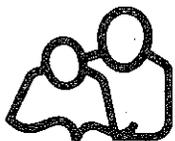


The Carroll School: Chapter Two



An Oral History of The Carroll School
1970 - 1993

Edited by Sara Winstead Wilbur



The Carroll School
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Lincoln, MA 01773



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PREFACE

At Carroll's 20th anniversary Margaret Logue, then the Head, interviewed the three founders, Edwin M. Cole, MD, Samuel L. Lowe, Jr., and F. Gorham Brigham, on their recollections of how the school had come into being; these reflections were then organized into a witty and flowing narrative aptly titled Chapter One.

In the spring of 1992, as we planned to celebrate the 25th anniversary of the Carroll School, the idea of a second chapter to this early history was raised. I asked Win Wilbur, who came to Carroll in 1974, to interview others who would remember the early years in Lincoln and also more recent events. Sara Winstead Wilbur has been over the years a classroom teacher, Chair of the Social Studies Department, and Admissions and Placement Director. She is now responsible for the Transitions Office and some Alumni affairs. Her long acquaintance with our school and her friendship with many of the people to be interviewed encouraged her to undertake this task with a surprisingly high level of enthusiasm (if not much sense of what was ahead!)

The task took ten months and some 40 plus interviews, nearly all taped. Although most individuals were interviewed separately, in several cases a group of language experts or trustees sat together and discussed the school from their own perspectives. Each tape was then transcribed, and portions of these conversations interwoven to form the picture of a particular era. I know that Win has attempted to record each speaker's own words, without editorial changes except to shorten a passage or to improve understanding of the message.

Win has admitted ruefully that this oral history took on a bigger life than the summer's talks with friends for which she thought she was volunteering. Those interviewed are listed in alphabetical order in the preceding page. We are eternally grateful to Win and those she interviewed for their generosity in giving of their time, their frank and thoughtful insights, and their shared laughter. Including the early

discussions, the interviews themselves, the transcriptions of each of the tapes, the editorial meetings and the writing of each of the revisions, it is safe to say that this Chapter Two of Carroll School represents hundreds and hundreds of hours of work.

The "book" has gone through some 10 revisions in parts, with the able help of editor Maureen Myers, who also transcribed several tapes, and several careful readers, including Faith Rugo, Barbara Meader, and David Oliver. It is offered to you as both a glimpse into the past and a hint of what lies ahead for Carroll School.

Thomas W. Needham, M. Ed.
Headmaster

May 1, 1993

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I. INTRODUCTION

This oral history is a distillation of the memories, delights and occasional disappointments experienced by many people associated with the Carroll School over the past twenty-five years. Those interviewed included a cross-section of "old-timers": trustees with a long association with the school, former and present Heads, people who molded the original curriculum and some of its later variants, and some of the teachers, parents and former students who helped create the School over this quarter of a century.

This history picks up where Chapter One left off, at the move to the Hill campus in Lincoln, with just a few glances backward at some memorable moments not mentioned in Chapter One. For the interviewer it has been a fascinating journey. I was present for eighteen of the twenty years on which this booklet focuses, and I learned new things in each interview! I came away feeling that each of us is like one of the blind men feeling the elephant and trying to describe it: Carroll School is all one entity, to be sure, but each of us has experienced it somewhat differently. However, certain threads recur again and again. One is the varying role that each Head played in the growth of the School: as the Trustees reflected on this, one said that each person was right for the needs of the school at the time he or she was chosen.

Another interwoven thread is that of the mission of the School, and the creative tension between those on one hand who felt that Orton-Gillingham-based language training was the reason for starting the school and should continue to be its primary *raison d'etre*, and those on the other hand who espoused an experiential school which would give equal emphasis to Bounders, arts, music, drama, woodshop, and athletic teams. Today the question is seen primarily as one of priorities: in terms of time

allotted, monies available, scheduling, and staff development requirements. But many points of view along this continuum still exist today, both on the Board of Trustees and in the halls of the school.

The creation and program of the High School has also been an ongoing thread in school and Board discussion. In fact, the level of commitment to the High School has fluctuated over the years. This past spring, however, the Board recommitted its resources to the High School and to seeking a permanent home for it, either on the Hill campus or perhaps moving all to a new site.

If institutions do indeed go through stages of growth and development much as a human individual does, then Carroll had a rowdy and rebellious childhood and early adolescence. Coming at the end of the 1960's, with faculty and early Heads drawn from those who reached adulthood in that decade, this is hardly surprising. The early faculty were all out to change the world, and we each had our own firmly held view as to how best to do this, so we wrangled about it intensely but with good humor. Although the language-trained teachers had a clear, structured sequence of teaching laid down by the Gillingham approach, the rest of the faculty in the early days were learning as they went along. Bill Adams, the Head between 1969 and 1978, was known to say to teacher applicants, "I'm not looking for trained teachers. People who've taught in the public schools aren't really prepared for our students. What I want is people who love children. We'll teach you the rest."

As the School matured, and as state regulations demanded that teachers have certification and extensive training, this exuberant, teaching by the impulse-of-the-moment style was replaced by a more orderly academic program on the campus. By 1980 there were Department Heads to oversee the academic curricula and its teaching, and Deans to oversee the daily running of each division. Life was less exciting and novel, but more serene (most days!). Some of the early innovators left, and more traditionally trained teachers replaced them. New components to teaching reading and writing skills were added during the 1980's, too: Project Read brought wonderful visual patterns to reinforce language

teaching, and the math, science and social studies curricula were reviewed and stabilized. The use of textbooks was now a part of the older students' lives, although fortunately the use of children's literature has never given way to basal readers.

The philosophy underlying all this was that our students needed to learn to read, and also to be kept reasonably current with the work their peers were doing in other schools so that they could return comfortably to them, one day. What had originally been seen as a refuge for the dyslexic from the incomprehensible work of the "regular" school now became instead a way-station in an academic journey.

And today? Language teachers are getting more sophisticated training in the subtleties of Orton-Gillingham, and most use many other varied techniques as well in their classes. New and innovative ways of teaching standard curricula are explored in other subjects, and curriculum is revised and modified from year to year. One goal in social studies is to help our students see and understand the multi-cultural, multi-ethnic world in which they will live and work, so they may cope successfully with its new demands. Computers are increasingly a part of the curriculum as well. But that is the end of one part of this story. Back to the beginning.

Sara Winstead Wilbur
Spring, 1993

II. 1970-1978: CARROLL SCHOOL IN BILL ADAMS' TENURE

West Newton Beginnings

The Carroll School was founded in 1967, and its Head for the first few years was Dean Roberts, a wise and gentle man chosen by the three founders, Samuel L. (Junie) Lowe, F. Gorham Brigham, Jr., and Dr. Edwin M. Cole. Their story of this period is wonderfully told in Chapter One.

J. William (Bill) Adams, who was Headmaster from 1970 to 1978, and is now Headmaster at Gow School, was interviewed by phone. Bill was a vigorous, outgoing, charming man, "a wonderful salesman for the needs of the learning disabled child," says Henry Lee, a long-term trustee and Interim Head himself. Bill held a Masters in Education from Harvard, and was brought in by Dr. Edwin Cole. Bill set the school on its course, brought in the first groups of students. He made Carroll acceptable to the educational community and the clinics which referred the first students. In many cases he also negotiated successfully with the towns for the 766 students. Bill brought Bounders and Mike Stratton to Carroll, originally because there was no gym and he saw the need for a physical outlet to balance the mental demands of the language program.

Bill Adams reminisces: There was an obvious need for the School and yet an almost overt belief that we could never pull it off; the economics were against it. When I started in Newton, I spent most of the month of July cleaning up, shoveling coal out of the basement to make room for more classes. One day the gas company rep arrived and said our bill was overdue. We had no idea there even was gas in the building! We had no regular chairs so the Trustees had to sit on our hand-me down chairs when they came to meet.

The academic program then had people like Sandy Davis, Smitty [William Smith] and others who were so creative in real problem-solving. But we knew absolutely nothing about doing! The language teachers,

Amey Steere, Lillian Palder and Jan Bird, came in for the mornings only. In the afternoons we four men remained and covered the rest of the day. It was so demanding that when the kids left we'd bang against each other, playing basketball; then we'd get some ice cream and go to the blackboard and list: "What have we learned in the affective area today? What, in the cognitive area?" We were learning as we went along.

Jim Alden, now a Trustee, but once a student in the West Newton days: There was really no space to play at recess, so we would build these elaborate tree forts and snow forts and we even had our own little spaces in the basement... We had a lot more freedom, ...and we were unruly at times. We had a fort that was in a hedge and was so well hidden we couldn't be found. I also learned to fix windows at that time. There was a rule that if you broke a window you had to repair it-- measure it, buy the glass and put it in. Between Noah Herndon Jr. and me, I think we held the record for repaired windows!

I think the biggest change in the move to Lincoln was that we had space -- for sports, for rooms for chess and so on. We could begin to have real sports teams....

The Move to Lincoln

Bill: When we had just about settled on buying the Storrow House, Chad Drake [Dr. Charles Drake, the founder and Headmaster of Landmark then] appeared and walked the property with Mike Tlumacki, who had an apartment in the gatehouse. Chad had ideas for buying the property for Landmark. As a non-profit organization, MGH had to take the highest price; so we offered a package that ...included setting up a diagnostic testing center and teaching center at Carroll to relieve MGH's space problems, and a full scholarship to the child of an MGH employee. This made up the difference in the offers. Noah Herndon was instrumental in seeing this negotiation through.

Noah Herndon: Landmark offered a higher price, and so we had to up our price. But while we were still negotiating the deal, Bill simply picked

up the school and moved it out there! A good example of the sort of guy he was. He was deciding who should be in what classroom, and he had the grounds cleaned up, and Mike Tlumacki swung right into the spirit of the thing. Bill and Mike spent the summer out there getting it all spruced up, while we spent the summer in town trying to buy it.

Bill: When we did move to Lincoln, money for the move was a problem. The Trustees first wanted to move in the late summer, but I suggested that we do it in June and use the kids to help. So we rented a U-Haul truck, everybody pitched in, and we moved the school over to Lincoln in a half a day. We got the truck back before noon, so we only had to pay a half-day rate, \$57 dollars, for the whole move!

Noah: Then we embarked on a number of good years. The enrollment increased nicely, and faculty became more used to working together in this sort of atmosphere. The students were clearly benefitting. I mean our kids, when they went there, were high-strung, with all the typical symptoms of the dyslexic kid; and within weeks they had sort of settled into a new life and were willing to start learning.

Then we built the "multi-purpose building" [the Comeau gym, in 1973] while Hank Spaulding was President of the Board. We used to hope for the Carroll School to go on through high school and maybe college and maybe after that, so our kids would never have to mainstream!

Storrow House, "The Hill", in Lincoln

The Trustees looked about and found, through Dr. Cole, Storrow House in Lincoln. Built in 1907, this spacious brick house was once the summer home of the Storrow family. The Storrows had planted lovely formal gardens, had a tennis court where the gym is now, and held morris dances in the level area below the back terrace. The house originally had open sleeping porches on the third floor, and Mr. Storrow could sit in his breakfast room (now the Admissions office) and look through open doorways in the dining room, foyer and living room to see Mount Monadnock in the west!

In the 1940's the house was sold to Mass General Hospital. As "Storrow House" it became a convalescent home for patients from Mass Eye and Ear Hospital, who generally spent a few months here in the course of two-stage operations.

Most parts of the building have been used in many varied ways over the years: By the time Carroll School moved to Lincoln the upstairs rooms had undergone many changes, but old bathrooms with hand-painted tiles, and gardens remained. Bill Adams, the first Headmaster in Lincoln, removed the big kitchen with its huge commercial stove to make classrooms in the basement area where the business office is now, and the library became a science room. The dining room was by turns a library, the Resource Room for teachers, and is presently the Cole Room, named for one of the founders, our large meeting space.

Mike Tlumacki, a wonderful, gruff bear of a man, was the groundskeeper and ambulance driver for Storrow House. He lived in part of the Gatehouse, and stayed on when Carroll School came. Each Head in turn has occupied the other long wing of the Gatehouse where once the Storrows had a squash court and a generator for the production of electricity for the estate. The central part of the Gatehouse was originally a garage, shop and servants' apartments. This section later held faculty apartments, then housed the High School for a time and later shop, music, art and video rooms. It now has a dance and drama studio in the former video area.

Students of the early years will remember erecting the yurt in 1971 on the first days of school; watching the gym with its climbing wall go up in 1973; and learning language and math in the present faculty room and copier room (and the Head's current office); Parents who applied before 1992 may remember admissions interviews in the room off the lobby.

The basement floor, too, has been used for Lower Division classrooms, a lunchroom (noisy, but what an improvement over lunch in classrooms in the 1970's!), and then computer rooms. The Student Council's store operated for many years from a closet in the basement. And the nurse's

station, once run from the library by Peg Tlumacki, who also was the librarian, is now in Mike Tlumacki's old basement stronghold. Returning students always tour the building, and continually remark on the many changes since "their" day, whenever it was.

But probably the biggest change is Bounders' headquarters: once run from Strat's cabin, without electricity or modern conveniences, Bounders now gather at the yurt, which has running water, a computer and phone! And in between, in 1978, John and Marty Ash lived for a winter in the yurt without running water or heat other than a wood stove, but with a new baby! They were saving money to return to their New Zealand home, and they loved roughing it.

The gardens also deserve a word; in 1972, the Tlumackis' replanted the gardens for their daughter Cathy's wedding to Tim Callahan -- the first Carroll wedding held here; later Ronnie Berkowitz and Frank Cristiano were married under the bower, with many of their students looking on; and in the mid 1980s David Ary and Temple Sommerville held their July reception on the terrace, in 95 degree heat! Other Carroll faculty provided music for each of these receptions. The most recent Carroll wedding was that of Mary Coombs-- and the gardens were once again planted by the bride and her friends.

Over the years various parents, faculty, and Heads have enjoyed working to maintain the gardens. However, these efforts were not coordinated, and the flowerbeds were gradually deteriorating. In 1992, with the 25th Anniversary celebrations in mind, Tom Needham asked the Lincoln Garden Club to help. Two members, Dagmar Guthke and Susan Harding, devised new designs for the sunken garden and the upper terrace behind Storrow House. Along with a group of parents, they then worked on this major replanting with spectacular results.

The Students

Barbara Meader, who began as Bill's secretary and became the Assistant to the Head under Margaret Logue, recalls that in the early 1970's admissions was practically done by diagnosing the child over the phone. In a parent's initial call, Barbara, then the receptionist/secretary, would say, "He spells things badly, but he's a charmer-- and he was held back in the first grade, right? And he's a boy, isn't he? And left handed?" They'd say: "Yes..yes.. yes!" And she'd say, "Go see Dr. Cole, and then come here," and they'd say "Marvelous!" Barbara adds that in the 1970's the "3 tests", the Wechsler Intelligence Test for Children, the Gray's Oral (a reading test) and the Stanford Diagnostic Spelling Test, were almost the whole basis for an evaluation. The rest was done through Dr. Cole's interview and his insights.

Faith Rugo, who started as a tutor here in 1971 and moved to a class in the Lower Division the following year (and eventually became Dean of the Middle Division in the 1980s): In the first years we had some remarkably peculiar pupils...I had a group with a kid who was a beginning reader and another was a fifth grade reader-- the very strangest group. It was really a bit of a struggle.

Others recall some amazing moments in those early years: one was the day David Arrow arrived at school wearing his father's Nobel Prize on a ribbon around his neck, for Show and Tell!

Tim Callahan, a teacher in the early 1970's and now head of the maintenance department, recalls his early students: I've seen a lot of the kids that Nick Clark and I taught, and every one of them has said that they learned more here than at any other time. Westy Bigelow is fluent in Chinese, and David Arrow has been an actor on Broadway, Freeman Deutsch is doing computer programming with Phil Sadler [at Harvard's Astro-Physics Lab]; Mike Drapeau is working for Clean Harbors as an engineer; Cameron Aiken has his own construction company, and taught woodshop here last summer for us.

The Faculty and Program:

Each Head chose new faculty to strengthen what s/he saw as the mission of the School. They, and various early faculty members, tell about this in the passages below.

Bill Adams: High points were a supportive environment and bright teachers. Being in an environment which took away the onus of the difficulties in reading, and valued the child for other reasons, was so important. That's why we had the outdoor program and team teaching -- another way to share this knowledge and to have a cross-curricular ferment.

The language therapists, as they were called then, had been "briefcase teachers"--experts who'd had to work out of a briefcase in someone else's room in public schools, and then pack up all their stuff at the end of the period. So they were very protective of their possessions. They were doing wonderful things, but they were cautious about sharing any of their expertise. So it was a wonderful step when Amey Steere and Carol Peck wrote and published Solving Language Difficulties [a handbook for teaching phonetics.]. They did it for peanuts, I think, and got about a penny a copy royalties. Amey and Carol were my dream--ideal teachers.

Because there was no certification requirement for special needs teachers then, I could hire teachers without college degrees. So I looked for "Renaissance men and women", gifted, brilliant people who also loved children, like Smitty (T. William Smith) and Buzz Waterhouse. Jane Bridges was another. She hadn't finished college, but she came and was trained at Carroll. Just by chance I moved her room each year for the first three years, and then realized that this had an unexpected side benefit: her husband came in each summer and built bookcases for Jane's new room! They did it very quietly, without any fuss, so she could have the room the way she felt it should be. When the 766 regulations were written, people who were already teaching in schools like Carroll were grandfathered in.

But it was also difficult for me, with such a bright bunch of teachers who were always coming to me with questions I couldn't answer; sometimes I felt I was skating on thin ice. But Carroll's greatest strength was in its creative 'right-brained' teachers in my day. I hope that continues.

Elsie Apthorp, at Carroll between 1971 and 1985 as a language teacher and later Floor Head, remembers: I'm one of those teachers who came here not knowing what I was doing. I was trained by Amey Steere, who got sick, and I came to take her place-- in fact, they hired two of us to replace her. I always felt there was a tug between the language curriculum and the rest of the program.... One of my wildest impressions the first day I came was building the yurt-- we had to put tar on the roof! And I thought, "What am I getting into here!?" But we worked it out.

Tim: I think the school then was much more innovative, much more open for change. It was certainly a crazy place, but everyone enjoyed it and was relaxed but very professional. It was all team teaching then--we loved it.

Cathy Callahan, who grew up on the Hill campus as the daughter of the Plumackis and later served as a math tutor and head of the Summer School: All of us who were here back then feel that way about team teaching, sharing ideas, talking about the same kids... in a team of four with 20 kids, you could pass the word when a kid was having a bad day. It was like having case conferences every day. You could keep a jump on it.

Tim: Smitty was a classic example of the teachers we had back then--very diversified. Very musical, one hell of a carpenter; it was common for everyone to do more than one thing. He left to become dean of some small college. John Leonard and Jon Egbert were also like that.

We did some great things. One year we built a giant frog; it was the size of this table. It took us half a year to make it, but we taught science and ecology through it. We made a preying mantis, a crocodile and a shark about the size of a Volkswagen bus! Made of papier mache, and

glazed with varnish. We put them in the woods. We used 700 pounds of flour to make them!

I took kids down and put them in jail for the night, long before Strats did that. I'd take them 6 at a time, and put 3 in each cell. One night a drunk came in and they all had to be in the same cell. The conversation between the drunk and these 6-- he's asking them what they're in for and they're making up these wild tales. And Cathy would bring them a cake with a file in it. They got a real lesson about what it would be like because when it was time to go to the bathroom they had to go in front of 5 others. I think it made them think a little... They used the bomb shelter a lot more then. Tommy Sargent has the all-time record-- he stayed in there for 100 hours.

Win Wilbur: The whole school went down to welcome them out when they finished that time, with Strats ceremoniously opening the door and these sun-blinded kids squinting their way out. It was a big deal, with a hundred other students applauding.

Tim: Back then the faculty also had more say in what was going on. Each team chose its own members, and they also chose the Assistant Headmaster, Al Forsythe. Phil Sadler and I were on the search committee... Not much went by that wasn't asked of the faculty.

Faith recalls: In 1972 the person whose place I took in the Lower Division had laid out a program for the year of reading fairy tales. This seemed rather strange to me since some of the children didn't even know facts and I thought they needed to read some facts first...But if you wanted to do fairy tales, you could just up and spend a year doing fairy tales. Instead, I was always keen on history, which I consider to be mental furniture, that you move around. So I substituted a selection of books of real events...

Win: When I arrived in 1974 the faculty was officially divided into "language" and "non-language" persons. The language teachers were all mature women. The non-language faculty were mostly anti-Vietnam War

young men who loved kids and had come to teaching as a way to serve their country and still retain their convictions. I didn't really fit in either group, since I was a married woman with four children, had taught for several years in public schools and was nonetheless a "non-language" teacher. In fact, Bill Adams had originally rejected my application with a letter stating that he was really looking for "young men to round out a four-person team"! Eventually the women on the team, who did the initial interviews, decided that the young men applicants didn't have much idea about curriculum, and so they went back to the resumes and asked to interview me. And here I am, still. But Bill made it very clear that he didn't feel that experience as a regular teacher would be of much use in teaching dyslexics. One drawback to this view, of course, was that no one knew much about such details as writing lesson plans or tests.

As a result, we non-language teachers worked then in a wonderful chaos of experimentation, hands-on activities, creative innovation, and wasted time. Meanwhile the language teachers were faithfully following the tenets of their Orton-Gillingham training, and filling every class moment with drills and SOS spelling and reading comprehension practice. There was some heated discussion among the four members of any team about what was really important! But there was a clear perception then that the School felt that the language component was THE central reason for the child to be at Carroll; the rest of us were sort of icing on the cake, or maybe sugar in the medicine. And since we weren't seen as very important, we were able to do all sorts of crazy things-- it was wonderful!

One year as part of studying the Greeks we did projects. A boy who later became a graphic designer decided to make a life-sized Greek warrior's helmet of papier mache, which he then wore on various occasions! We ended that study with a Greek Olympics, complete with races, javelin and discus throw, and laurel wreaths for the winners. Another year we ended the study of the Middle Ages with a banquet in December; the students cut up vast amounts of stew beef and vegetables and we made an authentic medieval stew from an old recipe. Unfortunately, the recipe called for lots of cinnamon and garlic, and the result

was so peculiar that no one wanted to eat it. (My family ate frozen medieval stew for about a month afterward!)

In science our biggest success was the geodesic dome, which the science classes created by measuring, cutting and drilling steel tubing and then assembling it all outdoors on one memorable morning. It worked! Before our eyes appeared a dome some eight feet high at the center, and strong enough to carry the weight of a medium-sized boy. This edifice was part of the campus and the summer camp program for years afterwards.

Phil Sadler, an MIT graduate in physics who is now an assistant professor at Harvard School of Education, was our team's science teacher. Another great scheme of Phil's involved creating a planetarium from a computer-based star schema thrown against the inside of a very large plastic balloon. It was big enough for a class to sit inside. The science classes built the prototype balloon from large garbage bags taped together and we inflated it with several strong air-conditioning fans. Then we tried it out, crossing our fingers that it wouldn't deflate and suffocate our charges. It didn't, they loved it, and everyone learned to identify Orion and the Big Dipper...without having to wait for a clear night.

Noah Herndon recalls 1973 and the production of "Oliver", done in conjunction with Tufts University: Nick Clark did just an amazing job, and we were all so impressed that our kids could actually do this!

Win: And then there were the calamities: on one warm February day, someone brought in a praying mantis cocoon. After admiring it we put in the bottom drawer of the desk and forgot it. About a week later, someone looked down and shouted, "There's bugs coming out of the drawer!" Sure enough, hundreds of tiny praying mantises were crawling out and across the floor, hatched too soon by the warm room!

The Language Program

Several senior leaders in the language department discussed the evolution of the language program. Those present were Alice Garside, now retired and a Trustee, but from the beginning, THE leader in directing the language program at Carroll as supervisor, advisor, and general guru; Lillian Palder, senior faculty member who has taught, tutored, and directed the testing program on campus in her 22 years here; Angie Wilkins, who also tutored, taught classes, was Language Department Head, and is now the creator and director of the Garside Institute for Teacher Training (GIFTT), of which more later; and Faith Rugo, teacher and Dean of the Middle School until 1989.

Lillian Palder, who has taught at the Carroll School since 1970, recalls her start in West Newton:

Dr. Cole was very influential about seeing what was going on in the class... he seemed much more part of the actual running of the school then than he was after we moved to Lincoln. One woman was hospitalized and it was her class that I took over. Alice Garside or Vinnie Perlo asked me to come in and take her class, and so I came in... Language teachers were only working in the morning and so they had academics in the morning, and they had all the fun things in the afternoon. And of course, they didn't want to do the language or math. Amey Steere was very helpful to me with all the classes. That April Bill Adams had just taken over, and Bill said, "I'd like you to sign a contract for the next year." The whole school and the kids moved equipment here to Lincoln. So that was the beginning of my association.

Angie Wilkins: Dr. Cole was THE important person in terms of determining which children were appropriate for the school. I think that was critically important. You had a sense of his presence, even if he wasn't always here. I remember that he and Alice used to read all of our reports. So you really shaped up, because you knew that Dr. Cole and Alice Garside would be reading your reports!

I came aboard as a tutor in 1974, working after school with outside students who were not enrolled at the Carroll School. At that time, nobody at Carroll received tutoring, and that was a big issue. I can remember some of the language teachers discovering what I was doing, and saying, "Oh! We have students in our classroom who need tutoring... who are desperate." But it was not the policy of the school to tutor anybody in the school. It was really Al Forsythe, the assistant Head then, who said, "This is ridiculous. We need to have some on-staff tutors." Babs Browne was the first on-staff full-time tutor. It was a tremendous change and shift in that aspect of the Language department. Look at our tutorial staff now: very significant, a large group.

The Teacher Training Institute (TTI) in language and math:

Angie: To go back a bit, 1972 was the first summer training course (TTI). It was then truly an extension of the Mass. General course. People were allowed to do the practicum here and they received the certificate from Mass. General.

Bill: The reason we started the Teacher Training Institute was to create a cross-curricular ferment, to train teachers in math, too. I believe you have to know both language and math, what-ever you're teaching. These are essential skills.

Lil: When I started here at Carroll, I received my training under Mary Chatillon, who directed the Mass General winter program, and I received a Mass General certificate. Bill Adams did a lot of recruiting to get people to take the summer course, and they were big groups at that time, in both language and math.

Angie: I remember one of the first years I was here, I was trying to arrange scholarships for inner city kids, for Cambridge kids, for the summer school. But soon the cities and towns would have nothing to do with it, because the families would discover what really was out here, and then they would sue the towns to send their children to Carroll. So we

were no longer able to do that... I think another major thing that has influenced the school has been our becoming a 766 school.

766 Begins

Bill: I was on the 766 committee for the State, with David Pinchon from Deerfield and the Science Museum. We were the school representatives. I also went to 766 hearings representing the parents for several years. I handled 57 cases and won 54.

I didn't know anything about the law, so I'd try to be like Perry Mason, and talked to the parents about acting emotional at the hearing and so on. One time we won a case against a town by bringing out a picture of the child to show the Hearing Officer and saying to the town's representative, "You've written all these plans and you've never even met the kid!" (After that the towns made sure they'd seen the child in school, so we had to use more sophisticated methods.) I used to sweat it out, be awake all night before a hearing, but I felt we were saving the child. The big thing was to get the parents to have a voice. Under the earlier 750 regs they had no voice at all.

Barbara Meader tells about the days of the 750 regulations, which preceded the passing of the Chapter 766 legislation in 1972: We had big index cards, printed by the state. All you had to do was fill one out and mail it somewhere-- probably to the Department of Education-- and back would come the tuition. (Tuition was \$2000 in one of those years.) Every now and then there would be an audit, and we would have to make sure that everyone who was on town funding had a card. And then came 766.

Faith recalls writing the early Ed plans: When we got 766 and we had to have ed plans, I was all for having specific questions for what you had to do. Much to my surprise the teacher who was going to get the child next year was all upset because she thought I was telling her what she had to do! Al said that I had to lighten up. So I said, "Gladly. It seems to me it's the logical thing, but I'm glad to lighten up." After a while it turned out that we had to do exactly what I had thought!

Bounders and Strats:

Bill: Bounders was designed because at first we had no gym. I'd been an Outward Bound instructor and that was the motivation. I found Mike Stratton and was able to hire him because they [Outward Bound] needed instructors from May to October, but most teachers had to work in June and September. So I made a deal to free their "best man" for those two months and hire him for the winter months. But what sold Strats on the environment here was not me, but the autumn color on the maple trees that lined Baker Bridge Road! He lived in the little cabin by the small field, and used the woods and Walden Pond for his program.

After a year I pushed the faculty to get to understand the Bounders program better, saying that often kids wrote a journal while they were doing these things, but the language faculty had to experience this, too. So I took the entire faculty, even Amey Steere, to Hurricane Island for five days of Outward Bound, and required everyone to go! To see Amey Steere, at nearly 75, in a Hurricane Island sailboat, was a wonderful experience! She cheered the others on as they climbed ropes and rappelled. Perry Goodspeed, John Leonard and others had joined us by then. It was a phenomenal environment.

Noah Herndon: Bill found Strats. When Mike first came to a Trustees' meeting and we saw him and heard him-- it was just wonderful! Suddenly there was a whole new dimension to the school. That he was willing to live in that little house, without plumbing and without heat, and basically devote his life to the Carroll School and to these kids,...it was remarkable! Strats was in demand all up and down the east coast, he was widely known, but he liked his niche right here at Carroll.

Bill Elwell: He was great...The kids were very spirited and did all the stuff he asked. He was involved in building the climbing wall, with Dean Comeau (the contractor, and father of Heidi, a former Carroll student), and I think some of the granite came from Hurricane Island.

Henry Lee, a long-time Trustee, remembers meeting Strats at his first

Trustee meeting: He was just astounding! Full of roiling enthusiasm! The kids adored him, but he was an administrator's nightmare. He had no sense of a budget-- he'd just go out and spend. He was a loose cannon...!

Jim Alden was one of the students in Strats's first Bounders group: Terrific! The idea of stretching your limits and encouraging kids to work as a group, having certain exercises that required working as a group to get over a wall... Some of these were invented by Outward Bound and he adapted them for a younger group... One of the most interesting memories I have was of the group from West Newton, who were still unruly-- and liked to go out and cause havoc-- and he really tamed that group. He had a policy that anything you killed or broke, you had to either have a use for, or eat. Noah once broke down a tree and Strats had him make something out of every part of it, which cured Noah of that habit. I once killed a bee that was flying around my head, and he made me eat it. He was a kind of lion-tamer.

Larry Brown, now Director of the High School, worked as athletic director in the years when Strats was first here: In the first couple of years I volunteered in every activity with Strats when I wasn't coaching. I learned about looking at the world through a different, constantly shifting lens-- there was no one lens that Mike used consistently! He was fiercely independent, a very creative thinker-- he broke a lot of rules which I'm sure didn't please the administration, but it sure made for some fun.

III. THE LATE 1970'S-1982, UNDER AL FORSYTHE: YEARS OF EXPANSION AND DEVELOPING STRUCTURE

In 1978 Al Forsythe followed Bill as Head. Al was chosen by a faculty search committee for the Assistant Head position in 1975. He worked as director of the Summer School that summer and then as Assistant Head for several years. When Bill announced that he wished to move on, in late 1977, the Board selected Al as the new headmaster. The 1977-78 year was one of transition, with both men on campus.

Al came to Carroll from St. Alban's School in Washington, D.C., where he had been Head of the science department. As Assistant Head and later as Headmaster, Al's focus was on the academic program, the students within the school, and the financial issues the school faced.

Like Bill, Al was a man of boundless energy and was seen everywhere on campus. He loved a joke and was at heart a rebel, "the James Dean of Carroll School" as Barbara Meader describes him. Larry Brown recalls that, unlike Bill, who wore blazers, Al originally dressed in cowboy shirts with pearl buttons; the Board told him to go out and buy a tie. So he went out and bought suits.

Al's great contribution to Carroll's growth lay in his perception that the academic program needed to be expanded and structured. "His goal was a well-rounded curriculum, and it didn't all need to be Gillingham-based," says Barbara Meader. He set up curriculum coordinators and encouraged the development of a sequenced curriculum in each academic area. Lillian Palder, Alice Garside and Angie Wilkins worked together to develop the Language curriculum and the Language Level Tests, which every recent Carroll student has taken. Al instituted Department Heads to supervise the use of these curricula, and to evaluate the faculty in each department. Though some resisted it, most teachers thought such curriculum organization was clearly needed.

Faith Rugo: There was no language curriculum at that time. Lil, Angie, and Alice wrote it. Before that we'd start at the beginning and by Christmas we had all got through the last of the three great rules (of spelling). We had gone through it like a dose of Epsom salts! The result was that the poor kids couldn't remember anything. They would do beautifully on the new stuff you taught them, but the last thing had gone completely out of their heads. So it was absolutely necessary to slow us down, because left to our own devices we'd go galloping off in all directions. The language curriculum did that.

Angie: In Al's time, we created the language program, and that certainly has had an impact. Under Al, Lillian moved out of the classroom and was the recipient of a three-year grant which included the creation of the Resource Room and the writing of the language curriculum.

Alan Field, a Middle Division teacher from 1977-1981, adds: When I arrived there was no curriculum. I came in the first day and thought, "What am I going to teach?" I had classes in math, science and social studies to think up. So I was glad to have other teachers offer advice. It had its good side, though: I was able to put together ideas that fit what the kids were interested in. We did a little physical science, some earth science and some life science, so wherever they went back to they'd have some background...The big issue was how to get some information into the kids and not turn them off. We were always thinking up new ideas.

Al: We got a big grant to do the Science curriculum. The state was pressuring us because they wanted a handle on appropriate curriculum topics. It provided for eighteen months work and for setting up a lab. Don Boonstra did the work and put in the lab down in the gatehouse. [The lab was moved up to the Hill when the High School went to the Lincoln-Sudbury High School campus.]

Language dominated the school when I arrived. I tried to legitimize all faculty by setting up the departments. Sometimes putting a structure and a title on things gives people more legitimacy.

Larry describes some of the other roles Al filled at Carroll: Al did the day-to-day management of the school; he did admissions, he was the dean of faculty, he was visible at faculty meetings... He brought in speech and language therapists, and the video program. He was involved in everything: he would referee soccer games, he led the "Twelve Days of Christmas" at the December assembly. He encouraged bringing an artistic element to the School: assemblies that brought in jugglers and musicians...

Al says he is proudest of bringing an expanded arts program to Carroll, with both our own dramatic productions and outside artists performing at assemblies. He also remembers playing the Emperor in "The Emperor's New Clothes", around 1980, with Proctor Smith directing. The kids had to feed me the lines because I was never good at learning them. So I'd stand next to a kid with a good memory. I loved drama, and many of our kids were very good at it.

Al says one of the high points for him was giving the Head's Award at graduation to two youngsters who were not the typical ones the teachers might have chosen. They were street kids like me, and grew up as I did. I wanted to send them out with a message that anyone could succeed. They were so startled when their names were called!

Barbara Meader: One of Al's contributions was that he believed this was a school for all kids, and he saw 766 as a means to pull in all those kids. He was from a working-class background himself. He saw Carroll as a school for learning disabled kids, not just pure dyslexics.

Chapter 766 has had a far greater impact than anyone realized at first--it has really shaped the school. Al recognized this, and brought the school into compliance. He set up bookkeeping procedures for billing the towns at regular times, and worked with Sharon Marsh, the Education Director, to get teachers certified, limit class sizes, and so on.

The Changing Faculty

By the late 1970's many of the young men had left and the 4-person teams were being revised.

Tim: We did lose a lot of people though when it became more regimented. John Leonard and others. Perhaps it was when Al started the Department Heads, or maybe it was the 766 regs. But we lost them, all the same. They're all teaching now, but elsewhere.

Alan: By 1977 there weren't many men. In fact, I think I was the only one in the Middle Division. ...I'd been in and out of a lot of schools and I felt that the most remarkable thing about Carroll was how well it worked most of the time; despite some grumbling... all of them were trying to do well.

Larry summarizes faculty life in Al's era: I'd say staff morale was never so high... We had Friday afternoon gatherings when a majority came to gather and enjoy each other's company. Al permitted it, and took part in it. And the Christmas parties...!

When we had an ice-breaker race [*a Bounders-sponsored event held in early November each year*] a good number of the faculty would show up and row. We had faculty meetings every week and I didn't mind going to them...But we grew so rapidly that we needed a period of rest, and that's what Margaret brought.

Al also was responsible for the creation of the High School, "bringing it in through the back door" as one Trustee says, and thus expanding the school's programs through the 12th grade.

The High School:

Carroll High School, by all accounts, began because the Head and some Trustees saw a need for it. Others were more skeptical. Its early years were rocky, as space, program, and school size were all hotly debated.

Further complicating the matter were the nearly annual changes in the chairman of the Board of Trustees in those years.

Larry: Al was a visionary. He started the high school, but he didn't do things politically. He gave it the space and the administrative support, but he didn't get consensus from the Board to do this. He had approval from Dick Renaudo, the Chairman. Jack Cobb, who followed him, had reservations. Al didn't make it clear enough that this was a pilot program to be evaluated. It didn't have a long-range plan, or even a short range plan.

Bill Elwell was a trustee at the time of the High School's founding in 1978:

The starting of the High School was interesting. Dick Renaudo had a son who wasn't ready to transition, and so Al made the proposition-- not to have a high school, but to have a pilot tenth grade. You come into the meeting sort of tired and weary and this thing is put to you and the people around you seem to agree, so you go along with it. Then the next year you're going to have a pilot tenth and eleventh grade, and the next year you're going to have a high school. It's sort of a camel that crept into the tent, and I'm glad it did.

Larry explains the need for the high school this way: At that time the Upper Division had kids who were 12 and others who were 17. So people said, "If we're going to keep kids beyond junior high age, let's develop a program for them." Anita Shenk, Rich Bray and Louis Palmieri were those in that first group who went on to graduate.

Some kids were being diagnosed at a later age. The field was emerging. There was a recognition that elementary and middle school programs were more structured, and that kids were falling into the cracks of open campus, etc., when they reached high school-- so they were coming into Carroll at age 14.

Don Boonstra and Ann Bridge and Win Wilbur were working on devising

a program. They were looking for someone to work on other aspects-- primarily the work-study. Al approached me to join the pilot program. We had work-study in the early years, but we have really changed our emphasis. We were identifying students who were leaving Carroll School who weren't quite ready to. They weren't right for either vocational schools or for straight academics...[But the work-study] ran contrary to the school's philosophy that we were a remedial school.

We were in the Gatehouse for three years. We outgrew this campus in two ways: the bodies were too large for the space there, and our kids didn't have a critical mass, with a space limit of 25. They were immersed in a sea of younger kids.

Bill: I was asked by Chairman Cobb [around 1981] to assess where the High School should go. So I talked to a few teachers and also spent half a day in classes. We were crawling all over each other between classes, but class conduct was good. The kids were repairing automobiles, which I took to be sort of like Bounders: it gave them a sense of accomplishment. It's a trade and it's physical. The idea was, it's a way to teach these kids how to survive, because maybe they're not going to go to college. All of that made sense to me. As a layman I was impressed with what I saw.

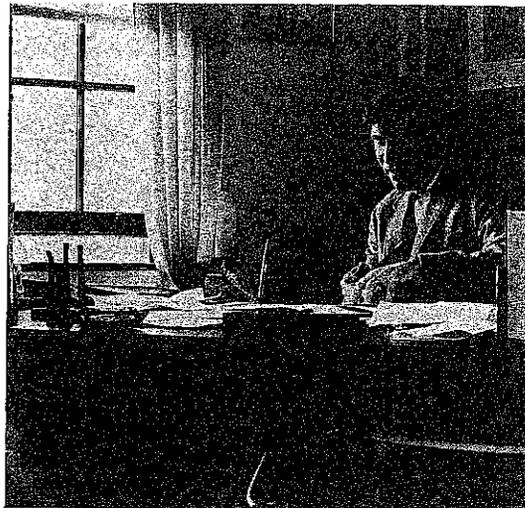
As I progressed through this I perceived that there was a big dichotomy between the main school...[and the High School's programs] ... so I insisted that some of these teachers meet in Boston with Noah and me and some Trustees, and we heard that it was time for a change. They wanted to have respect for that school as an educational institution..The teachers were terribly relieved that the Board was hearing some big frustrations among them.

By the way, our little committee considered letting the High School wind down because we felt there was not enough support for it. Jack Cobb would not let that happen without giving the parents a chance to have a say. They rose up like you wouldn't believe. Bob Ross was instrumental in finding a new place for the High School, which was the saving grace

for the school. The impressive thing about that is the last resort aspect of our school--they just don't have any other alternative. There are some great success stories now..

Noah: I think we gave our commitment vocally to having a high school [in the early 1980s], but there was a lot of hesitation. But now we've got to be clear about it: we want to have a high school, we want to put our shoulders behind it, and let's do it.

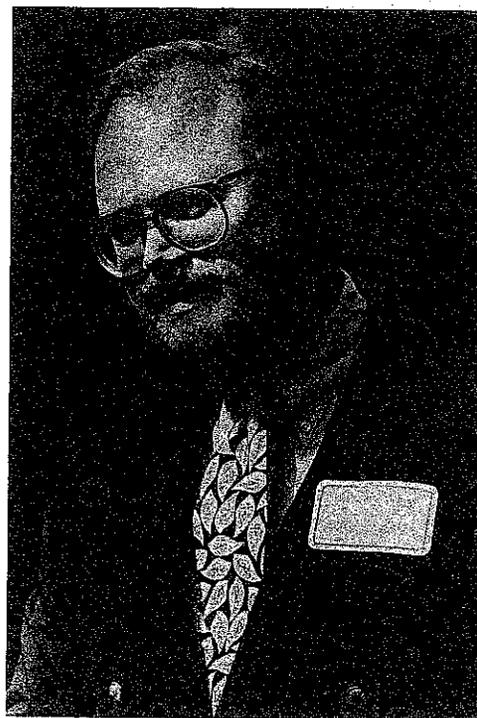
Observers describe Al as an "inside" Head, active and involved in all that happened within the school. But he didn't particularly enjoy the outside contacts with other schools and hospitals which had been one of Bill's strengths. He loved innovation, and, as Larry Brown put it, "He stepped on some dead bodies that rolled over and bit him." So, in March 1982, he left to become Headmaster at Marburn Academy. But the following June he returned to speak at the High School graduation. Looking back today, Al says wistfully, "Carroll is the place I'd like to have stayed forever. Nothing compares to the Carroll School."



*J. William Adams
1970 - 1978*



*Margaret D. Logue
1983 - 1989*



*Thomas W. Needham
1989 - present*



*Allan Forsythe
1978 - 1982*



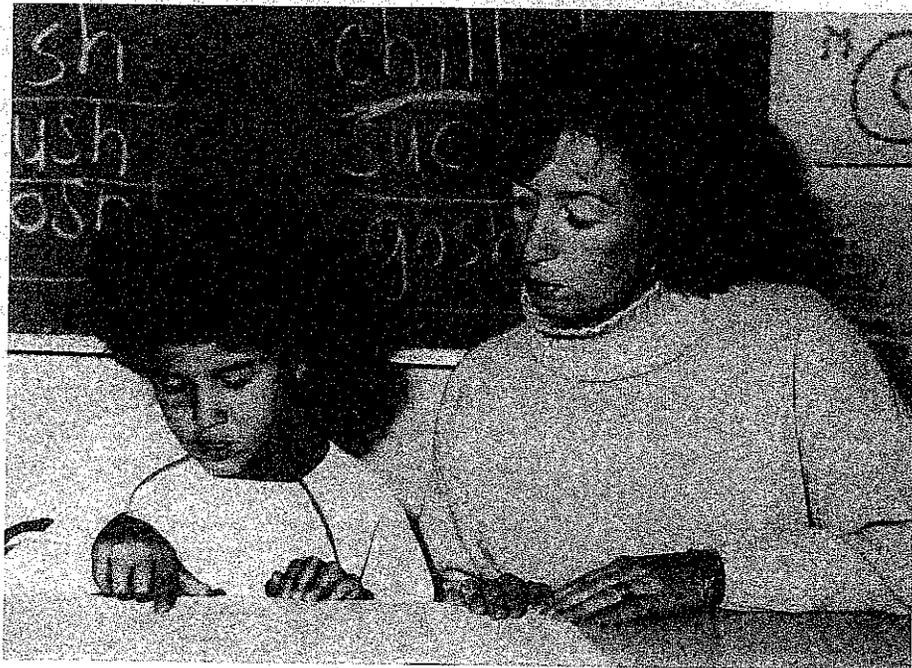
"The Play's the Thing", 1980's



Jon Graves and Diane Ryder,
silkscreening, 1977



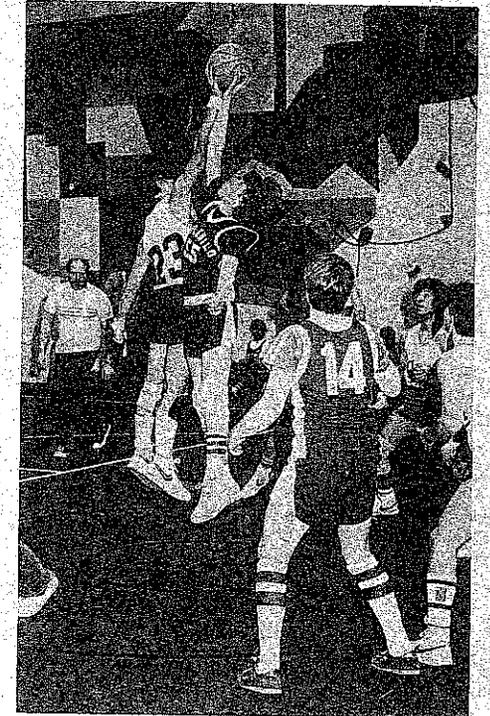
Mike Stratton with Heidi Comeau, 1975



Linda Caplice guides a new reader



Kathy Manning in the long jump, 1974



Basketball in the mid-80's



High Ropes in the 90's
Spider's Webb



Cheryl LaBrecque works with
Lonergan Harrington, 1978



Anne Lowell reads with
a Lower Schooler



High School Graduation, 1984
Jack Connolly

IV. INTERLUDE: HENRY LEE AS INTERIM HEAD, 1982-83

When Al left in 1982 the Trustees prevailed upon Henry Lee, a Trustee and former Assistant Head at Dexter School, to act as Interim Head for a year while a search was underway. Henry, an urbane, gracious Bostonian, had a delightful wry sense of humor and wide experience in the independent school world.

Henry Lee recalls his year: The biggest problem we faced when I arrived was fiscal. My one year was probably the nadir of the school in terms of recruiting students. The impact of 2-1/2 was just beginning to be felt in the state. Before, the 766 percentage had been 60%; in my year it dropped to 30%. This was a terrible blow. Our budget was out of balance, and one of the things I was instructed to do was not to run the school into any more debt. So I had a year in which I had to be about the meanest Head the School has ever had. As a trustee I've sat in some envy of the Heads who followed me! I had to fire teachers.

Frank Browning, a fellow long-time trustee: A couple of those years there was quite a spread between the rate we were allowed to get from the towns and what the private parents were paying. The towns were understandably reluctant to take on the costs of transportation and so on, given the financial straits they were in.

Henry explains how he tried to make ends meet: I had a young woman come in and I explained to her that we were awfully stretched and I asked her if she would be willing to take on an extra study hall. Whereupon she burst into tears! So I fled out the door and went to Barbara Meader's office and said, "She burst into tears! What should I do?" I wasn't accustomed to this, as I'd been dealing with male teachers who might swear at me but they wouldn't burst into tears. Barbara never looked up from her typing; she just said, "The Kleenex is in your upper right-hand drawer." I opened the drawer and there it was. Afterwards Barbara told me, "Oh, she always does that."

Even as late as the early 1980's there were some disconcerting moments for the Head as he contemplated life with the student body. Henry Lee describes his first week at the school:

Henry: My other introduction to the rather tougher climate at Carroll School, with outside 766 students [from other schools] in cabs, was in the first days. At cab time someone came rushing into my office and said, "Mr. Lee, do something! There's some boys from another school in a cab and they're yelling terrible obscenities at the mothers!" So I went out and there was the cab pulling away. Everyone cried, "There's the car! There's the car, Mr. Lee. Do something!" So I started towards it-- and they all leaned out the window and gave me the finger! So I went back and sat behind my desk and thought, "So **this** is what it's like to be Head of the Carroll School!" I decided that maybe they shouldn't be allowed up the drive, but could pick up our one student at the lower entrance. Then I found out that it just so happened that he had a broken leg.

And the assemblies: It's rather intimidating to have to address an entire school body of dylexics at 8:30 on a Monday morning. This assembly was started by Al, and I heard that he was very good at leading it.

Win: In Monday morning assemblies there would occasionally be some blank space to fill. Henry would nobly step in and entertain everyone. Once he told a story about falling into the Boston sewer system and having all sorts of adventures down there. He held all of us spellbound, faculty and students, until the time for the class bell, and then he somehow climbed safely out the sewer, smelling like a rose, and everything was just fine!

Henry: My career began in 1981 as Trustee...and then I was not doing that very well so they made me Headmaster, and then Margaret asked me to stay on and help with writing the catalog and help with placement, because she wasn't familiar with schools in the Northeast. When I'd finished those things she asked me to take on the 8th grade when the teacher became ill, and then she made me give the graduation address.

I've done everything except Mike Tlumacki's job, and I wouldn't want to try that. But it did occur to me that it was fortunate that I was retired, because, had I needed to prepare a resume, it would have noted that I'd gone from Trustee to Head to administrator to teacher and out, in two years! When I came back on the Board, there was a period of about two years when I did have more intimate knowledge of the School than any other.

Henry presided over our first evaluation by the New England Association of Schools and Colleges [NEAS&C], the organization which accredits independent schools. The self-study had been done the previous year, under Al Forsythe. In fact, Al had typed most of it on an early school computer before he left-- and then forgotten the code to get into it! However, it eventually was printed. The NEAS&C committee visited in the fall of 1982 and asked many questions. Henry says he smiled benignly and said he was only the Interim Head, and they left to write various recommendations for our improvement. The implementation of these recommendations fell to his successor.

Henry: The fiscal situation really put a damper on things. Frank Browning said to me then that what the faculty needed was a little TLC, because morale was very low. They'd just worked out this very complicated salary system to ensure fairness, under Al. It came about as a result of the belief that salaries were inequitable...The salary system was also designed to encourage teachers to remain at Carroll, because at that time there was about 30% turnover each year.

Jack Cobb: One of the concerns right from the beginning was that the only reward you could get was to become a Dean or Department Head. Al set up this system and it obviously it worked because it has remained. But what we talked about was a system by which a very good teacher would not feel that the only way he could progress was by a quasi-administrative job, but also as a Master Teacher.

V. MARGARET LOGUE LEADS CARROLL OUT INTO THE WORLD, 1983-89:

During the interim year, the trustees looked for someone with strong academic and people skills who would bring Carroll "back onto the radar screen of the regular schools and hospitals". They found such a person in Margaret Logue. Margaret came to Carroll from St. Anne's School in Brooklyn Heights. She brought wide experience and friendships in the private school world.

High among Margaret's goals was the desire to bring Carroll into this independent school world, to share the common ideas and intellectual concerns of other private schools as the 1982 NEAS&C evaluation had recommended. To this end she encouraged faculty to attend regional meetings of the National Association of Independent Schools (NAIS) and the Independent Schools Association of Massachusetts (ISAM), as well as the Orton Society. Many teachers presented workshops and papers at these meetings, thus expanding a fruitful interchange of ideas between the LD school world and "regular school" compatriots. These people usually were teaching some LD children in their classes, often unknowingly. Tied to this was Margaret's desire to empower faculty.

Margaret Logue reflects on her attempts to expand the horizons and enlarge the decision-making role of the faculty in the 1980s:

Margaret: It was deliberate on my part that it should be collegial, and to the extent possible, shared decision-making. I think that was not well understood, because many of the faculty were used to the more masculine approach. Mine resonates of Carol Gilligan. [Carol Gilligan is a psychologist whose research shows that girls and women communicate and relate to the world differently than boys and men]... All that was quite deliberate. But don't forget that the reasoned approach was also frustrating, because it took so long. I know I took too long. But I did like to look at all sides and see where the chips would fall before chopping away at the tree.

But I also wanted to make Carroll feel more like a regular school. It had been criticized in the NEAS&C report in 1982 for thinking that it was so special that it couldn't understand what other schools did--to the extent that it did the same things that other schools did. To bring the faculty into the ISAM world as well as the Orton-Gillingham world was a way to do that, to encourage them to go out and visit other schools and see what other kids of 5th grade age were doing, for example.

I also used to worry about the girls, because they seemed a double minority...less socialized than in my generation to just sit back and let everybody else do it, and not assert themselves, but still not "take-charge" people.

Margaret started girls' lunch groups to help develop a sense of community and address specific issues that girls face as a 1:4 minority at Carroll. She invited women give the Commencement addresses: Molly Flender and Stephanie Selden. A dynamic young stockbroker spoke to student assemblies about how she managed in this competitive field despite her weak reading skills. She was so compelling that both boys and girls sat up and took notice.

Margaret began this series of lectures, which she described as "Holding Up the Mirror", as an attempt to show our students how adults with learning disabilities had chosen careers which played to their strengths. Speakers described the strategies they used to circumvent their difficulties. A Carroll parent arranged for most of the speakers, who included the stockbroker, an aerial photographer, a TV newscaster, a cabinet-maker, and various others. These people were exciting speakers: some brought slides of their work, one let the students see his TV script, and so on. This series has continued over the years.

In 1989 Margaret reported to the Trustees on the progress of the Faculty Five-Year Plan:

In the winter of 1985 the faculty and administration undertook the design of a Five Year Plan, based on the faculty's response to the question:

"What should The Carroll School be like five years from now?"...While certain elements of the Plan have been abandoned or deferred, the vast majority have been realized.

For instance, each department was scheduled to make major purchases or add a new curriculum component in one year of the 5-year cycle. Introducing student computer education, writing formal curricula for all departments, adding math tutorials, installing the Communications program, expanding career and vocational education program at the High School, producing an in-house-created video to explain the school to prospective parents and donors, and last but not least, setting up a lunchroom to replace eating in the classrooms: all are examples of components of this Five-Year Plan.

Margaret: I think the staging of the Plan was very important, because we had very little funds and.. we could only give them to one department a year, but others would know that their turn would come in a year or so. Science, for example, could plan for what they needed when their year came...Encouraging people to take the summer training even if they weren't language teachers was also very important because it pulled the faculty together. We could then build on that, to build an integrated curriculum, using the same vocabulary.

Margaret describes some other new programs:

In my second year I offered Pam Tucker and Steve Wilkins a chance to be apprentices to the Head, to sit in on Board meetings, and to talk to the Business Manager about the budget-making process. Steve, [now Head of Jemicy, an LD school in Baltimore], says he's found that it's easier not to see all the conflicting pressures on a Head, if you're not sitting there yourself. It's like watching other people bring up their children before you've had any.

I worked with Deans and Department Heads much more closely than with faculty. I sat in the faculty room at lunchtime--there were people who wanted to tell me something but didn't feel it was important enough to

make an appointment. But I was always the Head, so there was always the distance, which I had wished wasn't there,.. but I tried to keep the door open...

Pamela Tucker was the Education Director from 1982-89 and served under Margaret Logue during all of Margaret's years here. Pam recalls Margaret's views towards education and empowering faculty:

In many ways she was a true instructional leader. She promoted teachers going to conferences and sometimes they went kicking and screaming, but most got a lot out of them.. She wasn't overt and explicit about things, but symbolic and subtle. The celebration of the 20th anniversary with Mel Levine as the speaker was a good example of this: instead of centering it around a social event, she centered it around an educational event. What better place to have it than in the Boston Public Library! It speaks so loudly to what she valued. I think she did communicate those values to people.

She appointed Barbara Boger to work for faculty and promote faculty, as teacher and trainer. She had Barbara train them to become leaders and gain confidence in making presentations...Margaret encouraged expanding the Carroll Comprehension Project. I'm not sure people realized how far out on a limb she had to go to promote this. It was hard to justify that kind of expense to the business manager and others. It didn't fit neatly into student instruction, so 766 wouldn't pay for any of it. But she encouraged those projects: the Logo curriculum with Temple Ary, and the Read Aloud program for the Lower school after Anne Lowell and Barbara came up with it. Children needed to be exposed to a variety of genres, and they weren't necessarily getting this in the emphasis on decoding. Anne and Barbara came up with a specific reading list, and began a study guide for each book, to work on comprehension.

Barbara Boger, PhD, past parent, former Trustee, head of the Carroll Comprehension Project, and teacher trainer, tells how she worked this new series of systems into the school:

One of the initial projects was the notebook project, and it was the only one which covered the whole school. I remember the day I brought it to the faculty. There was hostility in the air...I spent two months making it very clear that this was a pilot and if it didn't work out we would throw the whole thing out. Within two months we got phone calls from the parents saying, "My child is bringing his homework home!"

Win: One of the biggest issues was just getting 3-hole punched paper! Before the notebook project we teachers were always told to punch our own, because the other paper was too expensive. Each division had a different system of heading the papers, and teachers had worksheets made up their own way...It was the biggest relief to have someone just come in say, "Just do it...it will be less confusing for the children, and you don't have to discuss it any more."

Today every student carries a thick 3-ring binder with dividers for each subject, and also for sub-headings like notes, vocabulary, tests, etc, within each subject. Nearly every student can find his homework or his class notes in 20 seconds! It does work.

Barbara: The CCP was really released time for the teachers. I would go in and sit down with them and discuss what needed to be done. There were certain projects that needed doing-- one of which was planning and time management, done by Lorie Gillis. But the ones that were the most fun and the most successful were the ones where the individuals and I had a dialogue. I would provide them with information to read. We set up a clear structure of expectations. It was always in a state of process, and although we had a piece of paper describing the project to hand to people, it was always a "draft". Jeanette Caramagna and I wrote the Problem Solving Project this way.

I loved that in-service time in Margaret's era, and the faculty presentations of what they'd been working on...having a chance a share their ideas with others in a full faculty meeting. People who said, "I can't do this", did it and loved it!

Pam Tucker: Margaret was very good at delegating things. She was willing to let others shine and get the credit. She'd allow leadership within the faculty in very personal ways. Gerry Wile with his wonderful creative spirit could call up and say, "We've had two feet of snow, let's have an ice festival." Margaret would say, "Great!" Gerry would set up a schedule to rotate the kids through six different activities: sledding, snow sculptures, igloo building... and the Arts team put on those wonderful shows that amazed everyone. There was some criticism of her for not being dynamic enough as a leader, but the result was much more impressive because all the faculty became leaders. She really empowered the faculty, and people respected her for it. I'm working now with teachers who are always complaining about the autocratic leadership style in their schools. Once you've tasted that, you really appreciate Margaret's leadership style.

Pam recalls the struggle to bring computers into the curriculum in the mid-1980's: I felt that my own greatest achievement was getting the first computers into the school. I really thought it was important. The first year I had an \$800 budget, so I bought three PC Juniors for \$200 apiece, and spent the rest on paper. But they got us through until we could buy the first Apple 2Es. That year the budget had been increased to \$1600, but it didn't buy diddly-squat. So I cajoled one parent into giving us one, and talked the Parents' Association into buying two more, and even went to talk to the Acton Rotary Club to get another one-- it was really unnerving to talk to all those men!-- but they bought us another one.

One of the qualities that stands out in Margaret's years is that we were a community of learners. Margaret did that by example. She always wanted to teach and when we started the computers she finally could. First she and I literally taught each other computers and got the computer program started. It was a learning process for us as well as for the kids. I remember that with fondness because we were setting the example that Margaret wanted to set, that everyone was always learning, because we really were learning as well as teaching the kids.

GIFTT (the Garside Institute for Teacher Training) begins:

Margaret: I think one of the things that's important for the school is to keep on having programs so that people are aware of the teachers and their training... The kind of conferences that Barbara Boger put on, the kinds of outreach that Angie is doing. It does so many things at once... it gives teachers a legitimacy, and it keeps them thinking about what they are doing. It's so easy to get bogged down in classroom teaching, going over the same things again and again.

Angela Wilkins recalls the beginning of the Garside Institute for Teacher Training:

In 1987 I realized that Alice Garside would be retiring some day, much as we hoped she never would, and that it was important to continue the Orton-Gillingham training of teachers, both our own new language teachers and equally importantly, teachers in other schools. So I spoke to Margaret about this, and the next thing I knew, I wasn't Language Department Head any longer! We agreed that I'd run the summer session of TTI and also take over the winter term TTI, a year-long program for those who want to learn this method.

We began to get requests from other schools for workshops and lectures. The first year I ran two outside programs: one in New Hampshire, which continued for three years and was a weekly program for training teachers in a supervisory district there. The other was for the Natick school system. From that small beginning, in four years we've grown to the point where last year we went to 23 school systems!

[By the second year the program had expanded so much that Tom Needham, the new Head, asked Angie to give up her class and devote all her time to GIFTT. In the spring of 1992 she spoke at a conference in England, and since has run a major training program in New Orleans for the public school teachers of Louisiana. In May of 1993 she's off to Russia!]

Angie: One of the most exciting programs is the work in the McKinley in Boston, a magnet school for emotionally and behaviorally disadvantaged children. It's housed in four separate schools ranging in age from first graders to twelfth.

I've always tried to keep our program description general, to listen to what a school principal wants and to try to develop a program that will meet his needs and his finances. What we do is workshops, teacher training sessions, demonstration lessons, lectures, designing curricula, helping a system design its own curricula...many things, depending on the request. It became too much for one person, so now Ann Dolbear, [the Social Studies department head] and Nancy Raskind [an experienced master teacher] both spend one day a week working in other schools, too. The New Hampshire schools began to find that some of the Middle schoolers who'd been in our program for learning disabled students were scoring better on reading tests than the regular, non-LD children! These are the successes that make it seem that we're really achieving something worthwhile.

766 Continues

Deborah Awerman, 766 Coordinator and formerly math teacher and Dean of the Lower Division, reflects on the impact the 766 regulations have had on Carroll and its students:

Deb: Chapter 766 has regulated our school since about 1972. I arrived in 1977, when about 70% of the students were funded and monitoring from the state was less stringent than now. By the time Margaret arrived the State was pushing for total compliance: an 180 day school year, only certified teachers, etc. This was brought about by one town's fight against funding a child here, by saying we weren't in total compliance.

During Margaret's tenure the Board seriously weighed dropping out of the 766 program, with its many demands for paperwork and teacher certification. 1984-85 was a time of major decisions for the Trustees and the School--stay in 766 or not? By that point only about 20% of the

students in the school were 766 funded, due to the effect of Proposition 2 1/2 on town funds. Sharon Marsh, then the Education Director, went to the hearings. In 1985 I became part-time 766 Coordinator, and tutored part-time. And in January of 1986 the Board voted to remain in 766, in part because a faculty poll was strongly in favor of staying in. Since then, 766 percentages have grown, to about 55% in 1992. The High School has always been about 75-80% 766 funded students.

[I think the current high numbers are because] the state felt we had met the requirements, and parents are now more astute; also any family getting financial aid is asked to pursue 766 as well. My job was to open lines of communication with the state and with the public schools, and to show that we could work together. The towns had said, "You get a kid and never let him go." So I tried to change that view. Now budget cuts have ended programs, so some towns are more eager to find a program for needy students.

By 1987-88 I had more than three hearings a month to prepare for and attend...so I became a full-time Co-ordinator. Back then there were more hearings: now there are more 'creative settlements' before the hearings.

Bounders Thrives, but Loses Strats

Bounders flourished during Margaret Logue's years. In 1984 Michael Stratton was selected by Esquire Magazine as one of "100 Men and Women Under 40 Who Are Changing America." A 3-page article about his work with Bounders at Carroll, complete with a full-page picture, appeared in Esquire's Golden Collector's Issue. A copy of this picture hangs in the first-floor landing today. Mike insisted that he be photographed with some of 'his boys', so two of them climb a rope at his shoulder.

Michael Stratton developed brain cancer the following year. He fought courageously in the last two years of his life, but left active service at Carroll school in the fall of 1986. Before his departure Bounders held a 15th reunion. Former Bounders returned one hot August day from all

over the country, some 100 strong, to celebrate and recall their many escapades together. When Strats died in 1987 his memorial service was filled to overflowing with "his" boys and girls. And as Larry Brown recalls, he is still the person former students of his era speak of most often. Henry Lee says it all when he describes Strats as "dynamic, creative and charismatic-- a truly remarkable person."

After a transitional year, John Palmer became the new Bounders director. John says he was fortunate in not having to step into Strats's shoes, directly. He describes the programs which have continued, and those which have changed over the past six years.

John Palmer: I came on originally to do the extended day program of Bounders and run a few trips. Strats died the same week I arrived, so I never met him. The first year I just got my feet wet. Pam Tucker and Margaret Logue wanted to have a Bounders program during the school day, so that every student could have the experience, so we set this up for the following year... At the start a lot of doubters said, "Some kids won't fit into this program." But Penny Loscocco and I really wanted all kids to be exposed to the ideas of Bounders-- and the ones who would never have taken it after school were often the ones who had the most to gain. We didn't make anyone do anything they didn't want to; emotional safety as well as physical safety is important. There was a little resistance at first. But one high point happened the last day of the year. One boy had been here for years and never would climb; he waited until the day before graduation. You had to dress for every activity and clip in. He was clipped on, and was saying, "I'm not going to do this, you know." So I said, "You know this is your last chance. You'll never be a Carroll student again," and he said, "I'll do it." And he did.

When we were able to have a two-period class, that made all the difference. We could have time for debriefing, and over the year the kids developed a real sense of community and trust. We now have canoeing and water skills in the fall, and then start skills for climbing the wall-

catching people, spotting people, team-work, and so forth. The idea is that you're going to be up there and you want the belay team to be aware of you.

Other activities include broom-hockey, cross-country skiing, exploring the bomb shelter (alone, for the oldest kids; in pairs for the younger ones), maple sugaring; first aid, alternating with orienteering, and the ropes course and swimming in the late spring. Mud walks in the swamp happen some years, but there are no more tree sleeps. One new activity developed when the big plastic sheet for the skating ring began to deteriorate. It was cut into ten-foot squares and used for shelter-building. Each class was divided into groups of two or three who built a shelter: the task was to "save" one member of the group while the others went for help. Many tried it out during study hall periods to see how warm it really did keep them. A hidden aim was to teach the theories of hypothermia, in order to get the kids to dress better for the cold weather. Once again, this was a way to teach safety and team work.

Another new offering was a weekend trip for skiing, hiking or white-water rafting. Every child can go on one of these trips, and most of them have done so. In fact, it's the parents who often have the hardest time letting their children go, not the kids themselves.

In the fall of 1992 John Palmer took over the computer teaching position, and Brian Kelly, a former Carroll student who had been a Bounder in Strats's era, became the new director of Bounders. A wheel had come full circle.

Margaret Logue's Legacy:

Margaret was charged by the Trustees first to increase enrollment and donations, two areas where there was a steady increase during her six years as Head of the school: the population rose from 174 to 212, a 22% increase, and fundraising went from \$145,000 in 1983-84 to \$296,000 in 1987-88 (and was in fact \$370,000 the year before).

Several of those who worked closely with Margaret reflected on her style and values as Head:

Betty Richard, who worked as the Admissions Assistant for many years, and then as Margaret's Assistant:

I felt badly that everybody didn't have the opportunity to know her well. Margaret was so bright...One of the most important messages that I learned from Margaret was that the child came first. Whatever decision had to be made, whether it was buying equipment, or whatever-- she would consider: was it going to benefit the child? She would always be very careful how she managed the finances of the school so that the child got the best of it all. The school had never seen someone quite like that. People would have liked her to be more of a leader, but her skills really shone through in this way.

Win: She was so wise. In Admissions meetings she was so reflective about what the child needed, and whether the School could provide it, and what the drain would be on the teachers if it was a complex child. She had read the files thoroughly and really thought about each case. She was great to work with.

Pam: The other thing she did was to set the example of integrity, which permeated everything that happened at Carroll School. She set the value and everyone we hired had that same value. With all the other differences we may have had, integrity was there. And hard work was there, because she valued that.

With typical modesty, Margaret gave the credit to others in her final accounting to the Trustees in 1989:

Margaret: Virtually everyone connected with the school puts its welfare above personal preference or convenience. I know of few institutions where that claim can justly be made.

VI: TOM NEEDHAM LEADS CARROLL INTO THE 1990s

When Margaret Logue offered her resignation, effective June 1989, the Trustees looked for someone with vigorous marketing and fundraising skills. The High School, founded in Al Forsythe's era and now nearly ten years old, was still languishing as the Board sought a permanent home for it. With the internal academic program in healthy shape, the Board looked for someone who could be, once again, more of an "outside" head.

Gilbert Verbit, president of the Board of Trustees from 1988 to the present, recalls the search process:

There wasn't any applicant from inside the School, so we had hired a professional search person. We thought she would produce candidates and we would just sit back and choose from this bounty of qualified people. Well, it didn't happen that way. So then Margaret suggested Tom Needham, who had no interest at all in leaving Pine Ridge. She introduced us to him at an Orton Conference. Well, he had just moved his family to Vermont and taken over as Head of Pine Ridge School a few years before, and he liked it there. Margaret worked on him, and Larry Brown and I worked on him. We went into the interview process, but ...the fact that he was already administering a school like ours... made him the ideal fit. Many people thought that the school needed a dose of adrenalin just then, and Tom was full of energy! Some of us were concerned that he might be a little young for the job, but in the end he was clearly the best candidate, although there were other good candidates, too.

Margaret was a wonderful Head, and she came in when the School needed stabilizing and she stabilized the school. Tom was going to remake the world and that appealed to the trustees, who felt that the school needed some shaking up... You came to him with a problem in the

morning and it was solved in the afternoon..

Another trustee adds: Tom is a breath of fresh air, Tom is energy... they are synonymous!

Tom's strengths have proved to be largely what the Board expected, they say: a tireless devotion to making Carroll's name known, an ability to work with parent groups, and an interest in re-energizing the Board itself with new members, including current parents.

Looking at Carroll with new eyes, Tom reminded us to put away our clutter, and improved the appearance of the school and grounds. With gifts from individual parents and from the Parents' Association, the lobby and the Cole Room are now gracious with couches and carpets. The grounds, too, have had a much-needed pruning and replanting. Picnic tables and a basketball court replace the old front "lawn", always a muddy field from the trampling of so many young feet. With foldup tables, the lunchroom is now in the gym, and the deafening noise of the basement lunchroom is only a memory. Most teachers are free on any given day to eat in peace.

Parents' Association:

The Parents' Association has existed for many years, more active in some periods than others. A recent president Susan (Sammy) Baldini, now a trustee, describes her introduction to the PA.

Susan (Sammy) Baldini: *Because we showed up to attend PA meetings, Mary Roy and I were targeted to be co-presidents for the next year! .. We moved the welcoming day (first day of school) for new parents into the gym, and had Buck Weaver, then the consulting psychologist for the school, come and talk. This was the beginning of a new phase of the PA.*

Frances Diemoz ran the first auction almost single-handedly: that was a good, professional auction, I think. The year after that it was even better, as a few of us worked until midnight some nights, planning those events.

Recent auctions, now held every other year, have included a professional auctioneer, dinner, a silent auction under a tent, and large enthusiastic crowds. One brought in nearly \$45,000. With the money they raised, the PA has supported faculty development, the arts program, computer purchases, Bounders, and other elements of Carroll's program.

The Parents' Association also enriches life here in many quiet ways: "faculty/staff appreciation lunches" once a month, morning meetings for parents to explore issues of concern to them, work days to spruce up the grounds, evening lectures (usually open to the faculty and the public), fall dinners for parents of each division to hear about the school's programs, a Special Visitors Day for grandparents and other "special people", and many events for this 25th year. The tireless work of many parents has enriched the school tremendously over the past 25 years.

David Oliver, the Director of Development and Assistant Head for External Affairs since 1991, recalls the 1992 Special Visitors Day:

David: We had a large group of grandparents and others, and some knew a little about learning disabilities. Some came with considerable apprehension and even a little embarrassment: why did their grandchild have to go to this "special" school, when he looked so normal? They visited classes with their child and then Tom spoke for almost an hour. Tom was able to relieve their anxiety and help them understand. Afterwards one came up to me and said, "I never understood before why my grandson could look so normal and still not read-- and his writing and spelling! This has been such a help!"

Outreach and "Insights"

Tom, like Margaret before him, encouraged projects that would spread understanding about the dyslexic in the larger world. Barbara Boger recalls the issues addressed in the Outreach conferences held in the early 1990s:

Barbara: The concept of providing a wide range of teacher and parent

education services is important; it keeps people internally current and excited. The teacher education, in terms of comprehension and study skills for regular education classes, was exciting. The more I did teacher education, the more regular education teachers took the courses, in part because there was some foundation money available for teacher scholarships. For both legal and economic reasons, special and regular education are combining more and more. Artful teaching is artful teaching for all students, even though some will need special modifications. To find a willingness to accept that concept was exciting for both groups.

I loved putting together "Insights". It was a step down from a journal, but in short, succinct ways gave interesting information about what was going on in Carroll, as well as articles from some people outside the Carroll community...The interest and time spent on parent education was very satisfying. Carroll has, in a variety of ways, offered a haven not just for children but also for parents, and a forum to think about children in a different way. This should be shared with the wider public.

The main concerns of Tom's first years:

David: In looking at what Tom has tried to do, you must realize that he inherited a situation in which the state's 766 tuition rate has been virtually frozen for four years, which has forced private tuition to escalate nearly 30%. The issue of 766 really becomes one of who's running the school. The state pays for nearly half the students here, and also dictates through state regulations what credentials newly hired faculty must have. This has created very difficult financial constraints.

Tom began, under the Trustees' direction, a program of developing other sources of income. The million dollar Endowment Campaign, begun in Margaret's years, was successfully completed in the spring of 1991. The Herndon Family Scholarship Fund was established as an important part of this capital campaign, honoring long-time trustee Noah Herndon, and Nancy, his wife. *[Nancy Herndon had been very active in the school's*

early days. Among her projects was the preparation of a cookbook to benefit the school in the early 1970's.] At the end of June, 1992, the school's endowment exceeded \$1.2 million dollars.

Other ways to increase income have also been pursued, such as encouraging the rental of our facilities to outside groups for everything from wedding receptions to a men's basketball team.

In the past three years three special funds, The Blair Fund, The Smith Fund and E. E. Ford Foundation Fund, have been established to support faculty development projects. These funds each provide a small stipend to allow faculty members to pursue a project or interest which will expand their lives and thus, indirectly, their teaching. Those receiving the funds are expected to bring back to the school a report or curriculum plan based on their experiences. Additionally, a gift in honor of Robert Newman, a former trustee, provides an endowment for support of the library.

Several individuals and organizations have provided funds to give awards at graduation to students who excel or show great improvement in math, science, writing, and history-- as well as the "wings of Glory" award for the exceptional athlete each year. And the Head's award, most coveted of all, started in Al's era, is still given each year. In 1992, Tom surprised the faculty with the "Honor of Gold," recognizing those faculty and staff who had served the school for ten years or more. Some twenty persons were so honored.

Frank Browning: Tom also reactivated the alumni through the Alumni Council, which Jim Alden, a former student and currently a Trustee, headed.

David: Tom started the Alumni Council, asking Jim Alden to lead a small group of alumni interested in working for the school. This organization has supported the school in many ways in the last few years. The Council has helped run reunions, including a major one in June 1991, organized by Lorri Newell, a 1988 graduate of Carroll High. Jim

also organized the Council to solicit fellow alumni, thus increasing alumni givers from 1 in 1989 to 52 in 1992! The Council is currently working on a directory of all alumni, their current addresses, occupations, marital status, and so on. A major focus for the Council in this anniversary year is the big June 25th Reunion, to which all former faculty as well as students are invited. In recognition of the importance of its 1100 alumni to the school, this winter the Board of Trustees revised its bylaws to provide a seat for the president of the Alumni Council on the Board.

Win: "Life After Carroll", which began as the brainchild of alumnus Cliff Moskow and Faith Rugo, is another project of the Council. This is a series of assembly programs where alumni tell current students about the pleasures and pitfalls awaiting them in high school, college and the world of work. Originally Cliff came alone. Now each program includes a group of alumni who represent different career paths and ages, and thus can speak to the interests of more students. In recent presentations a businessman, a computer programmer, a firefighter and a college student have each offered hints for handling the advanced school reading load, trading one's math skills for a friend's typing ability, job-seeking, etc.

David: The Board of Trustees now includes a number of current parents and other friends of the school. Tom has challenged the Board to be more active, encouraging each member to work on a subcommittee, and gathering the whole Board at a two-day retreat last spring to review long-term goals and the mission of the school. A new long-range plan is in process and a new mission statement has been adopted. This reaffirms the school's dedication to serving the dyslexic population from age 6 to 19, and also its desire to address the needs of the adult language learning disabled population.

Other areas that have taken much time and attention include the second NEAS&C accreditation, which involved an extensive self-study during much of the 1991-1992 school year. This work culminated in a 300+ page document, detailing the workings of every department, committee and facility in the school, and our own recommendations for

improvements. (This time we all knew how to use and save our data on computers, at least!) When the NEAS&C committee reported back to the school on their evaluation, they were pleased with the school's dedication to its students and to excellence in serving them. It had a few recommendations, as always. A permanent place for the High School was important among them.

During his first year at Carroll Tom began an international exchange program with Mark College, an LD school in Somerset, England. Three years ago a group of students from England visited Carroll, seeing Boston and New York as part of their tour and staying with Carroll families. Last winter a similar group went from Carroll to England and "did" London, as Ann Dolbear, social studies department head and a chaperone for the trip, recounts:

Ann: When our students went to Mark, they visited classes and stayed in dorms for several days, and thus got a sense of English schools. Students also stayed in private homes. Then we went to Bath with their Head-- that was a wonderful day! We visited a castle, and then went on to London. The kids learned to navigate the London subway system on their own, and we visited the Tower, the British Museum and the Imperial War Museum. But our kids said the best part was staying with the British students' families, scattered all over southern England and Wales. That way they really had a sense of British life, and saw many different kinds of families and homes.

VII. ON-GOING PROGRAMS

The Changing Admissions Scene:

Many programs have evolved over the years, with the changing vision of each Head or the changing needs of the times. Admissions is a good example. Jack Cobb describes Admissions when his son arrived in the early 1970s:

Jack: We were, as parents usually are when they come to Carroll School, in a state of some turmoil. We'd just been to another school where the headmaster said, "Well, you know we do the best we can with these kids, but we can't expect too much of them. We just want them to be happy." Since this was my only son and male heir I didn't take too well to that approach. When I encountered Bill he was quite the opposite. He talked about how he was himself a dyslexic. He was quite dashing in a turtleneck and blazer, and he talked on and on about what he could do for these kids. I really took to that-- I was hungry for it. My wife thought he was a snake oil artist! ...Probably we were both partly right, we usually are.

When Al Forsythe took over he introduced a more clinical approach in which the guidance director did the interviewing, and recorded information on an organized checklist. In the 1980's Henry Lee preferred the more traditional private school model with an official Admissions Director and procedure. Henry believed that every parent should meet the Head at least briefly, and he made sure he did this.

By Margaret's time, as all recent former parents know, admissions was quite an extensive and involved process, including an initial tour and a visit by young children to a class of age peers. One former parent whose child had been here for summer school recalls having to bring her son back from overseas for an interview a year and a half later, to be sure he was an acceptable candidate for the winter program. Accepted

applicants returned on a later date for placement testing. Inevitably, there was stress, for parent and child, as several parents of the 1980's relate.

Sammy Baldini: Steve entered in 1985. What I remember first is the day that we came in for our initial interview... Steve's earlier school had big, new, clean, airy spaces-- it felt contemporary, modern. We went into the Gatehouse and going up those steps with the numbers on them I thought, "How can I send my kid here?" It felt so cramped and so dark and dismal and there were kids running in every direction. Looking into the classrooms that were literally closets and bathrooms in some cases I thought, "How can I send my kid here?" And then I went home and prayed that he'd get in! Because we ended up realizing that even though the physical space was what it was, Carroll had these wonderful people who could help this kid come out of the depression he was slowly sinking into, from being told he was stupid all the time... and really that wasn't the case at all, he was just very dyslexic. I remember going home and waiting every day for the decision... and it was the nicest thing, for Steve to get this special letter sent to him, saying that they wanted him.

Salwa Smith, a trustee whose five-year old was the youngest child ever accepted at Carroll, recalls her first visit this way:

I remember when I first drove up that hill. I kept feeling that I was to blame, that somehow it was my fault, that I hadn't read to him enough or spent enough time with him, or something. Coming up that hill I was just devastated, I was crying; I felt that my son's life, at age five, was over.. After being at Carroll for two months Edward was reading, and his self confidence was coming back. He just changed 180 degrees in those two short months. That changed my whole perspective on the school and what it does. The transformation that you have in your children is...remarkable--you can't help but see it."

In Tom's time, Admissions has changed once again. Parents send an extensive file of test information from a clinic or school tester, to identify their child as having a learning disability in language areas. At the

child's initial visit, brief reading and math testing and a classroom visit, are included. One Admissions Director oversees all admissions from first grade through the High School, assisted by a full-time Assistant Director. The 766 director also is responsible for students in all grades. Transition, which was formerly handled by the Admissions Director, is now a separate office with its own Director.

Carroll High School:

Larry Brown: Today our focus is on preparing our students for college and, as a part of this, developing study skills, skills of self-advocacy and self-awareness. The message is pervasive in our curriculum: be an active learner. In the past the colleges have criticized us for giving too much structure, so that some students weren't able to apply skills on their own. Now we lecture for several days, then stop and review their notes. We analyze from tests how each kid learns. We have to let them fail, so they can learn how they need to take notes, stay focused in class, and review.

Computers in the 1990s

In the last few years computers have become a basic part of the teaching at Carroll. Although the old Apples are still used in the classrooms, we now have a number of MACs. These newer machines have been purchased through several grants. John Palmer, who became the first full-time computer instructor in the fall of 1992, tells about the goals of this new offering;

John: For LD kids especially, it's important to have the best tools in their pockets before leaving. The computer lab, with nine MacIntoshes, is used first to support the language classes. Our goal is that no student transition from Carroll without word processing skills. After an introduction to keyboarding, students are able to sign up and use machines during Study Halls, for touch typing, preparing reports and other homework assignments.

In the library we have a CD ROM Grolier's Encyclopedia, from which

they can find information for reports. It's a great tool! Someday we hope to have an electronic card catalog. The Lower Division has just received seven color Macs, and the younger students are using some amazing programs. There's one in which they can complete a story started on the screen, with a picture to start them off--and can even tell their story orally. Computers are used also in science and math classes.

The students of the 1990s and the work they do:

Many people interviewed commented on today's students and classes, as compared to those of the past:

Deb Awerman, 766 Coordinator: When I first came the population was behaviorally more difficult. A few hid their heads in the desks, handcuffed themselves to the fence..! In my first year here we brought in a third teacher, Linda Caplice, to help our group because they were so difficult. Over the years we have gotten clearer on learning disabilities, and so have more real LD kids. Admissions has done an excellent job. Some students can be draining, but that's different from being inappropriate (i.e. not LD).

Another change is that the funded kids, particularly, are more severely LD and thus need communication, speech/language, and so on. Teachers are asked to supplement this in class. Counseling demands are up, too, but kids do have issues around LD. Our kids don't fit into a single mold, and we need to individualize more. Margaret Logue said, "When there's an issue, let's look at what the child needs." We have to follow the research, and build on Orton Gillingham, to meet their needs.

Anne Lowell, the current Dean of the Lower Division and formerly an Upper Division tutor and teacher:

Good moments with children happen every year when they come in as non-readers and then learn to read, or come in with no friends and learn to make friends. The first year is so wonderful!...Watching the children "cook their way around the world" in geography class, or, while learning

about endangered species, pick up so much new vocabulary. It was amazing that the group that studied Native Americans could stay focused on beating pulp out of sticks to make cordage, or rope, but they did. And that was in a large group of twenty, too! We took them out to shoot bows and arrows and spears, and impaled no one! It was one of life's little miracles.

Others who have been here for many years mention similar changes, generally: a more appropriate population despite many very active children, and a growing recognition that there are many specific skills they need to develop through many kinds of activities. Science courses include pond exploration, and the use of computers to graph temperature changes and share this information with other students across the country through a program called TERK. Math and Science classes interact in a number of activities. Young children in social studies classes write to Native American children in the southwest and each group exchanges gifts they have made. Middles built a life-sized Egyptian mummy, and each year Uppers study the Holocaust and hear a Holocaust survivor tell of his experiences.

VIII: VISION FOR THE FUTURE:

Most interviewees were asked where they would like to see Carroll School headed in the next few years. Certain points were raised by a number of people:

- the role of the School in encouraging, or perhaps doing, research on the dyslexic child. Some urge research defined by the School itself, to explore different ways of teaching dyslexics.*
- the issue of space, both for a permanent home for the High School and for expanding space needs on the Hill: should a new campus be found?*
- the greater needs of current parents and adult alumni for support and/or informational programs*
- and the need to raise funds to support all the dreams and hopes we have.*

Individuals also suggested specific ideas for the future:

- developing a "model school", to train teachers who would then go out and use our techniques in their own schools*
- publishing some of the materials we've created and found successful*
- enlarging the Hill school to about 200, to provide a wider friendship group for our students*
- broadening the offerings in the arts or athletics, to capitalize on the strengths of many of our students, as a way of building both self-esteem and, possibly, skills for future careers*

- creating an endowment for faculty development and possibly sabbaticals

- creating more programs for our alumni, addressing their questions about research on dyslexia, raising LD children, and coping with career choices

- developing a Carroll adult education program, perhaps held downtown in conjunction with some business/industrial group, to use our methods to help the large workforce that needs reading skills

There is certainly no shortage of creative thinking on the Board or among the School's other supporters and daily participants. This all promises great changes and hopes for Carroll's second quarter-century.

Tom Needham summarizes many of these views as he reflects on the changes he hears the Board of Trustees discussing at present:

The Board is looking for Carroll School to grow into something, not changing what is it now, but a great deal more growth in the area of the Garside Institute (GIFTT) and outreach.... They want to do more with the alumni group. "Enduring relationships" is a term in the new mission. We might offer a study course for recently graduated students, and then bring them back after college when they are getting ready to get married, and do some work teaching spouses about LD. The older alumni want meetings about LD and what to expect for their own children...They kind of assume they're going to have dyslexic kids, and, "But what do I do? What do I ask for in the public school?" are their questions. We have to move from teaching self-advocacy to teaching how to advocate for their kids, and that's a different skill...

Many former parents on the Board want to see us do more with current parents...They ask us to do more in education with current parents, and be more supportive to parents. We all recognize the constraints on

everyone's time and resources, so the question is not what we want to do, but how to get it done with limited time and money: the expertise, the design of the program and so forth...

We as a school have to be more skillful and analytical in planning for fund-raising. All of these wonderful ideas have to be supported with revenue. ..Money is tighter, and we're desperately trying to slow down the increase in the growth of the tuition rate. But we are extremely tuition dependent, and we need to raise salaries. Fundraising has got to become a much more integral part of the school. We need to take less money for financial aid from operating costs and more from endowment... We've got to do something to assist our parents with the costs. These things need to be done before we can even start on the new ideas.

Where and how we are going to live in the future?... We need a home for the High School and have to make a decision very soon. Facilities-- this beautiful old house, as beautiful as it is, does not allow for flexibility... We can't change the structure of spaces, classrooms are too small, we need a space for large meetings... It was an astonishing feat to have purchased this when we did. However, everyone connected with the school, faculty, staff, trustees, parents...should question, "Why are we here? and is this the best place for this school? And how do we make it better for the kids who come here?"

IX. CONCLUSION

And so we come to the end of this chapter in the history of the School to its 25th year. Some things never change: the need for more space; the desire to do more research; the search to find time to focus on language skills and also address the social and emotional needs of the whole child.

But for the hopeful and often anxious parents who stand behind them, and for the teachers each day in class, the focus of Carroll School is always the child. We see each September the dubious and the eager, the athletic and the fearful, the bright and the average, those who seem only to need a little and those who apparently need everything, troop through our doors. We struggle to teach strategies for reading and spelling and memorizing-- those areas which may never come easily to them. We work to build self-confidence through success in small things, and in risk-taking, in class and in Bounders. We value cooperative work and learning, as well as pleasure in competitive sports.

And each June we watch with pride and delight as our graduates head out into the "real" world, confident, hopeful, and equipped to take on the new dragons they must slay.