

# The Carroll School:

## Chapter One



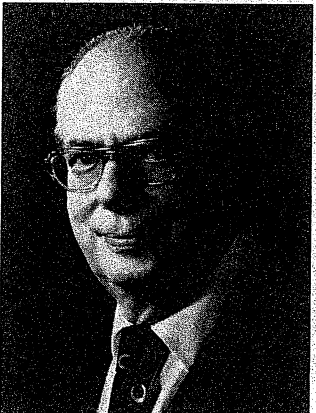
An Oral History of the Founding of  
The Carroll School

Edited by George G. Carey

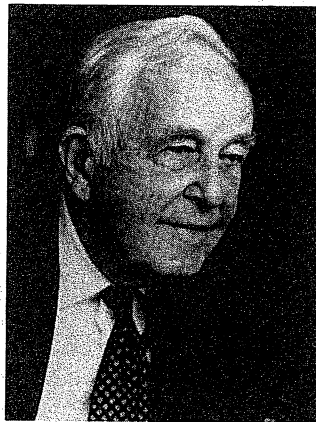




F. Gorham Brigham, Jr.



Samuel L. Lowe, Jr.



Dr. Edwin M. Cole

### About the Editor

Since 1958, George G. Carey has taught in varying capacities at St. George's School and Milton Academy, Middlebury College, Johns Hopkins and Yale Universities, and the Universities of Maryland and Massachusetts. He has served as a consultant for the Penobscot Marine Museum, the American Folklore Society, the Northeast Folklore Society, the Maryland Arts Council, and the Massachusetts Council for the Arts and Humanities. A recipient of grants from the American Philosophical Society, the American Council for Learned Societies, and the John Guggenheim Foundation, among others, Mr. Carey is the author of four books and more than one hundred articles, essays, and reviews.

## Preface

*I don't remember when I first asked myself "Exactly how did The Carroll School come to be?", though it was a natural enough question.*

*In any case, I had met Dr. Edwin Cole — one of the founders of The Carroll School — before I became Head of the school. Soon after coming to Carroll, I began speaking on the telephone with two other founders, Mr. Gorham Brigham and Mr. Samuel Lowe, strong friends of the school who often called me with suggestions and helpful comments. At the same time that their involvement with the very beginnings took shape in my mind, I was pondering ways in which we might celebrate Carroll's twentieth year as a special school for dyslexic children.*

*Shortly after that, I had the good fortune to meet George Carey, an ebullient man with a grand sense of humor. George was visiting Lincoln to work with Mike Stratton on a book about Bounders just as I was becoming interested in the field of oral history. Something clicked, and I asked George whether he would take on the job of editing the school's early history if I could persuade the founders to give us the time we would need to pull it all together.*

*This story is the product of many hours and much generosity and thought on the parts of Dr. Cole and Messrs. Brigham and Lowe. Not only is it entertaining to read, and not only is it an instructive historical account, but it offers an unexpected element: what George refers to as "the fondness with which these [three founders] remembered what had happened and what they had accomplished."*

*And so we publish The Carroll School: Chapter One in celebration of the school's twentieth year and its many accomplishments in those two decades. It continues to be a school that many people regard with great fondness and great pride.*

*I hope that you will enjoy reading this oral history of the founding as much as we did the taking of it.*

Margaret Logue, Head  
The Carroll School  
Summer 1988

# I. Origins and Sources

*How little we frequently know about such matters. Surely this is the case with our educational system. In a society that presumes to place a high value on literacy and education, it is usually the exception when the graduates of a school know anything at all about the foundations of the elementary or secondary institution they attended unless, of course, the school made a point of historical indoctrination.*

*It's not that we don't want to know about these matters, it's just that while we are actively enrolled at these places the emphasis is on the education at hand, not the wellspring of that education. Moreover, as schools develop and there is turnover in administration and teachers, the drift away from the source becomes inevitable and the origins and inspirations behind a school become consumed by other concerns: amplifying the endowment, for example, or leading the way with curricular development. (Such may have been the case at The Carroll School.)*

*Beyond this, heads of schools seldom last more than ten years these days. The Carroll School is typical of the turnover rate in heads. In its twenty years of operation, six people have had the helm. With such changes, those origins mentioned have become virtually extinct. No one seemed to know this better than the present head, Margaret Logue. She admitted to only the vaguest knowledge of how the school was actually started. But she also was wise enough to realize that the three men who had been the driving force in founding the school and starting it along its present course, F. Gorham Brigham, Jr., Dr. Edwin M. Cole, and Samuel L. "Junie" Lowe, Jr., still had clear recollections of the early days. One of them in fact, Dr. Cole, is still active in school affairs at age eighty, and his recall about inceptional activities is remarkably crisp. Here, for instance, he remembers some of his early anxieties prior to the founding of a school specifically for dyslexic students:*

*"When Junie Lowe, Gorham Brigham, and I first discussed the possibilities of establishing a school for dyslexic children, I experienced a good deal of frustration due to my experience as a physician trying to influence the educational establishment to provide adequate instruction for a number of dyslexic students I had seen as patients. Naively, I had thought that any educator would welcome a new, and in my view, completely reasonable approach to*

*the instruction of dyslexic children. What was needed seemed to me very clear, but not to most teachers and school heads to whom I recommended using an intensive alphabetic-phonetic method of instruction.*

*"What I had worked out and confirmed over a number of years was sending tutors to several schools in which patients of mine were struggling with dyslexia and having their reading taught phonetically by a trained tutor. There were so many "road blocks," and only gradually did the approach which I deemed necessary receive any general acceptance. Gradually through dramatic growth in proficiency as a result of intensive help in summer schools, both at St. George's School in Newport and The Cambridge School in Weston, it was possible to prove how well students responded to what came to be known as intensive Orton-Gillingham tutoring.*

*"So when, as a result of discussions with Junie and Gorham, it seemed likely that we could establish a school dedicated to those principles of instruction, I felt great relief that we could create an ideal educational climate for the dyslexic children we would accept. It took time and possibly further frustration to discover that a well-integrated curriculum couldn't happen overnight. Many details had to be worked out."*

*It was these details that Margaret Logue wished to learn more about. So on June 2, 1987, she convened and brought to her home these three men with the hope that these early movers might, once and for all, set straight what actually took place at creation.*

*When Margaret Logue suggested that I be the recorder and codifier of this information, I asked to see whatever historical information on the school there was. She handed me a small manila envelope and said, "This is all there is." It wasn't very much. There were some isolated newspaper articles from a variety of sources, most of them detailing the nature of dyslexia and the role of The Carroll School in helping students afflicted with that learning disability. There were also a few early pictures and assorted memorabilia. Any articles that even addressed the early history of the school did so in the most general way. The real facts about key people and times and places were still stored away in the memories and minds of those individuals who brought The Carroll School onto the educational scene.*

*That is, until June 2, 1987. What follows now is that record recalled in the very words of the founders, teachers, and staff. Their words have been changed as little as possible, invariably just for clarity's sake. There has been some necessary splicing for the purpose of continuity, as when a par-*

particular anecdote or historical accounting got interrupted. By and large, though, this is a very vital kind of history, that told by the people who lived it.

If one thought came through above all else in the recording of these Carroll School origins, it was the fondness with which these people remembered what had happened and what they had accomplished. Pulling The Carroll School story together was obviously an endeavor wrung from deep commitment, but it was also an enterprise hung on devotion and an innate appreciation and joy for the challenge these founders were presented. Witnessing what has evolved over the last twenty years, anyone will recognize that a great many others are thankful that such people took such great pleasure in bringing forth something as outstanding as The Carroll School.

## II. Early Visions

To create a school, two elements are vital above all else. First of all there must be someone with a vision, a person who recognizes a problem and perceives a way to solve it. Then there must be those who turn the dream into reality. In the case of The Carroll School, the visionary was Dr. Edwin M. Cole, a graduate of Harvard Medical School, a world-famous neurologist on the staff of the Massachusetts General Hospital, and a student of Dr. James B. Ayer, an equally well-known neurologist. Early on in his career, Cole had been seeking a specialty in his particular field and by a fortuitous set of circumstances he encountered dyslexia and decided to specialize in helping those with that learning disability.

Cole explains:

"I decided as I approached the end of my medical training that what I wanted to do was go into the field of neurology and I got to know the head of the department, Dr. Ayer, and I said, 'Well now, Dr. Ayer, what do you think I ought to do? I think I ought to go into practice.' And he said, 'I'll tell you one thing, you should perhaps get into a field where you're the specialist. For instance, I have a classmate, Sam Orton, who does a lot of work with kids who can't read. Why don't you go down to New York and work with him for a couple of months and see what that's all about.' And I did that.

"Orton had a research institute established and it was underwritten by the Rockefellers, which is interesting because a good many of the Rockefellers were dyslexic. We all know poor old Nelson was—he couldn't spell worth a damn. So after I'd been in New York for a time working at this institute, I said to Dr. Orton, 'I'm going home.'

"He said, 'That's fine, you go home and you start a clinic at Mass. General for children who can't read and have speech problems.' And he said, 'Don't call it a reading clinic, call it a language clinic because the whole process is all mixed up together: speech, reading, and everything.'

"This was in 1934 that I came back from New York, and I went back to see Dr. Ayer and he said, 'Well, what do you want to do now?' And I responded, 'I want to start a clinic at Mass. General.' He said, 'That's fine, you'll start it right in the Nerve Clinic,' which

is what the old clinic was called, 'and we'll give you all the backing you wish.' I remember it was May of 1934 when I walked into the clinic, got a room, and more or less said, 'Well, we're ready for business.'

"I suppose it had been noised about a little bit what I was hoping to do, and right away I began to see children who had problems with speech and reading and learning written language. There seemed to have been a plethora of these youngsters. The pediatric department was very good about referring children, and then the eye clinic, the speech clinic, and so on, so that we had a lot of business at the clinic.

"At the same time I began to have an outside practice. Well, it didn't take me long to see that it was very easy to make the diagnosis. But what are you going to do with these young people once that diagnosis is made? You have to have teachers. We began to train interested persons who thought it would be fun to learn something about this kind of education. We provided training for the teachers in the Nerve Clinic and they would tutor the dyslexics in the afternoon. We built things up and I began to see private patients.

"The first patients I saw were mostly the sons of doctors. I had a great following of physicians which was nice (in many ways). At that time I knew nothing about teaching, nothing about schools; however, I soon began to go and visit schools and explain to the heads of these schools what the problem was and that the dyslexic child needed special teaching.

"Most of the people looked at me with considerable disbelief, but one exception was Rev. Peabody, Headmaster of Groton School. He thought that maybe this would be interesting, and he particularly thought so because his daughter, Betsy, had been studying with Orton about the same time I had. Rev. Peabody was one of the most perceptive educators I had ever met. At most of these schools, what we call the best private schools about, I thought I would be welcomed with open arms by the educational establishment. Instead, heads and senior people just shook their heads. 'What is this?' they wanted to know. Nothing seemed right to them. The thing just didn't make sense.

"Just about that time there was a fellow, a dean, I think, at the Harvard School of Education who had theories about reading disabilities that had to do with the two eyes not focusing together and so he was anything but receptive to Orton's preachings, in effect. This was a typical response.

"Through the first few years I found that, with the pressure that parents could put on the schools, the schools would allow a tutor — but that wasn't really the best way to do it. I began to realize more and more that the child should be in an accepting and friendly environment and our pupils weren't. I mean that the youngsters I worked with, the teacher would openly resent the fact that she couldn't teach the child and that he had to go and sit with a tutor. I began to say to myself, 'Well, dammit, this isn't really working, this isn't going to be good.' That's when Junie Lowe came into my office."

### III. Implementing the Vision

*Samuel L. Lowe, Jr., was a well-known antiques dealer living in Newton at the time. He had been active on several educational boards in the greater Boston area and was a man who knew how to make things happen. As fate would have it, one of his sons, Jonathan, had a disability which to that point had not accurately been diagnosed.*

*Lowe recalls:*

“Jonathan was the middle child, probably the typical sort of middle child. He was a very bright little boy who, as soon as somebody came home to play with him, they left soon after. And he just didn’t seem to do very well at school either.

“My wife was on the ladies’ committee at the Children’s Hospital so she had him tested for brain damage by an expert they recommended. Then she went to a child psychiatrist who was to unblock him. After a year, the doctor discovered he hadn’t really done anything because Jonathan really wasn’t blocked at all. At that point I, who had been a clinical psychologist, woke up. I learned of a Dr. Cole through an educational connection from the Mass. Board of Higher Education Policy on which I sat. Maybe we could get Jonathan in to see him at Mass. General. Dr. Cole was pretty busy. He had a big backlog of patients and could perhaps see Jonathan in about six months.

“At that time one of the neurosurgeons at Mass. General owed me a big favor. So I called him up and he said, ‘Oh yes, I’ll get hold of Dr. Cole right away.’ Dr. Cole said he would see me the next day.

“That morning I walked in and Dr. Cole was ready for me right away even though I got there before his regular visiting hours. I started telling him all about Jonathan and what he’d been through and Dr. Cole said, ‘Of course, he has dyslexia.’ He started to explain it to me and he said, ‘Bring him in right away and we’ll give him some tests.’

“So Jonathan came right in. He was an eager little boy, and Dr. Cole said, ‘We might have to give you some tests, Jonathan,’ and Jonathan said, ‘Oops, here we go again.’ He’d been tested so many places, so many times.

“Dr. Cole did find he was dyslexic. Of course, he had a high IQ, as is frequently the case, but Dr. Cole noted that the real problem was that there really wasn’t a suitable school for this youngster. He said, ‘We have schools but they’re really not suitable. There’s one we could board him at in upstate New York, The Gow School, and there’s one in Connecticut that will take him, but the students are not all dyslexic there. There are just a few in Boston.’

“Jonathan’s mother and I went over to a school in Boston near Kenmore Square. We went around with the headmaster and all the students were half asleep there. They didn’t have very low IQs, but they weren’t high either. Jonathan was just walking around looking and my wife and I thought, ‘We’re sure as hell not going to put him in this school where there are no contemporaries on his terms.’

“Then there was a lady affiliated with a college in Cambridge—that was a school that started out in the west—and we went to see her. This lady and a youngster she was tutoring were sitting around about five o’clock in this huge darkened classroom. My wife said, ‘Well, I don’t like this at all.’”

*Cole:*

“While I was seeing Jonathan, I remember Junie Lowe sitting in my office and saying, ‘Well, where’s the school we can send him to?’ And I said, ‘Alas, there is no such school.’ He said, ‘Then let’s start one.’ I said, ‘Please, don’t say that in jest because this means too much to me.’ Within a week, we were meeting with the trustees of The Carroll School.

“All along I had the very conservative feeling that these children should not be removed from the company of everybody else in school. At that time, I didn’t seem to have developed the concept of a school just for dyslexic children. I had had such bad success in getting the right environment for these young people. When I went to this trustees’ meeting, I began to see the light. The light came from these two gentlemen, Junie Lowe and Gorham Brigham (who was a trustee of The Carroll School). They knew how to get things done. I had no idea how a school might be organized. They seemed to know how to do everything. They were wonderful.”

*In the mid-sixties, the eighty-year-old Carroll School, run as a private institution catering to the needs of those disenchanted with Newton’s public education, was on its last legs. On its board in those declining times was Gorham Brigham, an energetic and altruistic banker with considerable connections in the Boston area. Again, as fate would have it, he was a close friend of Junie Lowe, had been since they were classmates*

back in the third grade. Some evolutionary events had taken place at The Carroll School in the mid-1960s.

Brigham explains:

"The Carroll School was founded by Miss Carroll as a private school back in 1882. As I remember it, there was a sign and all, and it catered to nice young grammar school children in West Newton which, when we moved there, was a very fine community. Junie Lowe bought a house in Newton. So had we, but we didn't like the public schools.

"The head of Carroll after Miss Carroll died was a remarkable woman named Mary S. Barbour. Like so many heads of private schools, she owned the school. She inherited it, so she didn't take any baloney from anybody. She was an outstanding educator and community leader.

"When we moved to West Newton, she told us about the neighborhood and who was who and what was what. She interviewed all applicants herself and decided who to admit. As she got up in her late seventies, she boarded a couple named Sears. They bought the school from her and Kitty became the head, her husband Fred, the treasurer. The school was really beginning to go downhill. It was sort of getting on its uppers, and this couple was ready to sell and move out.

"It was at this critical point that Junie Lowe and Ed Cole approached me and asked, 'What's going to happen to this place? It's about to go down the drain.' I was on the board of trustees at the time. This couple was ready to retire. He was getting through at Fessenden. They obviously had some money and were living modestly at the school. At Carroll they owned the house which had six or eight school rooms and they were living in an apartment on the third floor. As previously indicated, they had purchased the school from Miss Barbour when she retired and had assumed a modest mortgage on the building. They were probably drawing down about ten or fifteen thousand. It was a good time for us to get into this situation, especially when the owners were ready to sell.<sup>1</sup>

"Junie and Ed approached me with the idea that we needed to start somewhere, and here was an established school with all the

<sup>1</sup> The founders' memories do not entirely match each other on this point; they have various recollections of the roles and the order of succession of the early administrators. Differing recollections of this sort are not uncommon and they make the taking of oral history the fascinating process that it is.

For the record, the school's self-evaluation report, prepared for the New England Association of Schools and Colleges in 1981-82, states, "... Miss

equipment in place. The building was in pretty poor shape and there was a mortgage with the bank. A strong person in all this was the Barbour lawyer, a well-known attorney named Loomis Patrick. After the new (present) school was started he became the first chairman of the school. In summary, the three of us, working with Loomis Patrick as counsel for the school, negotiated a deal to buy the school. This was fortunately at the time when prices were much lower than today. My recollection is that we raised \$15,000 by rewriting the mortgage, enough to buy some new equipment, and we were in business with our own board of trustees.

"The three of us became the first trustees of the new Carroll School. Loomis agreed to be the chairman of the new corporation for a year. He was a very clever lawyer. He was also the attorney for the West Newton Savings Bank where he rewrote the mortgage to give us the needed funds to start up. Mortgage rates were low, which helped.

"At that point I'd never met Dr. Cole, so my old friend Junie Lowe became the go-between. All this happened in March and April of 1967. We three made the deal to move these people out at the end of the school year. Now we had to find a head to run the school. I acted as treasurer, Loomis as clerk, Junie as chairman of the Executive Committee, and Dr. Cole acted as vice-chairman."

Lowe interjects:

"I think Loomis agreed to be chairman that first year because we told the old trustees we'd like to have a good transition and not take the school away from them. They were all welcome to stay on with us, but almost all resigned."

Brigham:

"Yes, that's right. Most of those gradually faded out. It ended up with the key trustees, Dr. Cole providing the professional advice, and Loomis providing the link with the West Newton Savings Bank and the local community. Loomis was a very fine attorney and businessman. He didn't know anything about dyslexia but he did know the neighborhood, the building that the school was in, and he understood our vision."

Mary S. Barbour ran the school from 1938 - 1952 when . . . Trustees appointed Mrs. Frederick Sears as principal. She continued until the early 1960's when a long time teacher, Mrs. Roscoe E. Brown, succeeded her. By 1967 . . . Mrs. Roscoe Brown wanted to retire . . . and thirty dyslexic students were enrolled under the leadership of headmaster Dean Roberts. Mrs. Brown agreed to continue on as a teacher for a transition year . . . "

## IV. Creating the Institution

Once the building had been acquired and a new corporation set up, the trustees continued their search for a head and finally located Dean Roberts, who was previously associated with the Lowell School and later Browne & Nichols, as head of their lower school.

*Brigham recalls:*

"He was a nice fellow. The point was we had a connection at Browne & Nichols and got a good recommendation. He wanted the job, and we needed a headmaster.

"Dean Roberts joined Carroll early in the summer and spent the summer doing three or four fine jobs. One was to buy new books and equipment, another was to recruit students. He talked at length to Ed Cole about the professional side and started to employ persons with professional experience in teaching dyslexic children. Several of the old faculty were asked to remain, including a very able professional, Mrs. Brown."

*Lowe comments on Mrs. Brown:*

"I remember my wife and I were eating dinner and Mary Kay said, 'Maybe we could get The Carroll School. Mrs. Sears and her husband are retiring.' She went to the phone and called Mrs. Brown who said, 'Waldo and I are having dinner at the Silhouette Restaurant in Newtonville and we'll come over to the house afterwards.'

"So they came up the hill to our house and had a couple of drinks. Mrs. Brown was really an outstanding woman, and she said, 'I like the idea better than anything else. The trustees have to do something with the school — that would be a great idea. I'm a trustee, Waldo's a trustee. Let's buy out the Sears.'

"She had been a former headmistress of the school, until the Sears came in, when she continued as a teacher. Her husband, Waldo Brown, was a well-known stockbroker. She agreed to stay on for a year, as a teacher, but she didn't want to run the place. She wanted to retire after she got settled. She had a master's degree from Wellesley after she was seventy. When she heard our plans, she offered to help Dean Roberts and us during the transition period. She

knew all about the school, the ins and outs. She'd decided to retire, and then when she figured out what was going on she thought she would stay on and see if she could help us as a teacher. She knew all the ins and outs. Several others stayed on to complement those brought in from outside."

*Brigham continues:*

"One of these was the art teacher, Mrs. Norman Hovey. She was a very unusual woman and she knew how to make pottery and paint. She became the pottery instructor. She's still alive and well in her mid-eighties. She has a son teaching at Middlesex. The headmaster taught English. Several professionals were recruited from the Mass. General clinic. Alice Garside was one. Carol Peck was another. It was absolutely essential to recruit persons who had some special training through work at the clinic.

"Dr. Cole personally interviewed and approved all candidates who were going to teach dyslexic children English and mathematics. The headmaster, Dean Roberts, had no experience in the area. As a principal he had some administrative abilities and he could hire other faculty and run the place, but he had no experience with dyslexic children. So in effect, Dr. Cole became the professional advisor and he devoted a lot of his time, and I think a lot of credit should be given to him for the professional time and interest that he took to found the school.

"Dr. Cole as vice-chairman devoted a tremendous amount of his time to helping with the curriculum. His dedication and enthusiasm made the school possible in its present form. The trustees wanted to change the name of the school to The Cole School again and again right from the start, but Ed would not permit that. He kept the same name, The Carroll School. He is a very humble and modest physician."

*Cole comments:*

"I didn't see how I could be interviewing a parent and say, 'Now I know just where your child should go, he should go to school at The Cole School.' That was something I just couldn't do."

*Brigham:*

"After the school was formed we three founders created an Executive Committee of the Trustees, which met at the school every other week. The committee's purpose was to hire the new headmaster, approve purchases, and monitor the new headmaster after he joined us.



"After several interviews we hired Dean Roberts. He joined us on July 1st as soon as Browne & Nichols closed. He lived in the apartment upstairs with his wife and dog. He began to recruit students for the opening of school in the fall."

*Cole:*

"It was July 1st. There was a summer school for dyslexics nearby, so it was quite easy to select several students from the summer school to enter The Carroll School. People were referred to the school."

*Lowe:*

"We opened school early in September [1967] with seven students and by year end had twenty-eight students. I remember this well because the bank called up and wanted to know about the payments on the mortgage (we never missed or were late on a payment) and it wanted to know how many people we had lost over the year. It was the only school in history we know of that had its enrollment quadruple during a year. The school started with less children than we wanted, but every week more enrolled, so there were twenty-eight at year end with a fine enrollment number for the second year."

*Brigham:*

"Dr. Cole was our best promoter. As qualified patients came to see him, Dr. Cole said, 'Well, I've got just the right place for you,' and they would appear, and we would pro-rate their tuition accordingly. The children brought their lunches every day in paper bags and we supplied milk and cookies. The lunches were kept in the headmaster's ice chest.

"One amusing story concerns the Roberts' dog. What happened which was quite interesting was a group of adamant parents approached the trustees and asked them if they could have a meeting with the trustees or the Executive Committee and they wanted it without the presence of the headmaster. These rather aggressive parents came in and they said they were having a rather unfortunate situation. The headmaster's dog had grabbed a couple of kids by their pants and ripped their pants and had eaten their lunches, and this was most unfortunate and we had to do something about it. So we had several discussions about the dog. We knew the dog was very important to Roberts. Also, it was about this time that Mrs. Roberts was about to become a mother. I remember because when they left the last time, the dog was in the lap of one as they

were pulling out in the car, and the child was in the lap of the other.

"The street in front of the school was jammed with cars at opening and closing. The neighbors were not happy. The police and fire departments checked us out, and we quickly complied with their requests. Safety was vital. The desire was to have a full curriculum. There were certain frills such as Mrs. Hovey's pottery classes and a biology class. The parents were advised that the classes for dyslexia would be limited to not more than three students per instructor. Highest priority was placed on this instruction, and if I'm not mistaken, persons with dyslexia reverse their figures in math so there was much emphasis placed on special training in that course."

*Cole:*

"As part of the hiring of professional staff, we had a rule that all teachers should be trained at Mass. General and that this school was like a language clinic. I think that idea has been forgotten; however, we had some of the best teachers in the field because they had been carefully trained at Mass. General.

"One of the best pieces of good fortune was having Noah Herndon join our board. He brought with him great optimism and energy and a sort of zest for getting things done. The association with these early trustees, Lowe, Brigham, and Herndon, besides providing me with valuable personal friendships, showed me how much could be done in building the right kind of educational environment for dyslexic children. I was relieved of years of frustration as I was enriched by friendship."

*Brigham:*

"By the end of the first year twenty-eight children were enrolled for the second year. The contract with Dean Roberts was renewed for another year. After all, he had been a big help in organizing the school and getting it started."

*The following year, however, the trustees sought a new headmaster.*

"The new trustees were very helpful with the search for a new head, in particular Vernon R. Alden, a famous educator, and Noah Herndon, a partner of Brown Brothers, Harriman Company. They both had dyslexic children and were very dedicated parents.

"The story of Vern Alden is well-known but worth repeating. His father was a minister in the northwest who moved his family to Providence so Vern could go to Brown, where he had an outstanding record. Later he went to Harvard Business School where, after

graduation, he was appointed to the faculty and later became an associate dean. Ohio University then hired him as its president.

"He returned to Boston to become chairman and my boss. He was very high in education. However, despite all this, he had a serious problem he didn't know how to handle.

"He hadn't been my boss more than a week before he called me and said, 'Have I got a problem. I've got a son and I don't know what to do with him. I don't know quite what's wrong with him.' I said to myself, 'This is a great opportunity to help a famous and successful business leader. If his son has dyslexia, we might be most fortunate because Vern will take an interest in the school.' I immediately arranged an appointment for Vern, Marion, and their son to see Dr. Cole. Dr. Cole promptly diagnosed the boy's problem. This was Vern's only son, and he immediately began to support us. We asked him to become a trustee which he immediately accepted. He told us, 'I'm not going to be able to do all the work you do, but I will be a source of ideas and money.'

"With Vern on board we became more sophisticated. His broad experience and interest were inspirational. Noah Herndon became a trustee at the same time. A Princeton graduate from Springfield, Illinois, he had two dyslexic children. Even before the move to Lincoln, Noah Herndon invited us to have trustees' meetings at his Weston home. We were entertained by his lovely wife, Nancy, who provided delicious refreshments and nice dinners. We were really becoming quite fashionable at this point.

"Noah Herndon was a marvelous resource. He had a broad banking and business background. One thing he did: we needed to go from a small bank with a small mortgage to a major institution that understood school financing. He introduced us to The Bank of New England which provided our working capital needs and assistance on financial matters.

"Then there was Paul Gray. We wanted Paul because he was Provost at MIT (now President) and also had a dyslexic child."

## V. The Move to Lincoln

*When Roberts left, the trustees immediately began to look for a new head. After a series of interviews with a variety of candidates, they found a very energetic young man named Bill Adams who was himself dyslexic, the son of a doctor at Mass. General, and a well-known educator.*

*Cole recalls:*

"At the time, Adams was teaching at the Cambridge School. I had gotten to know him because he was running a summer school and he was a very agreeable fellow. Also, his father was at that time head of our department at the hospital, so I knew Bill. His performance at The Cambridge School was very good.

"One of the first things Adams engineered was the move from West Newton where the school had run out of space, to the Storrow House in Lincoln [in 1971]. This was an estate of some sixteen acres which, after Mrs. Storrow died, had been left to Mass. General. The main building, well suited for our needs, was being used as an extended care facility for convalescing patients. The timing was propitious."

*Brigham explains:*

"We were in business for one purpose: to help dyslexic children. We had run out of space, had no land, and weren't popular with the neighbors. You couldn't blame them. In West Newton the street became more and more crowded with cars and there was more and more traffic. It was a very private street and when you had eight to ten teachers you had cars parked all day. The parents and the taxies were coming to deliver and pick up their children. It was a mess. Finally, the more the school grew, the more safety inspections were necessary. We were running out of space. The fire department found problems, there were shortages of equipment, not enough room to offer new courses and add more grades.

"Bill Adams had a vision of a bigger and more sophisticated school. It was almost like manna from heaven to have the Storrow House in Lincoln become available and to have the opportunity to make the move from Newton to Lincoln. Lincoln was a marvelous community in an area more convenient for faculty and students.

“Adams is a man who has been judged in many different ways. He deserves most credit for the whole transition period of getting the school moved from there to here, getting it equipped, getting it going, and hiring a larger and more sophisticated faculty.”

*Lowe:*

“He was the type of person who, when the place needed cleaning, said, ‘The faculty is going to clean today,’ and they did it so the school would be ready in June. He had a lot of energy, enthusiasm, ambition, and considerable leadership ability. He was a doer.”

*Brigham:*

“Adams was a very attractive and exciting person. He had initiative, courage, and the vision to figure out how to get everything moved out to Lincoln between graduation and the opening of a new year. The enrollment had reached forty or fifty. This was in 1971.

“The negotiations for the property were very complicated. Noah Herndon conducted them. They involved negotiating the purchase, securing substantial funds for the purchase of equipment and additional working capital while selling the old school at the best possible price. Also, some real money had to be put into the school to change it from a nursing home to an educational institution.

“As earlier stated, the Storrow House had been used by Mass. General as an extended care facility for recuperating patients. It was ideally suited for The Carroll School because it had so many possible rooms, each with a bathroom, a commercial kitchen, facilities for offices, a library and plenty of land for athletic fields, so important for dyslexic children, as well as plenty of parking space.”

*By the opening of school in the academic year 1971 - 72, the move was complete, and The Carroll School has since then become a Lincoln institution.*

*But that is another story . . .*