kept at a minimum, and all possible progress toward complete healing may be assured.

The dental clinic continues to do an outstanding job in preventing dental decay. The addition of a dental hygienist to the staff has enlarged the services of the clinic, which now operates four mornings a week instead of three. Dental health and the proper daily care of teeth are also being taught by the hygienist. Closer parental supervision of this daily chore would make the whole dental program more effective.

The primary function of the school health program is education for healthful living. With this in mind, I would like to suggest that health teaching be coordinated with health services in the lower grades. Physical examinations and other health services would then give practical effect to the teaching, and health teaching would make the services more meaningful. In this way, school health services would fulfil their true function, which is to teach the achievement and maintenance of personal

health as well as responsibility for the health of the community.

In closing, may I express deep gratitude for the whole-hearted cooperation which has made each passing year a source of satisfaction, and each new year a challenging adventure.



ARTEVELYN R. ANDERSEN

Art is the interpretation of life and should, therefore, be imaginative and creative. The program of dictation, copy, and imitation has been abandoned for a freer expression of the individual's thoughts. Towards this goal, we work in various media at every level. It is not our intent to develop professional artists, but to encourage the developmental growth of the child.

Grades I through VI: Grades one through three art experiences average eighty five minutes of the school week; this allotment is broken down usually into five short working periods. Grades four through six create seventy five minutes of the school week, however, this age group has fewer art periods, but they are of longer duration.

Media available in grades one through six include work of the two dimensional variety in chalk, crayon, ink, tempera, water color, and finger paints. Plasticine, paper sculpture, and papier mache add interest in the three-dimensional experiences.

Grades VII through XII: Junior High School pupils created in clay which included shaping, underglazing, glazing, and kiln firing. Oil paints, water colors, block printing, pastels, inks, and charcoal comprised added creation.

The Senior High School students were able to elect art during free time. The art teacher's program has allowed two periods weekly away from junior high teaching, wherein there has been guidance for those with higher art interest.

An art club of senior high school pupils was organized and meets twice a week, at which time art films are shown. A field trip was taken, creative expressions occurred, and demonstrations were given.

Wilmington Art Recognized: The 30th Annual School Poster Contest sponsored by the Massachusetts Society for the Prevention of Cruelty to Animals and the American Humane Education Association awarded prizes for the posters of three Center School pupils. The recipients were: Donald Ford - gold pin, Janet Harrison - silver pin, George Blaisdell - magazine subscription.

Pupils of the Walker School participated in the Massachusetts Safety Poster Contest. The outcome was a first prize

sward to: Elizabeth Smith, Grade I. Honorable mention went to the following entries: Bonnie Mae Drew, Karen Maloney, John Palasos, Mary Ann Rooney, Robert White, James Meehan, and Linda Perella.

The Globe Scholastic Art Awards held in the Boston School of Contemporary Art had as the first school visitors a group of Wilmington Junior-Senior High School students. The occasion was to view the expressions of Massachusetts Regional Art, which included the work of: Anne MacDougall, Alfred Pair-brother, and John Collins. As a result of this exhibit, the work of Anne MacDougall was selected for national competition and sent to Pittsburgh, Pennsylvania.

Our Own Art Exhibit: Student work was prepared and displayed in the High School art and home economics rooms on May 28. Grades one through twelve were well represented by creative endeavor in block and vegetable prints, paper craft, pen and ink sketches, water colors, window transparencies, crayon techniques, charcoal studies, spattered paint, and ceramics.

Mrs. Robert Thresher, Art Supervisor of Tewksbury, and Miss Marion Costello, Art Supervisor of Medford, acted as judges and made awards of outstanding achievement, remarkable endeavor, or noteworthy merit to all entries. The following day found the display rearranged in uptown business establishment windows where it remained for ten days.

It is the earnest hope of the art supervisor and the art teacher that high school students of artistic ability may eventually have the opportunity to major in art.

The Art Department is appreciative of all who have displayed interest and aided the efforts of school art in Wilmington.

## MUSIC

DOMINIC DeGRAZIA  
LOUVAINE KALIL

Because of its place in the lives of all people and the joy individuals have experienced in their association with it, music is given a prominent place in the school program. It has its natural contribution to make in helping one to gain an understanding of peoples and things; it has its natural contribution to make in bringing joy to those who hear it.

### ELEMENTARY SCHOOLS

The ultimate aim of our music program is appreciation, which, in turn, is brought about by association, understanding, and sensitivity. In order to reach this end, we have five phases in our music program -- mainly, singing, listening, rhythms, creating, and playing. Some of the activities in which the children participate are singing, which offers an excellent means of self-expression; listening to music composed by others, which allows an insight into the realm of music; rhythms, such as folk dances, singing games, running, walking, skipping, all of which are based on children's love of and need for motion; creating, whether it consists of a natural response to music, writing original words to a familiar song, or writing original music for a favorite poem, allows the child to express himself through music; and playing which consists of the playing of pre-hand instruments and autoharp.

It is hoped that as a result of this program, each child will find at least one phase of music that will enrich his life as a child and as an adult.

### JUNIOR HIGH SCHOOL

All pupils in grades 7-8 are enrolled in a general music class which meets one period per week. There is a continuation at this level of those activities experienced in the elementary grades. At the junior high school level, there is a more detailed study of the elements of music, simple form, instruments of the orchestra, folk and art songs, major works such as the opera, overture, and suite, and the music of this and neighboring countries.

The students are also encouraged to join the Glee Club which meets one period a week. It was most gratifying this year to have approximately one hundred students enroll.

#### HIGH SCHOOL GLEE CLUB

This organization has an enrollment of seventy-one students from grades 9-12 and meets three periods per week. They have successfully participated in a number of programs to date and are currently working to build a standard repertoire of sacred and secular choral music.

#### WILMINGTON SCHOOL BAND

The training and patience of some five years of building have shown in the High School Band. The instrumental training at the elementary level provides a rich source of talent and gives the students an opportunity for group musical expression. After a trial period of three months in the early grades, pupils with aptitude are developed in semi-private lessons without charge. Membership in the band, the culmination of early years of training and practice, has been a most satisfying reward for its sixty-eight members. Community approval has been a great motivational factor in the development of the Band.





The following is a report of the Physical Education Department for the year 1957.

Long range plans have been directed for the establishment of a sound and worthwhile curriculum that will contribute to the physical, social, and intellectual development and, at the same time, enhance the development of good habits and attitudes in all our students.

To realize this, we must not think only of the development of a strong healthy body, but we must consider the knowledge of specific skills, desirable habits of participation, traits and attitudes for leadership, knowledge of rules and regulations, and learn to give and take in a desirable manner. We must also consider "carry-over" values and skills that will aid in the more worthy use of leisure time in adult life.

From the singing games, mimetics, story plays, and games of low organization, the child of the primary grades is introduced to the first organized steps of physical education which offer a means of self expression, acceptance, and leadership. This then prepares him for the lead-up games as offered in the intermediate grades. Here a change in his growth pattern demands the need for group games and team play. Because of his biological makeup, games are modified and adapted to his physical growth. Here, too, he is introduced to tumbling, marching, folk and square dancing.

Upon completion of the elementary program, he is ready for the more highly skilled activities of the junior and senior high school. Because of the greater demand of combat and strenuous activity on the part of the boy, and the need for consideration of activities for the girl, segregation takes place. The girls are under the direction of Miss McCarthy, while the boys are instructed by Mr. Bellissimo. Formal activities are now introduced, and we find the student taking part in formal gymnastics, tumbling, team sports of high organization, and health education as part of the regular curriculum which is often referred to as the service program. In addition to this, he may take part in extra-curricular activities either as intraschool or interschool competition. For this we offer football, basketball, ice hockey, tennis, cheerleading, field hockey, softball, and baseball.

During the past year we reached our goal of a complete service program of physical education for all grades within the

school system. However, this could not be said for the extra-curricular activities mainly because our athletic fields were not completely ready for use until the fall of the year.

The new athletic field and gym facilities have had a desirable effect on the entire student body. They have given the students a needed lift, and their school spirit not only is felt within the school but also permeates throughout the town and neighboring areas. We now have greater numbers taking part both as spectators and as participants.

Pupils Taking Part In Service Program

Elementary Pupils	1716
Junior-Senior High School	966

Pupils Taking Part In Afterschool Activities

Spring	154
Fall	222
Winter	184

Average Participation At Weekly Football Games

Players, Cheerleaders & Band	112
Student Spectators	512
Total	624

As the extra-curricular programs offer an ideal area for worthy use of leisure time, we urge parents and students to encourage participation. To aid this goal, we are organizing a track team for the spring season as well as tennis instruction.

In the service program, we are planning to install a testing program of physical fitness and adaptability.



EXPENDITURES  
 SCHOOL COMMITTEE BUDGET\*  
FISCAL YEAR, JANUARY 1, 1957 - DECEMBER 31, 1957

School Committee Expense	\$ 776.76
Administrative Salaries	16,340.00
Administrative Expenses	1,919.22
Transportation	35,342.00
Out of State Travel	500.00
Supervisors' Salaries	19,463.52
Teachers' Salaries - High School	175,510.47
Teachers' Salaries - Elementary	195,250.47
Evening School Salaries	4,638.68
Substitute Teachers	5,923.75
Health - Salaries	7,935.10
Health Expense	575.18
Texts and Instructional Aids	12,859.48
Supplies - All Schools	14,272.39
Libraries	1,284.40
Athletics and Physical Education	5,784.74
Utilities	8,094.01
Cafeterias	5,339.60
New Equipment	2,765.30
Special Education	499.98

EXPENDED 1957    \$515,075.05

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

RECEIPTS - REIMBURSEMENTS

School Aid, General Laws, Chapter 70	\$108,181.68
Transportation, General Laws, Chapter 71	22,324.00
Division of Child Guardianship	8,827.80
Vocational Education	2,668.84
Adult Evening School Receipts	1,139.00
Adult Evening School (Out of Town Residents)	929.40
George Barden Fund	512.00
Special Education	6,662.68
	<hr/>
	\$151,245.40

TOTAL SCHOOL COSTS - 1957

School Committee	\$515,075.05
School Maintenance	92,251.29
Vocational Training	5,464.32
	<hr/>
TOTAL SCHOOL SUPPORT	\$612,790.66
RECEIPTS - REIMBURSEMENTS	151,245.40
	<hr/>
TOTAL ACTUAL COST of SCHOOLS - 1957	\$461,545.26

# Graduation Exercises

1957

Processional	<i>High School Band</i>
National Anthem	
Invocation	<i>Rev. Edmund W. Croke</i>
Salutatory <i>A Goal Achieved - With Thanks</i>	<i>Phyllis Kimball</i>
Essay <i>The Road to the New World</i>	<i>June Goss</i>
Music - <i>Halls of Ivy</i>	<i>Russell and Knight</i>
Valedictory <i>To Lead is to Serve</i>	<i>Freda Shepherd</i>
Musical Selection	<i>High School Band</i>
Presentation Of Awards	<i>Bernard P. McMahon</i> <i>(Principal of High School)</i>
Presentation Of Diplomas	<i>Ruth M. Graicyk</i> <i>(School Committee)</i>
Address	<i>Mr. Dudley A. Buck</i>
Benediction	<i>Rev. Stanley Cummings</i>
Recessional	<i>High School Band</i>

## Class of 1957 Officers

President	<i>William Ross</i>
Vice - President	<i>Russell Gould</i>
Secretary	<i>Margery Beddoe</i>
Treasurer	<i>Eleanor Kirkell</i>

## CLASS OF 1957

Aberle, David	Hopper, Warren
Anderson, Douglas	Kel, John
Balcon, John	Kimball, Audrey
Balcoo, Charles	Kimball, Phyllis
Barbons, Robert	Kinnear, Ralph
Beddoes, Gregory	Kirkoll, Eleanor
Berges, Geraldine	Krasinski, Ann
Blanchard, Joan	LaRivee, Robert
Boudreau, Raymond	Leahy, Kathleen
Bourfield, Jean	Lessard, Robert
Brisbois, Robert	Lord, Marie
Bryn, Virginia	MacKenzie, Barbara
Budd, Paul	MacMullin, Paul
Calhoun, David	Maloney, Gerald
Calnan, Kathleen	Marmiani, Anthony
Carlsen, Norman	Marsh, Sara Jane
Carnes, Edythe	McCabe, Margaret
Cavallero, Samuel	McCormick, John
Cavanough, Anne	McLaughlin, Cecelia
Coombe, Ross	Micalini, Marie
Cocoran, Brenda	Moe, Harryson
Corum, Joyce	Mirash, Milton
Craig, Thomas	Murray, Harold
Currier, Carol	Murray, Patricia
Faulkner, William	Nelson, Eleanor
Fisette, Fred	Nelson, Herbert
Fiske, William	Orse, Marguerite
Folomon, James	Park, Shirley
Fortanais, Felix	Pack, Barbara
Galka, Avis	Pack, Robert
Gatta, Angelina	Piotto, Claude
GHEA, Cecval	Reid, James
Goss, June	Ross, William
Gould, Russell	St. Hilaire, Paul
Grasda, Margaret	Sennler, Francis
Gratzyk, Judith	Socorro, John
Griffin, Ruth	Sharp, Donald
Hammond, John	Shepherd, Freda
Hartnett, Mary	Skytberg, Eiver
Hoban, Richard	Smalley, John
Hodgkos, Barbara	Sonier, Walter
Howell, Ruth	Stevens, Jane
Hunneshof, Jean	Walsh, Patricia
Hust, Diane	Webb, Marilyn

Williamsen, Shirley





## MEMBERSHIP BY AGE and GRADE - OCTOBER 1, 1957

AGE - GRADE DISTRIBUTION

<u>Ages:</u>	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	<u>Totals</u>
<u>Grades</u>																
1	55	249	35	2												341
2		49	176	37	6	1										269
3			44	207	42	3										296
4				49	154	45	14	1								263
5					52	176	30	10								268
6						64	144	26	9							243
7							36	115	30	11						192
8								37	118	29	6	2				192
9									33	126	33	9	1			204
10									1	35	94	26	3	1		160
11											32	62	25	5	1	125
12												20	40	11	3	74
<u>Ungraded</u>				1	4	9	5	6	11	11	4	4				55
<u>TOTALS</u>	55	298	255	296	258	296	229	195	202	214	169	123	69	17	4	2682





