

*Our*

**SCHOOLS**



**1958**

*Wilmington*  
*Massachusetts*



John F. Hartnett, Arthur V. Lynch, Henry Sullivan, Secretary; Dr. Dudley A. Buck, Chairman; Edward F. Page, Vice Chairman; Ernest M. Crispo, John J. Collins, Superintendent of Schools

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WILMINGTON PUBLIC SCHOOLS

SCHOOL COMMITTEE

	<u>TERM EXPIRES</u>
Dr. Dudley A. Buck, Chairman	1961
Mr. Edward F. Page, Vice Chairman	1959
Mr. Henry Sullivan, Secretary	1961
Mr. Ernest M. Crispo	1960
Mr. John F. Macneett	1960
Mr. Arthur V. Lynch	1959

ADMINISTRATIVE

Superintendent of Schools:

John J. Collins Tel. Oliver 8-2052

School Physicians:

Gerald A. Fagan, M.D. Tel. Oliver 8-6444  
Ernest C. MacDougall, M.D. Tel. Oliver 8-4432

School Nurses:

Mrs. Esther H. Nichols Tel. Oliver 8-6863  
Miss Arline L. Halpin

Child Accounting:

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

Superintendent's Office:

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

Secretary to High School Principal:

Mrs. Eleanor F. 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 3:00 P.M. the year round.

SCHOOL CALENDAR 1958-59

September 2, 1958	Teachers' Meeting - 10:00 A.M.
September 3, 1958	School Opening
October 13, 1958	Columbus Day
October 31, 1958	Teachers' Convention
November 11, 1958	Veterans' Day
November 27 - 28, 1958	Thanksgiving Holiday
Dec. 23, 1958 - Jan. 5, 1959	Christmas Vacation
February 22 - 28, 1959	Winter Vacation
March 27, 1959	Good Friday
April 19 - 25, 1959	Spring Vacation
June 19, 1959	Closing Date

NO SCHOOL SIGNAL

22 22 22

At 6:30 A.M. - No School Grades 7 - 12

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

Radio Announcements will also be made from 6:30 to 9:00 A.M. over:  
MCOH - Lawrence, WLLH - Lowell, Boston - WBZ, WERI, WJAC, WJZH.



ROSTER OF SCHOOL PERSONNEL

Supervisors & Directors:

Evelyn K. Andersen	Art	No. Wilmington
Mary E.T. Boutillier	Reading	Lowell
Lawrence H. Cushing	Dir. Phys. Ed. & Athletics	Wilmington
Dominic DeGracia	Dir. of Music	Arlington
Lorraine M. Kilil	Music	Methuen
Sybil Wiberg	Reading	Reading

High School:

Bernard P. McMahon	Principal	Wilmington
Harold E. DeSocoll	Asst. Principal	Andover
John H. Hamilton	Guidance Director & Spanish	Millbury
Edward G. Brodbery	Head, Mathematics Dept.	Wilmington
Eileen Farrell	Head, Science Dept.	Wilmington
Alfred G. Sambelton	Head, Manual Training Dept.	Methuen
Leura N. MacLain	Head, English Dept.	Andover
Regina M. Mitchell	Head, Home Economics Dept.	Medford
Irene M. Sharp	Asst. Guidance Dir. & Commercial	Wilmington
George M. Webster	Head, Commercial Dept.	Wilmington
Elizabeth A. Wilson	Head, Language Arts Dept.	Arlington
Charles L. Adin	Science	Lowell
Stuart F. Adler	English	Waltham
Marie C. Barbagallo	Commercial	Arlington
Joseph F. Beaton	Social Studies	Wilmington
Frederick B. Bellissimo	Phys. Ed. & Head Coach	Wilmington
Roger F. Branskey	Science	Lowell
Clara O. Brichze	Social Studies	Cambridge
Paul A. Ciano	Art	Lexington
George Cogan	Social Studies	Stonham
Janet M. Conroy	English	Wilmington
Mary B. Crawford	English	Methuen
Anthony J. Economeu	Science & French	Lowell
Virginia Erickson	Librarian	Reading
Sally A. Fitzpatrick	Home Economics	Reading
Vincent Gallucci	Social Studies & Driver Ed.	Medford
James J. Gilligan	Science	Wilmington
Albert H. Giroux	Social Studies	Belmont
Roger Grant, Jr.	English & Speech	Medford
James D. Hansen	Manual Training	Wilmington
Ruth M. Jones	English	Lynnfield Ctr.
Charles E. Keady	Mathematics	Melrose
Francis P. Kelley	Mathematics	Waltham
Carelyn Maher	Latin	Warefield
Marjorie A. Marshall	Remedial Reading	No. Reading
Alice McCarthy	Physical Education	Lowell
Mary F. Mogen	Mathematics	Lowell
Paul E. Murphy	English & Driver Ed.	Arlington
Anne M. O'Reilly	English	Boston
Richard Pacino	Social Studies	Severville

High School (Continued)

Walter H. Pierce	Commercial	Tenbury
Ronald S. Preble	Manual Training	Cambridge
Joan M. Quinn	English	Melrose
Richard E. Robinson	Manual Training	Cambridge
Robert Saba	Social Studies	Lowell
Edward A. Sullivan	Science	Arlington
Essel B. Taylor	Mathematics	Reading
Mary W. Thiel	Commercial	Woburn
Theopina Trearckia	Commercial	Woburn
Mary L. Walsh	Mathematics	Waltham
Arthur L. Wallace	Special Class	Newton

<u>Ralph T. Ambrose</u>	<u>Supervising Principal</u>	<u>Concord</u>
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Whitefield School:

Marjorie S. Ethier	Teaching Prin., Grade 4	No. Wilmington
Helen E. Kelley	Grade 2	No. Wilmington
Lena Leiter	Grade 3	No. Wilmington
Helen E. Stemos	Grade 1	Brighton

Willowood School:

Evelyn Desmarais	Teaching Prin., Grade 2	No. Chelmsford
Frances Cleveland	Grade 3	Wilmington
Ruby Fitzsimmons	Grade 3	Lowell
Carol Folkins	Grade 5	Lowell
Catherine M. Hynes	Grade 1	Arlington
Mona F. Hickey	Grade 4	Lawrence
Mary L. Hinchey	Grade 2	Melrose
Margaret Keene	Grade 4	Reading
Elizabeth M. Roberts	Grade 1	Andover
Jo Ann M. Moore	Grade 5	Lowell
Dorothy C. Mylin	Grade 3	No. Reading
Ruth G. Proulx	Grade 1	Lawrence
Joseph G. Quinn	Grade 6	Somerville
Maureen H. Turner	Grade 1	Arlington
Loddy Weisberg	Grade 2	Malden
Anne M. McFarland	Remedial Reading	Lowell

<u>Anthony J. DeLuca</u>	<u>Supervising Principal</u>	<u>No. Wilmington</u>
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Russell School:

Rosa M. Kennedy	Teaching Prin., Grade 2	Lawrence
Mary L. Donahue	Grade 3	Tenbury
Dorothy E. Hayden	Grade 1	Lowell
Margaret Maloney	Grade 3	Lowell
Ruth O'Keefe	Grade 1	No. Wilmington
Carol B. Sears	Grade 2	Woburn



Center School:

Isabelle A. Burns	Teaching Prin., Special Class	Dracut
Alice M. Bassett	Grade 3	Hoburn
Janice M. Malloy	Grade 3	Lowell
Elizabeth C. Riley	Grade 3	Boston

Swain School:

Florence G. Liston	Teaching Prin., Grade 6	Lowell
Pauline Cola	Special Class	Peabody
Gail Dispens	Grade 4	Wilmington
Elen E. Huntley	Grade 4	Wilmington
Deborah M. McCarty	Grade 4	Lowell
Vilma B. Merrill	Grade 4	No. Wilmington
Maria H. Muller	Grade 4	Lowell
Josephine B. O'Donnell	Grade 4	Lowell
Florine M. Santos	Grade 4	Lowell

<u>Robert F. Barrett</u>	<u>Supervising Principal</u>	<u>No. Wilmington</u>
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High School Addition:

Mary Scully	Teaching Prin., Grade 5	Chelmsford
Paul E. Bodenstein	Grade 5	Wilmington
Joanne F. Cannon	Grade 5	Malden
Edith F. Christopoulos	Grade 6	Lowell
Donald Lesnard	Grade 6	Lowell
Jane S. Lyons	Grade 6	Newton Centre
Eleanor Mahoney	Grade 5	Lowell
Louise McLarty	Grade 6	Wilmington
L. Jeannette O'Hearn	Grade 5	Lowell
Rhea Perry	Grade 5	Wilmington
Irene H. Rogers	Grade 6	No. Wilmington
Heleen Roth	Grade 6	Dracut

Rogers School:

Agnes C. Daley	Teaching Prin., Grade 2	Lowell
Helga F. Pugh	Grade 2	Andoverdale
Mary D. Small	Grade 1	Winchester
Mary Sweet	Grade 1	Wilmington

Walker School:

Mildred Reville	Teaching Prin., Grade 1	Lowell
Gladys Desigan	Grade 2	No. Chelmsford
Margaret Jordan	Grade 2	Lawrence
Kathleen O'Brien	Grade 1	Winchester

West School:

Lena Sames	Teaching Prin., Grade 1	Wilmington
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ANNUAL REPORT OF THE SCHOOL COMMITTEE

December 31, 1958

To the Citizens of Wilmington:

We are happy to report a year of substantial growth in the effectiveness as well as the size of our school system. This year, 120 teachers and 1893 students are working together in nine schools that range in size from the one-room West School to the 58-room High School plant. From the first grade classes through the twelfth, we have observed an educational atmosphere fired with an enthusiasm for learning that exceeds that of all previous years. We have come into much closer contact with the classroom teachers through a series of biweekly meetings. In the high school grades, we met with teachers in each of the curriculum areas to discuss their plans and ours for the future, their day-to-day problems, and topics of educational philosophy such as homogeneous versus heterogeneous grouping; and to explore ways in which their professional effectiveness can be increased. We are now meeting with the elementary teachers, a grade at a time.

We would like to outline briefly some of the highlights and unusual features of the year:

For the first time, the College Course enrollment equaled that of the Commercial Courses -- each about 40% of the high school student body.

Five teachers were elected to Tenure.

A third Supervising Principal was elected to aid in the administration and coordination of the Elementary grades.

A new Teaching Principal was elected to serve the Elementary grades in the new addition to the high school. Unfortunately, the addition was not completed until December, and 28 classes of Fourth, Fifth, and Sixth Grade Students studied under half sessions for four (4) months.

Educational Television was inaugurated with Science programs for the Fifth and Sixth Grades, a History program for the Fourth, Art in the Third, and Music in the Second Grade.

We are looking ahead with amazement at the projected growth of our school system. Each year brings 200 new pupils, at least eight new teachers, and this means that our present enrollment will double within fifteen years. Our guess is that Wilmington Schools will have in excess of 6,000 students and some 240 teachers by the year 1973.

The immediate implications of housing and budget to accom-

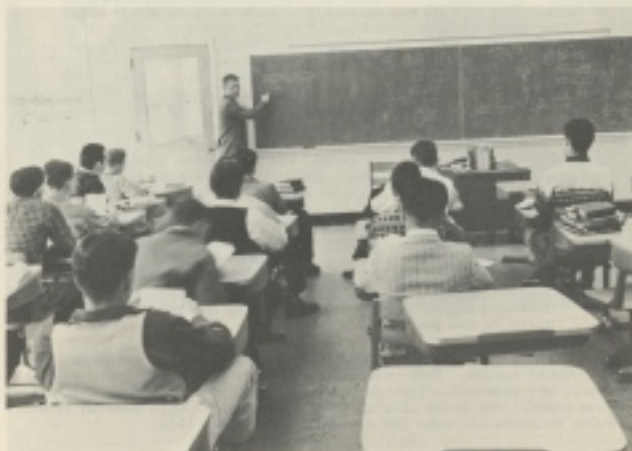
modate these students are not the primary goals of your School Committee. Doubling the school plant, and providing the necessary financial support for the educational program are in themselves important, but upgrading the educational offerings will continue to be our most important task. The preparation of our students in areas of increasing competition calls for instruction of the highest quality which, in turn, means more than minimum support.

The main task of the School Committee in the years ahead is the continued upgrading of academic standards within a system, notwithstanding its rapid growth in size. Wilmington must take its place with communities of high educational achievement if we are to consider this to be a truly outstanding residential area. This is our goal, and with continued community support, nothing can stop us!

Respectfully submitted,

WILMINGTON SCHOOL COMMITTEE

Dr. Dudley A. Beck, Chairman  
Edward F. Page, Vice Chairman  
Henry Sullivan, Secretary  
Ernest M. Crispo  
John F. Hackett  
Arthur V. Lynch



ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

December 31, 1950

The School Committee  
Town of Wilmington  
Massachusetts

Gentlemen:

It is a pleasure to review with you the educational progress of the past year. Your practice of having teachers, by grades and departments, meet with you for the first part of the School Committee meeting has kept you well informed on the school program. It has been of tremendous benefit to you, the teachers, and the entire structure of Wilmington education. These meetings have offered teachers an opportunity to present their course outlines, the Committee an opportunity to learn much about their personnel, and a healthy interchange of ideas that has already borne fruit. This unique plan has placed the meetings on an educational level and relatively unimportant matters are viewed in their true perspective.

The year was active in many areas, primarily at the Secondary level. Widespread interest in the high school curriculum has had its effect in every community throughout the land. The National Defense Education Act of 1958 will directly benefit our Science, Mathematics, Language, and Guidance Departments, and provide generous student loans to our qualifying seniors. The preview of the Cosent Report indicate a critical examination of course offerings in the American High School aiming towards developing to the fullest the intellectual potential of every student. America's awakening has been aided by the full cooperation of industry and educators towards the goal of making our system of public education a prototype for the world.

Critical self-appraisal being one of the foundations of progress, our high school staff investigated the establishment of an effective home room guidance program. Under the direction of Messrs. McMahon and Hamilton, the teachers of Grades 7 - 12 cooperated in a four-month workshop to solve this long-felt need. Broken up into various groups, the teachers studied Group Counseling, Vocational, Moral, and Civic aspects of the Guidance program.

It was established that the home room teacher being the first point of contact, a naturally close bond should result. The feeling of mutual responsibility by teacher and students should afford numerous opportunities for individual and group counseling throughout the year, thus resulting in better understandings and a well founded approach to learning. From this project grew the establishment of home rooms along course lines, the assignment of the home room teacher as a subject matter teacher for one period a day for the home room group, and the construction of a series of guidance outlines for a year's work. Revision and new materials will keep this program functioning until an evaluation can determine future direction.

Another outgrowth of this program was the individual parent conferences with Grade VIII home room teachers during April. Cumulative Records of test results plus the scholastic achievement record of the student were discussed with the parent to effect the best course selection for the high school years. The Guidance Counselors supervised the project and were available for consultation with parents and teachers. The interest of parents is best described by the fact that ninety-three per cent of the parents took advantage of these conferences.

The role of the Guidance Department becomes increasingly important, and I would recommend that the Director be available at all times, free of a teaching schedule. This would make his Group Sessions easier to schedule, and he could be more effective in his primary assignment. The wealth of information available on each student can only be useful in its proper evaluation and consequent recommendation. This is a careful, time consuming task which presently requires many extra hours.

For the first time, the number of students pursuing College-Preparatory subjects is equivalent to those in the Commercial Course. Forty per cent of the high school enrollment is found in each of these areas, while the other twenty per cent is following the Industrial Arts or Home Economics Program. Almost without exception, every student is working in a challenging program, which is a tribute to the cooperation and counseling of parents and teachers. Other effects of closer guidance coverage have been the increase in the number of students pursuing second, third, and fourth year Mathematics and Science; the persistence rate in third-year French, and, in general, a heavier schedule for all students in the high school years.

The Skill Improvement Course at the J.N. Greer Company enrolled fifty-five Juniors and Seniors this year. Sixteen of these boys returned for their second year of training, and their progress has been a source of great satisfaction to the sponsors as well as the High School. The boys enrolling for the first time have persisted with the same zeal as last year's group and have more than exceeded the hopes of those planning the program.

The second year of the program has increased the level of training in several areas, particularly in drafting. Boys are working in the Engineering and Planning Section at times, and their development has gone well beyond the high school level. Shop experience and the use of hand tools in this modern plant have given the students a training that is far beyond the scope of a comprehensive high school. The generosity of the Greer Company in allowing all who have a desire to enroll may be subject to reconsideration in the next year because of numbers. Students will be required to show greater proficiency in Mathematics, a subject which is a prerequisite for the course.

The Evening School program continues to be well received especially in the areas of Practical Arts. The director has integrated courses in Mathematics, Commercial subjects, and Public Speaking, but the response has not been satisfactory. The goal of those participating in Dressmaking, Furniture-making, Upholstery, and Rug-braiding continues,



which would indicate a desire for the development of leisure-time skills.

The second addition to the High School plant will accommodate twelve elementary classes pending the completion of the Glen Road School. Grades IV, V, and VI were forced into half sessions for the first four months of the present school year, and I would commend the principals and teachers who worked so diligently to minimize the educational losses. Having returned to a full program by January 1958, there will be a concerted effort to bring about the nearest approach to a full year's growth.

Our Elementary teachers were interested in exploring methods of making their arithmetic instruction more effective. What began with an examination of new arithmetic texts by a book committee resulted in a full scale study of modern concepts of calculation. Three consultants met with the teachers to discuss their publishers' theories and participated in a program that extended into May. The ultimate selection was completely satisfactory to all the participants, and it is a good demonstration of the academic approach to change in teaching methods.

A teacher's request for a trial of the Joplin Plan wherein children are grouped by reading levels for the subject of reading has been granted. In dealing with children, we feel that no one method is best, and the teachers in Mrs. Mary Scally's group were anxious to pursue this plan. Control groups, those using the heterogeneous class, have been established, and all groups were tested for evaluation at the end of one and two years. Equivalent times will be devoted to reading in these classes so that no child will suffer by experimentation. This type of initiative is commendable and helps to avoid stratification.

To date, some thirty of our teachers have taken advantage of the Professional Improvement plan. Two members of our Mathematics Department, under grants from the National Science Foundation, participated in sponsored progress at neighboring universities. The additions to our teaching ranks have been marked by a scholarly attitude in their collegiate studies, and their graduate pursuits have been encouraged by our program. It is inevitable that this spirit will permeate the classrooms and encourage greater student achievement.

The orderly growth of a school system should never be in conflict with educational efficiency. Toward this end, reasonable planning has provided the necessary administrative and supervisory personnel. With well-defined districts and areas of responsibility, a full share of training is assured every student and adequate supervisory service for each teacher. Departmental and supervisory meetings provide objectives, exchange of ideas, and methods of proven success. Fresh approaches, survey studies, and modern trends are discussed for local application. I am pleased with our progress in this area.

Building Needs: The projected enrollments, translated into classroom requirements in the coming years, indicate the urgent need to procure sites and to formulate plans for a twelve-room Elementary school west of Main Street for 1960. Full-time planners are working on a General Survey of the town and may have refinements on these recommendations. Last half

## ACTUAL &amp; PROJECTED ENROLLMENTS

SCHOOL YEAR	DAYS 6 Yrs. EARLIER	TOTAL						TOTAL						TOTAL 9-12 GR.	UN. GR.	TOTAL 1-12		
		1	2	3	4	5	6	1-6	7	8	7-8	9	10				11	12
1957	189	342	269	296	263	268	243	1881	192	192	304	204	160	125	74	563	54	2682
1958	194	343	314	236	308	261	269	1751	248	198	446	206	189	148	108	651	45	2893
1959	207	357	313	334	266	298	271	1839	274	251	525	207	191	177	133	708	55	3127
1960	230	390	327	333	344	256	308	1958	276	274	550	260	192	179	162	793	62	3263
1961	302	462	380	347	343	334	266	2112	313	278	591	283	245	189	164	872	70	3645
1962	325	485	432	380	357	333	344	2331	271	316	587	287	268	233	163	953	72	3943
1963	340	500	437	462	395	340	347	2481	351	274	625	325	271	260	215	1070	77	4253
1964	355	517	447	461	474	380	355	2634	361	355	716	283	305	261	242	1091	80	4321
1965			461	472	475	460	393		362	368	730	371	254	291	240	1156		
1966				485	478	462	471		398	365	763	376	355	235	272	1238		
1967					497	462	473		477	401	878	377	360	341	226	1304		
1968						480	474		481	483	964	412	356	343	326	1437		
1969							495		479	484	963	491	390	338	327	1546		
1970									498	482	980	493	472	374	321	1660		
1971										501		490	471	453	358	1772		
1972												510	468	453	431	1862		



CLASSROOM NEEDS

	REQUIRED				AVAILABLE			PROVIDE			
	1-6	7-8	9-12	Total	1-6	7-12	Total	1-6	7-8	9-12	Total
1959	64	17	24	105	59	46	105				
1960	69	18	26	113	71			12			117
1961	75	19	28	122							
1962	82	19	31	132		20			20		137
1963	88	21	36	145	83			12			149
1964	93	24	36	153							
1965		24	38								
1966		25	41								
1967		29	42								
1968		32	48								
1969		32	51								
1970		23	55								
1971			59								
1972			61								

sessions again become necessary, it would be safe to provide along the conservative lines indicated on these charts.

Some three hundred twenty elementary pupils living in the quadrant west of Main Street from Fairmeadow Road to Burlington Avenue will soon fill a twelve-room school. One classroom (West School) now serves this area which appears most critical after Glen Road. The first Intermediate School may house all the grades, one to eight, until numbers warrant occupancy by grades seven and eight alone, thus avoiding over-building.

Areas of population concentration are becoming more clearly defined and, so long as circles of a one mile radius for the Elementary and one and one-half miles for the Intermediate do not overlap, the first step in site-location has been met. The assistance of a chart plotting all buildings permits would be of great value in spending our information.

Cost: Those concerned with Education are keenly aware of its cost, and like every other commodity, it has felt the inflationary effects of this period. Massachusetts is low in the State support for Education, placing 78% of its costs on local Real Estate. Gross injustice results in that one community with a small tax base may provide an inferior Education to the community with more valuable Real property. When communities have exhausted their tolerable means of support, it becomes necessary for the State to equalize the educational opportunities and aid to the support of Education. The national average for State support is 41% contrasted to 22% in our Commonwealth. New tax revenue must be provided at the State level and, while any new tax might burden the same home-owner, the degree will be lessened by new contributors.

Gross support of Education in Wilmington for the year 1958 was \$734,413.08. State and Federal Aid reduced this amount by \$195,140.61 making a net cost to the town of \$539,272.45. The net cost per pupil for the calendar year 1958 was \$194.91 compared to the State average of \$213.70. (Towns over 3,000 population, Sept. 1957-June 1958)

The Educational Policies Commission has linked quality in Education to financial support, and Wilmington must face this reality with honesty if our graduates hope to compete for future opportunities. School reports throughout the land have noted in this vein for years, but the challenge of other ideologies whose cost is no factor in Education, must now be met for our very survival. Our success in recruiting and retaining well-trained teaching personnel will continue so long as we are aware of the current market and match standards of achievement with financial support.

This review of the year's activities gives a degree of satisfaction, and a point of departure for new goals. Blended into this picture are the efforts and sacrifices of many too numerous to individually mention, but I would extend to all the gratitude of some 2900 students who have reaped the educational benefits. Particular mention must be made of the High School Building Committee whose untiring efforts for over five years have resulted in a functional plant that will long memorialize their vision. Your dedication, as members of the School Committee, to a deeper insight into school curriculum and personnel is unique, and would serve

as a model in improving the educational status of other communities. I sincerely acknowledge your guidance.

Respectfully submitted,

John J. Colliss  
Superintendent of Schools





In the Spring of 1958 a Guidance Workshop was held at the High School for all members of the faculty. This phase of professional improvement was well received by the participants, and many valuable contributions were made which will benefit the student body. Our fundamental aim was to establish a guidance program which would apply to the local situation and render assistance to the students as they progress from Grades Seven through Twelve. The administration of this program has been organized to operate within the home room for one period per week. This service is not to replace the total Guidance Program, under the direction of Mr. John Hamilton, but rather to supplement it. In the short time that the Home Room Guidance Classes have been in operation, it has been rewarding to observe both teachers and students as they carry out their assignments. I am grateful to all who have, in any way, contributed to this phase of educational improvement.

When we opened school in September, the length of the school day was increased fifteen minutes. This increase in time was absorbed in increased lunch hours. Our greatest gain was the elimination of the Activity Period. Prior to September, 1958, we operated on a seven period day of forty-five minutes per period. By eliminating the Activity Period within the school day, we were able to increase our regular class periods from forty-five to fifty-five minutes. This has enabled the teachers to accomplish more and has afforded more time for individual attention to the student.

Within the curriculum some new subjects were introduced. General Science returned to the program of the Seventh Grade Pupils. French has been introduced in Grades Seven and Eight as well as Industrial Arts and Home Economics. These classes are offered only two hours per week, but they provide the student with an introduction to new areas. Further, they should be invaluable in course selection as these young people enter their high school phase. In the High School, we have introduced an Electrical Course. We expect to occupy our new Shop soon.

Wilmington High School was voted as a member of the New England Association of Colleges and Secondary Schools in 1955. In order to retain membership within this group an evaluation of the individual institution by a visiting committee is required once in every ten years. We are anticipating our evaluation during the school year 1959-1960, and preparations for this are being carried out currently.

As we look to the future, the greatest change we see within the curriculum doubtless will be in the Language Arts area. The Conant Report on the American Comprehensive High School will be released in the very near future. This report by Dr. Conant and his committee will be quite detailed in every area of secondary education. I have had the privilege of hearing Dr. Conant twice within the past year, and his emphasis for the need of four years preparation in Modern Languages still rings clear. I, therefore, feel reasonably certain that the Language Arts Program is not only Wilmington High School, but the vast majority of high schools across the nation will be under study and revision.

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

Every year about 300,000 able young people, some of them exceptionally talented, drop out of high school or turn their backs on college. Why? --- lack of money, lack of interest? Nearly half of them are due to lack of money; but all the rest drop out simply because they do not want to go to school anymore. Their lack of desire for further education is more complicated than the lack of money, and infinitely more complicated to overcome.

Many of these same pupils have never thought of themselves as college material. Nearly all of them have set their sights on goals far beneath their potential, chiefly because no one ever helped them to look farther and higher.

That anyone should suffer from lack of guidance in the American school system, which counts guidance as one of its chief features, is, on the surface, unbelievable. Beneath that surface, however, is an array of facts that should convince the most incredulous.

Such inadequacies exist in the face of evidence from many well-designed studies that the benefits of organized guidance are substantial and persistent. Repeatedly, the guided have shown themselves less likely than the non-guided to vacillate in their curriculum choices and more likely to become honor students, more likely to continue their studies, to graduate from college, to make good emotional adjustments, and to reach high cultural and economic levels.

Guidance and Counseling: The two words are not synonymous. Guidance, the bigger term, includes counseling as one of its six elements: Analysis, Information, Orientation, Counseling, Placement, and Follow-up.

1. Analysis: Helping the student get the facts about himself from test results, cumulative records, and other means of identifying potentialities and interests.

The general testing program, outlined in previous years, is being supplemented by tests in the various subject areas plus Personality and Mental Health Tests. Also, an additional series of Math and Science Tests have been administered to some of the boys in Grades 5, 8, and 11, plus a temperament test to said eleventh graders in connection with the Scientific Project conducted by Harvard University and financed by the Federal government.

Thirty-three Juniors participated in the two-hour Scholarship qualifying Test administered on October 21, 1958. A similar type exam is

planned for Freshmen and Sophomores later this year. Then, too, a three-hour scholarship qualifying exam will be held in April of this year as was held last year, with fifty-two Juniors and Seniors participating.

#### CUMULATIVE RECORD FOLDERS

Careful and full consideration has been devoted to the gathering of and maintaining 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.

II. Information: Giving students the facts about their environment, about educational and occupational opportunities, and of the necessary requirements for either.

#### EDUCATIONAL DATA

Juniors and Seniors have been acquainted with the various opportunities available to them in the area of scholarships. The College Board Examinations and Scholarship Examinations have been discussed in individual interviews.

Our college catalog file is being constantly revised and enlarged for the benefit of students seeking higher education. A member of the Guidance Department is always available after school until 3:30, to aid in the filling out of applications for colleges, universities, and scholarships, as well as for individual interviews.

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

#### OCCUPATIONAL DATA

Supplementing our Career Conferences this year are a series of twenty-eight tape recordings which have been made available to us through the Northeastern University Occupational Service. These tapes are used in the home room guidance courses which have been initiated this year for the first time.

Our scheduled Career Conferences, during which speakers have met with interested students and furnished them with the latest information on various occupations have been enthusiastically accepted.

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 home room through which teachers receive posters, bulletins, booklets, and other informative materials on various occupations stemming from the subjects taught.

III. Orientation: Helping students get acquainted with the school program and educational and vocational opportunities and requirements.

This service is carried out in a dual manner - one, by each teacher in the home room guidance class, and the other, by the guidance personnel in an individual manner.

IV. Counseling: Helping students to develop self-understanding and to develop their educational and occupational plans. This is carried on as follows:

1. Individually scheduled interviews for each Senior 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

V. Placement: Helping students carry out their plans - This may be in extra-curricular activities or in job placement. The former is of constant concern to both guidance personnel and the classroom teacher. The latter is carried on in a limited manner due to the somewhat limited time of the guidance personnel who are also both engaged in classroom teaching in addition to their guidance work.

VI. Follow-Up: Determining how the students' plans worked out and how effectively the educational program served them.

The Guidance Department is working on a five-year follow-up survey of past graduates, at present, including former students from 1934 through 1938.

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

Conclusion: In demonstrating its concern and realizing the importance of a good guidance program, Congress has authorized \$6½ million for 1958-59 and \$7½ million for each of the next three years, to establish training institutes to improve the qualifications of people who are, or will be, engaged in guidance in the secondary schools.

The dynamic and complex nature of our society today places youngsters' needs greater than ever before. So, too, the greater the



needs, the more variety there must be in the high school curricula and the greater the demands which are placed on each classroom teacher and guidance personnel in order to meet these demonstrated needs. As the school curricula are enlarged, the need for careful selection becomes more important. As society becomes more complex, the need for individualized instruction in accordance with student 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.

These students have felt demonstrated needs. Are we meeting them in the best possible way?

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, administration, parents, 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 parents and 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 our most valuable asset -- our YOUTH.





THE ELEMENTARY SCHOOLS

RALPH T. AMBROSE  
ROBERT F. BARNETT  
ANTHONY J. BELONGA

The program of Elementary Education has reacted to the challenges of world events, and has persisted as well in the development of the basic tool subjects. The staff is conscious of the limits of absorption in this age-group, and the danger of overemphasis, but has been happy to participate in programs that would increase the learnings of the Elementary grades. Regular reports of progress in Reading, Language, and Arithmetic provide barometers indicating the advantages or disadvantages of increased programming.

Dr. William Cooley and a staff from the Graduate School of Education at Harvard are doing a study of fifth-graders, selected at random, to discover the first point of identification of potential scientists. This is the beginning of a five-year study of different age-groups, and the findings should provide useful data for parallel studies in other vocations.

Elementary Television: In the Spring, Wilmington joined with many other communities in the inauguration of in-school television in Massachusetts. The first series started in March over Channel 2 and consisted of eight half-hour programs in Physical Science at the sixth grade level.

Favorable reactions by teachers and students, plus the refinements of filming these productions led to a broader presentation in September. A Music program was prepared for Grade II, Literature for Grade III, Social Studies for Grade IV, Natural Science for Grade V, and Physical Science for Grade VI. These programs have been presented weekly, with each grade assigned a specified day. Early indications show that television is a most helpful instructional aid, and specialists can bring more to an unlimited number of classrooms than is possible under the regular system.

It is most reassuring to report the gift of two televisions by the P.T.A. in addition to the six allotted by the School Committee. The very generous loan of privately-owned sets allowed the remaining classes to take advantage of the programs throughout the first half year.

Reading: The very competent supervision provided by Mrs. Sybil Wiberg and Miss Mary Bourillier, the latter recently returned from two years' teaching in the American Dependents' School in Germany, has shown positive results at this early date. Achievement Tests in the Spring for Grade VI indicated growth of more than a year's work. Readiness Tests for Grade I in the Fall have been carefully analyzed for grouping the reading classes, and areas of follow-up work.

The Durrell-Sullivan Reading Tests have been administered to Grades IV, V, and VI and indicate the need for remedial help to 18% of the pupils in these grades. Regular classes have been organized under Miss Ann McFarland, Remedial Reading Teacher, and the two Supervisors. Classroom teachers working with the Supervisors, are able to effect better results once the pupil's reading level has been determined. From this point, remedial help plus the regular classroom work advances the pupil from a firmer foundation.

Teacher Study-Groups: Committees of teachers have been organized to study Arithmetic texts and Report Cards. The former developed into a program involving most of the Elementary teachers who investigated the new approaches to number concepts. Three consultants from leading publishing houses lectured on the modern theories of teaching Mathematics, and assisted our teachers in the ultimate selection of new texts.

The Report Card study is continuing in an effort to produce a more reliable evaluation of pupil progress. The many studies in this field have been examined but, as yet, no one method has received general approval.

A Science Workshop has been scheduled for the Spring in an attempt to strengthen the Science program in the grades. The program will concern itself with curriculum, instructional aids, and teaching techniques. Pupil reaction to the television program indicates a good grasp of the fundamentals, and the need for more instructional preparation.

The appointment of a third Supervisory Principal, Mr. Anthony J. Deluca, has made the administrative load of the Elementary schools more realistic. There are now sixty classes in these grades, and the administrative responsibilities in personnel, testing, evaluating, and housing can be more adequately provided.

Half-sessions for the pupils of Grades IV, V, and VI will end by the first of January, and the extraordinary efforts of teachers, parents, and pupils must be commended. Only time will tell the effects of this emergency, but all concerned are determined to make every effort for maximum growth. The personnel of the Elementary grades are grateful for the efforts of the citizens to provide adequate housing and look forward to working again under normal conditions.



School health work has come a long way since its inception at the turn of the century. The earliest systems of medical inspection aimed primarily at the control of contagion were soon replaced by the physical examination which included the search for physical defects. Later, health education was added to give the child a workable knowledge of the fundamental principles of health. Immunization clinics for the prevention of certain communicable diseases led the way for numerous other health services which today supplement health education by providing opportunities for learning through participation.

More recently the emphasis has been on the welfare of the "total child." Mental ability, physical stature, and emotional patterns are now considered in the light of the total personality. We now know that the inability to learn may have nothing to do with mental endowment, and what appears to be a physical handicap may actually be the expression of some emotional difficulty. This makes cooperation between all who are working with the child an absolute necessity. In this respect, we have made some real progress.

For instance, under the guidance of the Lowell Mental Health Service, teachers, supervisors, administrators, guidance personnel, nurses, physicians, and parents are working together to help those pupils whose emotional difficulties interfere with their scholastic achievement or with their adjustment to school. Some of these children require professional treatment; many respond to understanding and the kind of help that is available within the school. Such teamwork not only ministers to the present needs of the total child, it also paves the way for future mental and emotional health.

For best results, this same kind of teamwork is essential in dealing with community health problems. The tuberculin skin testing program now in progress in the schools is a case in point. This project is part of the nation-wide effort to eradicate tuberculosis. The purpose of the program is threefold; first, to prevent the spread of tuberculosis, second, to find hitherto unknown cases and third, to determine the prevalence of this disease in our community. The active support of the local Board of Health, the State Department of Health, the Middlesex Health Association, and a corps of faithful volunteers is contributing largely to the success of this undertaking.

The test is being given to High School and first grade pupils. It is being administered by three local physicians, and a fourth, who before his retirement was a Specialist in the field of Public Health, is interpreting the results. All are donating their time in the interest of community health. Although the final report will have to wait until the work has been completed, indications are that the number of pupils participating should provide a good basis for determining the extent of our tuberculosis problem at present.

Just as changes in emphasis and method have taken place in the

school health program so the school nurse has found it necessary to change her method of approach in trying to fit her services into the educational system under which she works. In the early days, she played a loose hand, planning her program and, for the most part, carrying it out alone. Later she tried to fit her program into that of the teacher. Today, she works with the teacher and with all who are concerned for the welfare of the child.

From the beginning, home visiting done by the school nurse has supplemented the work of the doctor, often achieving results that would otherwise have been impossible. In our present effort to meet the needs of the total child, these visits add much to the effectiveness of the teamwork previously mentioned by creating better understanding between the home and the school. More time could well be spent on this phase of the work.

As the first Public Health Nurse for the town of Wilmington, it was my privilege to participate in initiating our community health program. It has also been my good fortune to share in its development through the years. With the cooperation and assistance of many interested persons, we too have come a long way, and have seen many dramatic changes. Beautiful new buildings have replaced some of the old structures with their poor sanitary conditions. Immunization has lessened the threat of some of the most deadly communicable diseases, and improved screening tests have greatly reduced the number of visual and auditory handicaps. In fact, many of the urgent problems of the past no longer exist. However, this is no time for complacency. Health is not a static condition, and the price of maintaining it is eternal vigilance. New and better ways of dealing with the problems created by the complexities of modern living must be found. Moreover, active participation in the practice of the basic principles of health is demanded of those who would enjoy its benefits. For this reason, the encouragement of individual responsibility for personal and community health is one of the chief objectives of the school health program.

Since this is to be my last report as the school nurse for the town of Wilmington, may I express my deep gratitude to all those who have given so generously of their time and energy to the cause of community health, and whose loyalty and friendship have made my years of service a truly wonderful experience. It is with high hopes for the future of school health work here in Wilmington that I pass on to my successor the great opportunities inherent in school nursing. May she be granted faith, wisdom, and courage to meet every new challenge, and as she works toward the high ideal of "optimum health for every school child" may she be conscious of the Master's blessing, "Inasmuch as you have done it unto the least of one of these, you have done it unto Me."



The function of Art Education is to develop and extend the innate creative powers of the child. He does not learn to create by imitating nature or the works of others. He is not born with inhibitions and frustrations, but they may sometimes be forced upon him. Creativity requires a free and flexible mind. It is not developed by stereotyped problems, exercises, patterns or procedures. Skill in technique comes through experience and individual technique is developed only through being individual for a long time.

Art plays a most important part in educating the child. Its importance is derived by refining his tastes, formulating his personality, guiding him forward toward a practical life, and widening his horizon of thinking. Its difference from other branches of education is that it gives great freedom to the student to formulate his subjects and movements according to his own thinking and observation.

We in Art Education agree that one of the most important discoveries in this century has been that of creative expression. We have come to realize that in all humans there exists the possible development for such expression. No longer are we concerned with the end product alone, but we are concerned with the process or the means to the end, namely, creative activity.

#### ELEMENTARY SCHOOL ART

The fifty-nine Elementary classrooms have had scheduled visitations by the Art Supervisor at which time the students, the teacher, and the Supervisor discuss, plan, and work on Art activities. Media available at this age level has been chalk, paint, crayon, plasticine, paper-mache, varied paper and paste projects.

The study of Color has been given added emphasis this past year. Color theory has been broken down into the following categories:

Grade I	Primary and Secondary Colors
Grade II	Intermediate Colors
Grade III	Complementary Colors (opposites)
Grade IV	Analogous Colors (related)
Grade V	Color Value (light to dark)
Grade VI	Color Intensity (bright to dull)

Color information and experiments in the form of games and exercises were developed at each grade level.

#### JUNIOR AND SENIOR HIGH SCHOOL ART

The upper grades have had the good fortune of another year under the guidance of Mr. Paul Ciano, a gentleman of countless talents. Their Art experiences have included clay sculpture, block prints, paper mosaics, ink, pastel, charcoal, and paper projects. Field trips and films

of art interest added variety to the program.

#### COMPETITION AND EXHIBIT

As in previous years, Milington school Art has had its due recognition in competition with other towns and cities of the Commonwealth. Our student endeavors received awards in the following:

Traffic Safety Poster Contest  
(sponsored by the Massachusetts Safety Council)

Annual School Poster Contest  
(sponsored by the American Home Ed. Society)

Scholastic Art Awards  
(sponsored by the Boston Globe)

The final meeting of the Parent-Teacher Association in May was chosen as the occasion to exhibit our Art from Grades one through twelve. At that time parents, friends, and faculty viewed the Art growth of our pupils.

I wish to express my sincere appreciation to our students, their parents, our faculty, and the administration for constant interest and ever ready assistance of the Art program.





## MUSIC

DOMINIC DeGRAZIA  
LOREANE KALLI

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 people 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, namely, 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, and skipping, all of which are based on children's love of the 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 a child to express himself through Music.

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 SCHOOLS

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, plus the music of this and neighboring countries.

### CHapel Choir

This organization consists of twenty-five students who meet three periods per week after school. While the enrollment is largely from Grades 9 - 12, junior high school students are encouraged to participate.

In building a repertoire of sacred and secular music, the importance of tone quality, blend, balance, and musicianship is stressed.

### INSTRUMENTAL DEPARTMENT

The main objective of this department is membership in the School Band which has developed to a creditable degree in the past two years. Exceptional credit must be given to the individual members for their cooper-

ation, their devotion in the many extra hours of rehearsal, and their high degree of school pride. Rehearsals are conducted on a section basis, and time is also provided for individual training.

An encouraging picture for the future lies in the fact that there are 150 pupils from Grades 4 - 8 enrolled in our Beginners' Classes. Group rehearsals are conducted in these schools, and the children display a well-founded enthusiasm for this activity.



Everyone seems to be aware that we are living in an age that finds new horizons being conquered every day, and yet most Americans fail to realize the need for sound flexible bodies to meet the necessities of day-to-day challenges as presented through modern living. It is quite evident that we live in a land of plenty, that we have an abundance of food, adequate shelter, excellent health services, and that we are highly dependent upon mechanized gadgets and motorized equipment. But, what has been overlooked is the fact that just having is not enough! We are sending boys and girls into the world with poorly equipped bodies according to recent International Tests based on scientific and medical research.

The Kraus-Webber Minimum Physical Fitness Test, a standardized test of muscular movement and strength, was administered to children of Austria, Italy, Switzerland, and the United States. Boys and girls were selected from similar school areas with the major difference being that European children do not have a highly mechanized society to contend with. They do not use cars, school buses, elevators, or other labor saving devices, and their recreation is based on active use of their bodies. Here in America children are generally conveyed in private cars or by bus, and engage in recreation as spectators rather than as participants.

Thousands of children were used in this testing program which showed the following results:

	<u>Austrian</u>	<u>Italian</u>	<u>Swiss</u>	<u>American</u>
Failure	9.5%	8.0%	8.8%	57.9%

It is imperative that we realize that the Kraus-Webber tests for muscular fitness are not designed to determine the optimum levels of fitness, but rather to determine whether an individual has sufficient strength and flexibility to meet the demand of normal daily living.

This year we have put into operation the testing of all first and fourth grade pupils. The results of the Kraus-Webber tests on minimum Physical Fitness are as follows:

First Grade	313 pupils	72 Failures	23.3% Failure
Fourth Grade	290 pupils	53 Failures	18.2% Failure

In Wilmington, our tests show that we have a better percentage than the national norms indicate, but we should not be satisfied with this result, as we are speaking of minimum fitness! It is our plan to continue this testing on a yearly basis and to direct and outline our program to meet the areas of greatest need.

Without delving into statistics, it may be well to point out that the greatest area of failure was in the abdominals or stomach muscles, and this was closely followed by failure of flexibility of the hamstring area which shows a decisive limitation in the bending of the body.

In the Junior-Senior High School, we have started a program of testing consisting of nine items which are intended to measure the efficiency and durability of the basic musculoskeletal areas for physical fitness. This test is promoted by the American Association of Health and Physical Education and was brought about by an appeal by President Eisenhower and his Council on Youth Fitness.

The manner in which this program has been received by the student body has been gratifying, and the values that accrue should be beneficial in the development of attitudes and habits in regard to physical fitness. Not only are the students aware of the values of healthy bodies, but they are also being motivated to improve their own standings in relation to the national norms.

A worthwhile testing program not only shows us where we are but also where we should be heading. Through these results we are better able to understand the needs of our students and to plan our physical education program accordingly.

Because of the great concern for the physical fitness of our boys and girls, it is the intention of this department to keep all interested parties informed of our progress by issuing periodic reports.





EXPENDITURES  
SCHOOL COMMITTEE BUDGET\*  
FISCAL YEAR, JANUARY 1, 1958 - DECEMBER 31, 1958

School Committee Expense	\$889.95
Administrative Salaries	18,545.82
Administrative Expenses	1,691.21
Supervisors' Salaries	24,334.22
Teachers' Salaries - High School	208,160.30
Teachers' Salaries - Elementary	241,323.50
Evening School Salaries	5,647.58
Substitute Teachers	6,951.95
Texts and Instructional Aids	15,224.62
Supplies - All Schools	17,569.83
Libraries	2,397.83
Health - Salaries	8,817.37
Health - Expenses	1,149.85
Athletics and Physical Education	6,605.06
Transportation	39,789.25
Out of State Travel	451.00
Utilities	10,193.68
Cafeterias	6,094.06
New Equipment	2,608.92
Special Education	544.55
Educational TV (Program Subscription)	670.00
	EXPENDED 1958 \$620,090.57

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

Graduation Exercises

RECEIPTS - REIMBURSEMENTS

School Aid, General Laws, Chapter 70	\$125,671.88
Transportation, General Laws, Chapter 71	21,327.34
Division of Child Guardianship	11,986.45
Special Education	9,462.35
Vocational Education	5,111.67
Americanization Class	105.00
Adult Evening School Receipts	1,249.60
Adult Evening School: Out of Town Tuitions	565.20
Miscellaneous	751.99
George Lyden Fund	150.00
Public Law 874	18,959.13
	<hr/>
	\$195,140.61

TOTAL SCHOOL COSTS - 1958

School Committee Budget	\$620,090.57
School Maintenance	109,554.22
Vocational Education	4,768.27
	<hr/>
TOTAL SCHOOL SUPPORT	\$734,413.06
RECEIPTS - REIMBURSEMENTS	195,140.61
	<hr/>
TOTAL ACTUAL COST of SCHOOLS - 1958	\$539,272.45



# Graduation Exercises

1958

Processional	<i>High School Band</i>
National Anthem	
Invocation	<i>Rev. Richard E. Harding</i>
Salutatory <i>A Turn in the Road</i>	<i>Harold White</i>
Essay <i>An Appointment With Destiny</i>	<i>J. Parker Prindle, Jr.</i>
Music <i>Halls of Icy</i>	<i>Russell and Knight</i>
<i>Gaudeamus Igitur</i>	<i>Student Song</i>
Valedictory <i>Bright Horizons</i>	<i>Philip Tupper</i>
Musical Selection	<i>High School Band</i>
Presentation Of Awards	<i>Bernard P. McMahon, Principal of High School</i>
Presentation Of Diplomas	<i>Dudley A. Bach, Chairman, School Comm.</i>
Music <i>I'll Walk With God</i>	<i>Brodzky</i>
Address	<i>Robert H. Kroepsch, Ed. D Executive Secretary, N. E. Board of Higher Ed.</i>
Benediction	<i>Rev. Joseph W. Leahy</i>
Recessional	<i>High School Band</i>

## Class of 1958 Officers

President	<i>William Fay</i>
Vice-President	<i>J. Parker Prindle Jr.</i>
Secretary	<i>Phyllis Ryan</i>
Treasurer	<i>Mary Ross</i>

*There will be an informal reception at conclusion of exercises.*



### Graduates - Class of 1958

Azzaro, John, Jr.	Johnston, William
Ashworth, Josephine	Justice, Florence
Bary, Joseph	Kasynski, Robert
Bennett, Joan	Kelley, Nancy
Bianchaud, Judith	Kendall, Norine
Bowen, Thomas	Kerr, John
Boyle, Marilyn	Knight, Clifford
Brumick, Lorraine	Leadley, Joseph
Burbine, Daniel	Lienhard, Paula
Butt, Paul	MacDonald, Dorothy
Christopher, Gerald	McAndrew, Thomas
Coombs, James	McInnis, Jeanne
Corsiah, Robert	McKey, Carol
Daniels, John	McMahon, Peter
Dawson, Virginia	Montgomery, Nancy
Day, James	Mosey, Gerald
DeAngelis, Edward	Myrsted, Sonja
DePasquale, Salvatore	Newhouse, Warren
Derrico, Donald	Prescott, Wayne
D'India, Albert	Prindle, Parker, Jr.
Desocette, Phyllis	Robbins, Richard
Driscoll, Mary	Ross, Mory
Duggan, Gerald	Ross, Walter
Dupras, Sandro	Roselli, Joseph
Elliott, Kenneth	Ryan, Phyllis
Enos, Joanne	Sawyer, Edward, Jr.
Fay, William	Sell, Norbert
Fenlon, John	Shelley, Robert
Fisher, Gwendolyn	Spanks, Janice
Foley, Lawrence	Tucker, Lawrence
Galvin, Gerald	Tupper, Philip
Gibbons, Ronald	Waterhouse, Robert
Gould, Judith	Watt, Rodney
Graham, Richard	White, Andrew
Garski, Joseph, J.	White, Harold
Hall, Frank	White, Roger
Hancock, Texann	

## MEMBERSHIP BY AGE AND GRADE - OCTOBER 1, 1958

## AGE - GRADE DISTRIBUTION

Age:	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals
<u>Grades</u>																
1	67	264	30	2												343
2		67	216	43	8											314
3			54	167	32	3										256
4				45	203	49	10	1								308
5					69	159	38	14	1							261
6						61	168	30	10							269
7							64	145	31	7	1					248
8								65	110	33	10					198
9									32	119	42	11	2			206
10										34	122	25	7		1	189
11											37	85	20	4	2	148
12												31	56	18	3	108
<u>Downgraded</u>			1	5	6	4	2	4	5	11	6	1				45
TOTALS	67	291	301	262	296	276	282	239	189	204	218	153	85	22	6	2893



