

The 40th Anniversary Commemoration Book



1956-1996

Lincoln-Sudbury Regional High School

*Students ring the school and give
L-S an anniversary hug.*

May 13, 1997

40TH ANNIVERSARY COMMEMORATION BOOK

1956-1996

"L" stands for Lincoln, the only town of that name in the United States not named after Abraham Lincoln. The town was carved out of Concord and incorporated in 1754. The incorporation effort was led by town father Chambers Russell. His forebearers (and those of other settlers) came from Lincolnshire, England.

This is the Lincoln town seal (with shading removed). It has an interesting history. That black blob on the top of most current images of the L-S seal is really the giant chestnut tree that stood on the Lincoln town common from around 1750 to 1920. A stone now marks the spot of the "seal tree." The building in the seal is Bemis Hall which still stands, and which served as the Town Hall when the seal was adopted in 1897. At the top of the shield are a cross and a fleur de lis. These elements came from the seal of the Town of Lincoln in Lincolnshire, England (our Lincoln's namesake). Behind the shield, there are two crossed, decorative shepherds' crooks. Perhaps these are general pastoral symbols or may refer to the livelihoods of the English forebearers of local settlers.



The School Seal

This Sudbury monument, constructed in 1852, is dedicated to the memory of Captain Samuel Wadsworth and the other soldiers killed on April 21, 1676 during "King Phillip's War." This image, as well as the one in the lower-left quadrant, have been re-scanned for clarity, but are not exactly proportionate to those in the official seal, the metal die of which has been misplaced.

"S" stands for Sudbury, founded in 1639, the 19th settlement of the Mass. Bay Colony. The name came from Sudbury, Suffolk, in England, an area known as a stronghold of Puritan sentiment. In England, as here, Lincoln(shire) and Sudbury lie in close proximity. The regional school district may well have been predestined.

Lincoln-Sudbury Regional High School

*"Little did we know what the future would bring for us
forty years ago, but they were determined souls
who were confident and had faith."*

-Ellen DeNormandie Cannon,
founding school committee member,
from a letter, May 1997

"The past is never dead. It's not even past."

-William Faulkner

DEDICATION

To those great spirits of the past,
now honored on the Wall of Recognition,

Bram Arnold, Katy Barton, Ellen DeNormandie Cannon,
Miriam Coombs, Howard Emmons, C. Newton Heath, Frank Heys,
Ginny Kirshner, Phil Lewis, Bill Maloney, Alex Marshall, Ray Martin,
Paul Mitchell, Henry Morgan, Harriet Rogers,
Lily Spooner, and Bob Wentworth

...and to all those who will follow.

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PREFACE

Any anniversary celebration affords a welcome opportunity to gather some scattered shards of history. But this book was also motivated by equal parts of conviction and fear. It was compiled to celebrate the story of an innovative school now imperiled, ironically, by reform. In 1993, the Massachusetts legislature passed an educational reform act which provided financial aid to school districts. Unfortunately, the act also included a depressing array of state-mandated curriculum frameworks, standardized exams, and other sundry regulations. As of this writing, L-S is still a "different kind of place," though already changed by state regimentation. Students at the school now spend more time in their seats, and enjoy fewer opportunities for free time or for informal contact with faculty. What the future holds for the school, no one can say. Whether Lincoln-Sudbury will continue to enjoy the freedom that has catalyzed its very creative history is an open question. The answer will no doubt be apparent by the time the school's next significant anniversary arrives.

Two years ago, a student group wrote a history of the school on the anniversary of the founding of the regional school district. It was the hope of those authors and this compiler that--whatever the future might hold in store--their books would help to preserve the memory of school where learning and teaching flourished in a culture of freedom and respect for the individual.

Lincoln-Sudbury may yet survive. That it is endangered partly because few can even imagine a school so anomalous in the landscape of American education is but another irony. Perhaps the words herein, the photographs, and the beautiful anniversary quilt will all combine to form a mosaic of truth that will allow others to see and understand what we have lived here.

Bill Schechter
for the 40th Anniversary Committee
May 1997

ACKNOWLEDGEMENTS

The commemoration of the Lincoln-Sudbury's 40th anniversary would not have been possible without the help of the 40th Anniversary Committee, and the many individuals who helped with a collective hug, a school-wide party, an anniversary speaker, and the creation of the anniversary quilt. The work of the school's Recognition Committee--the moving "Wall of Recognition" ceremony and the naming of the auditorium in honor of Virginia Kirshner--deepened the meaning of the anniversary year.

A few individuals must be singled out for special acknowledgement:

Maryellen Gallagher helped make things happen, from the quilt, to the "Reflections Project," to this book; Nancy Ragno, as always, helped to coordinate and publicize all activities; Patty Bowdoin was everywhere at once; Tom Puchalsky prepared a brilliant overview of L-S history for the anniversary speaker evening; Maryann Dence helped organize that evening's buffet; Nicole Digenis was the imperturbable spirit behind our courtyard party for twelve-hundred; Annalisa Notaro helped initiate and coordinate the quilt project, while Nancy Lopez lent her expertise in helping to stitch all the squares together. Marcia Rarus and Cynthia English lent support in the library, the site of several

activities, and Carolyn Hebner created a wonderful retrospective exhibit there. Anita Pearson generously gave her always indispensable office help; Jim Keith and his crew--Bill Davidson, Walter "Duke" Duchnowski, Donny Foss, Diane Horn, Bruce Millett, Dave Parr, Mike Vayda, and Richie Young--not only helped immeasurably with setting up rooms for various functions, but also used their craftsmanship to execute beautiful signs, to affix plaques, and to frame the quilt. The business office celebrated along with the community, but it was left to Pauline Paste's staff to deal with the blizzard of purchase orders that followed. A special thank you to Pauline, as well as to Kim Goodwin and to Carleen Shaldone. Chief Mike Dunne and the Sudbury Fire Department added their hook and ladder truck, and siren to the festivities on the day of the hug.

Finally, John Ritchie played a critical role. Without his support, the anniversary would not have been celebrated. Though newly-appointed, he quickly came to appreciate that this school had a tale worth telling--and preserving. Dr. Ritchie understands the importance of history in the life of an institution. Unlike some other public officials, he even understands the importance of fun in the life of students.

INTRODUCTION

Serving as the introduction to this book are Tom Puchalsky's words of introduction for our 40th anniversary speaker, author Sara Lawrence-Lightfoot.

On behalf of the Lincoln-Sudbury Regional School Committee, the administration, the faculty and the students, I am happy to welcome you to the celebration of the school's 40th Anniversary and to the first Matthew King Lecture. I particularly extend our warm greetings to tonight's speaker, Ms. Sara Lawrence-Lightfoot.

It is especially poignant that we mark this occasion in our library. The intent of the original architects of this school was that the library was to be the very heart of the school, the locus where the accumulated wisdom and learning of past ages was preserved and made accessible to all. Although you see computers scattered about in this room, the books still dominate the landscape, and that is as it should be, and, hopefully, always will be so. All over the school there are reminders of the personalities from the past 40 years which made this place a unique public school - the Wall of Recognition, Rogers Theater, George Horton gym, etc.

Occasions such as this often give rise to severe bouts of nostalgia for the "good old days," for the Lincoln-Sudbury the way it used to be. This is quite understandable, particularly among us who have lived (I use that word purposely) the many lives of this school for the past twenty years or so. It is right that we should cherish memories of both the happy, good and difficult times we have shared together here to keep the school *A Different Kind of Place*. You can read all about this in the book of that name published a few years ago. It is a kind of semi-official history of the school and is peppered with anecdotes about the many original personalities who taught and studied here and gives the reader a true sense of the uniqueness of L-S. Rereading this text and thinking about Ms. Lawrence-Lightfoot's study, *The Good High School*, the question that kept occurring to me was: What was our mission as a school and have we been faithful to it?

This reminded me of an essay I read some years ago that was delivered at the first White House Conference on Education in, I think, 1955, even before I became a teacher. This talk was given by Abraham Heschel, one of the foremost Jewish philosophers and theologians of the 20th century. (Incidentally, there was a crisis in education in those days, too; there has always been a crisis in education throughout my 38 years of teaching and it's still going on.) I think what Dr. Heschel said in this address applies very specifically and truthfully to the *raison d'être* of L-S. Heschel argued that education should be a union of two primary traditions bequeathed to us by the ancients. "The Greeks," he said, "learned in order to comprehend. The Hebrews learned in order to revere." He opposed this view to that of modern educational theory which he indicted for teaching the modern student to know how to use, how to make knowledge work purely for personal success. To open the minds and imaginations of the young to the life of the intellect and to teach the primacy and sacredness of all that is human and good, I believe, has been and still is the guiding spirit that informs the teaching and life of this school.

This has been and is evident in the caliber of the faculty the school now chooses to hire; it has always taken a chance on the eccentric, the odd, the difficult genius, even the revolutionary--but they all possessed one common attribute--a love of learning and devotion to the young. From the beginning, the administration allowed the faculty to take full charge of the curriculum, believing that one teaches best what one loves the most and thereby is better able to move the students to want to learn. This freedom sometimes took very unusual routes indeed. (We ought to remember how upset and confused the universities and colleges became when they received an L-S transcript and

couldn't decipher it because they couldn't imagine an American high school that taught *Things Russian*, *Meet the Guests* or *Five Evil Women*, to name a few.) This freedom to experiment is what kept our minds alive, of course, but it must have sorely vexed the administrators who had to explain and defend it all. In my 33 years at this school one could encounter some of the finest intellects in education anywhere in America today, and that includes the institutions of higher learning where the educational crisis is more severe than almost anyone cares to admit because there is so much money at stake. The teachers here have never bowed to the purely pragmatic or the easily expedient when it has meant their self-respect as teachers or the good of their students.

Another aspect that makes L-S distinctive is the connection between the students and the faculty. Students have always been viewed as friends and equals, not as strangers or potential enemies. More visitors to the school have commented on this one quality perhaps more than any other. They are surprised that such ease and respect exist between adolescents and adults.

But L-S hasn't just paid attention to the academic side of its students' lives. Over the years it has seen itself as just a part of a much larger community which it much teach the students to serve, particularly since they generally come from a privileged sector of American society. There are so many social organizations for which students volunteer - to feed the poor, raise money for AIDS, the MLK program, the peer counseling program, etc. and there are the sports programs which require that they give their best, and the many trips to foreign countries to widen their cultural knowledge, and the student exchange program. All of these and many others I haven't mentioned remind the school community that it has a responsibility to serve and learn about others and to accept them as equals. This is what Heschel meant when he talked about a school that teaches reverence.

And so, before I introduce Sara Lawrence-Lightfoot, I would like to say that I think we have remained true to our ideal. We are not a perfect institution, but, to quote Albert Camus, we have more things to admire about it than to despise.

Tom Puchalsky
May 13, 1997

FACULTY AND STAFF REFLECTIONS

"What is Lincoln-Sudbury Regional High School?"

"Yet it's hard to really know an institution" / Richard Berger

Count your own paths of twenty years. The drive to Lincoln-Sudbury Regional High School where I work has never been very far. I usually travel the same route. In twenty years 7,200 trips of 93,000 miles.

My passages there cover only half the life of the institution so someone else did four score and ten thousand miles for the first twenty. How many have we been in this going and coming; are we less than 10 million miles? Were it double or half would it be any more or less astounding.

Part of my daily trips are through a mile of a national park. I've gotten to know this small corner well, its contours, its changing life and seasons. This area is frequently in my thoughts. Are the students who also arrive everyday experiencing their own landscapes at our school and how many thoughts, for how many students, each evening after classes might there be for forty years? Any more or fewer millions than our millions of miles? Were it double or half would it be any more or less astounding?

Did the ancients do countings of such things, pressing their lists into the Mesopotamian clays? Leaving scrolls for some Han bureaucrat? Selecting the proper Aztec glyphs for tracts later to be burned as heretical numerologies by a culture that counted different things? Probably not. It's easier to count taxes, eclipses of the sun or production of our hands than time and thoughts spent in passages. Yet it's hard to really know an institution, even our small school, except by re-counting its individual and collective histories although they may be as ordinary as miles and dreams.

"This has been a place to learn, to explore, to grow, to dare" / Patty Bowdoin

The salient accomplishment of Lincoln-Sudbury is its nurturing environment. For forty years, for adolescents and adults, this has been a place to learn, to explore, to grow, to dare. The school has provided challenge with support, and freedom with responsibility.

While the environment has been remarkably constant, the world at large and the school have changed dramatically. I think the willingness and ability to change is the attribute that I prize most about this community because it has

helped us to know one another in true ways and has supported or impelled us to change in ways that make us better human beings.

Even though we are a community of strong personalities eager to debate with intelligent gusto, our common commitment to "our kids" keeps us respectful of different ideas and styles. The students' ideas and needs are the certain guides which shape our judgments and direct the changes we both initiate and grouse about!

For me, the truth of these reflections is revealed each August by my excitement about new kids, old colleagues, fresh starts, and the chance to become a better me.

So thank you, Lincoln-Sudbury, for enriching thirty plus years of my life!

"I thought I would try it for a year" / Betty Jane Busiek

It was 1966, and suburbia was not where it was happening, Boston was. The racial imbalance bill had been passed, Boston had its school stay-outs, and teach-ins, and involvement on many levels. As I stumbled over bits and pieces of construction, and saw the yet to be completed lab space, I thought I would try it for a year ... and so it has been every year since then.

Lincoln-Sudbury was then also undergoing change, the student senate asked for the right to wear jeans to school, the faculty dismissed the entire dress code (with the exception of wearing some sort of shoes). The student senate felt no sense of success, we patted ourselves on the back.

There was a strong sense of academic rigor, and one strove to meet the expectations of the Department. Bram Arnold, Marion Edwards and Frances Ness (Ekstrom) set high standards. Tradition was also strong, presence at graduation was not negotiable, the Christmas party was at Terry Miskell's and the year end clambake at John Bowdoin's. Barbara Athy got me through "Study Hall" in the cafeteria, and Miriam Coombs introduced me to the art of bathroom patrol.

The school was changing, enrollment kept increasing, and we eventually had a real contract. The schedule changed too, what one left in June was not what one would necessarily find in September. We survived flexible modular scheduling, H block, split periods for lunch and a variety of other schedules. It seems to be

a cyclical phenomenon. We went from hand written report cards to a computer system that left a lot to be desired, but it was progress. Our scheduling process was also in a state of flux, students lining up at 5:30 a.m. to get the teacher's signature to allow them into an Ancient History Course; arena scheduling in a very overheated gym; elective courses from Outdoor Gourmet cooking, taught by a member of the math department, to canoe building.

One never knew when one returned in September, what major issue would confront the school that year, and how many long hours would be spent in its resolution. Politics played its part. We had our "Loyalty Oath" era, the Viet Nam war, the draft, Watergate, the Black Panthers, change in voting age. All were observed at Lincoln-Sudbury in one fashion or another. One of the more dramatic assemblies was when Frank Heys spoke of the war in Viet Nam. There was Earth Day and the involvement of students throughout. Bicycles were more in vogue then, the environment seemed to have a higher priority. The school had its fleet of canoes and alternate semester was big.

The enrollment increased from around the 800 I first knew to something approaching 2,000. It was hard to know as it seemed some people just came to L-S, whether or not they attended classes, it was the place to be. Somewhere along the line we went from a single administrative form to halls, they evolved or dissolved into houses. Alas, the names have always struck me as a reflection of our less creative selves and do not reflect a sense of direction, but enough, no place is perfect. Students had their rebellions and pranks. Flags were in short supply one year, and then there were the streaking episodes. Seniors used to have their "prank" night. The school would be decorated with signs from various points in Lincoln and Sudbury, oddly placed VWs, and one year bumper stickers were in vogue. To me the most memorable scene was the flag pole with its necklace of car tires.

Over the years, Lincoln-Sudbury has had a spectrum of people employed at all levels. The school would not have been the same place if it had not been for people such as Lily Spooner and others whose names are on the Wall, be they administration, school committee, faculty, or staff. It is the students, though, who are indeed at the heart of Lincoln-Sudbury and why one teaches here. A place where friendships are made and kept.

There is more to say, and reflect upon, but probably best left to the memories of those who were there as some events and happenings are difficult to judge outside of the context of the times.

"I love sitting the hallway with the students" / Susan Buta

As a new teacher, I am a little confused about Lincoln-Sudbury. I see a community struggling with the changes of schedule it is trying to impose while trying to facilitate a truly special institution amidst the comparatively traditionally minded demands of the State Board of Education. The flavor of the school described to me is different than the actual school I am experiencing.

I particularly enjoy the flavor of our student/faculty relationships. L-S is a place where we can converse over academic, political, social or humorous topics. I love sitting the hallway with the students and reflecting with them about issues global and personal. I can be as human as they in this setting.

The trust that I can develop with my students is particularly pleasing to my academic palette. I like that my students have a sense of honor. We do not expect our students to graffiti our walls, cheat on their tests, vandalize our school, and disrupt our school environment. So in our school, there are no need for passes, hall guards, and safeguards from sneaky behavior. Instead our students are encouraged to mediate differences, constructively pursue their interests in our free press and our student senate, and negotiate with their teachers. These are wonderful life experiences.

But the sweetness of our school is a little sour lately because it is in so much flux. We are trying desperately to conform to the State's 990 academic classroom hours while trying to maximize our learning environment, address the multiple intelligences of our students, mainstream our special needs students, cope with the pressures of high academic expectations while trying to minimize the stress level of our students, satisfy the needs of all the departments in our school, innovate curriculum while it is being constrained by state curriculum guidelines, etc., etc. Herein lies my confusion. Are we as a school losing our identity as we conform to more and more outside pressure?

"The 'feel' of this school is more intimate" / Midge Callahan

I am in awe of what a special place Lincoln-Sudbury is. I had the opportunity to put together 17 years of guidance counseling in four other public schools in Massachusetts and New Hampshire before coming to L-S last year. I therefore can speak with total objectivity, since I have had no virtual history here and take no ownership in having created this anomaly of public education. The most striking difference between L-S and my previous schools is the lack of

barriers between students and teachers. I don't get the "we/they" feeling so prevalent elsewhere. The "feel" of this school is more intimate and there is a sense of community and safeness which is most conducive to student receptiveness to the educational process. I've also never been in a school where it's so hard for a kid to slip through the cracks.

I chose to leave education for a decade and returned a decade ago. I think this helped to rejuvenate me and I often feel like a new educator, although I chronologically fall into the average age range of the Massachusetts teacher, which is around 50. We're relatively old as a group, but the L-S contingency that falls in this age category is not tired and burned out, unlike a number of our colleagues through the state. I feel incredibly proud to be a part of this group of dedicated professionals. They're unbelievably tireless, committed, invested in the success of their students, and they hardly ever whine about the demands that we counselors and other people make of them.

The other piece of working here that I find unique is how the administration is so invested in the success of their staff. As a rookie to the system last year, I was amazed at the support that was afforded me. I feel privileged working here and I am indebted to the people who have created such a wonderful and unique environment for all of us to learn, grow, and make a difference.

"There is no greater reward" / Jan Carvalho

My experience of Lincoln-Sudbury has been through the eyes of a house tutor in the seventies, a teacher in the L-S West Alternative High School in the eighties, and a teacher in the Central program at L-S in the nineties. Key ingredients of each of these programs have been respect for each individual, the development of a sense of community, and the fostering of positive self images. In this supportive environment of caring relationships between students and staff, students were challenged to succeed academically and to make responsible life decisions. They developed the confidence to take risks, to fail and try again, to challenge old ideas, and to experiment with new approaches. The success and existence of these programs in the L-S community certainly reflect the strong commitment of L-S to both respect and celebrate individual differences and talents within the student body and staff. It is an exciting environment which encourages diversity, the ability to listen to diverse opinions and to think through difficult issues. There is no greater reward than to be involved in the growth of young people both educationally and emotionally. Our returning graduates now successful individuals in the "real world" say it all when they return for a visit proudly sharing news of their present lives and commenting once again, "I never could have done it without all of you."

"The gradual closing down of more radical experimentation" / David P. Clapp

When I first came to Lincoln-Sudbury in the fall of 1969, I entered a school full of a blend of young and seasoned faculty reacting to the chaotic upheavals of the late 1960s and early 1970s. Having spent two years in Hong Kong and enamored with the Chinese attempt to blend theory and practice educationally, I found L-S a school vibrantly open to getting students into experiential modes of learning to supplement "classroom theory." I was able to start the Urban Intern Seminar where students 1-2 days per week could work in a variety of inner city Boston settings teaching English to Chinese adults, assisting in South End schools as tutors, serving as aides in Little City Halls, etc., with a 2 o'clock Monday afternoon seminar with local community leaders.

In this spirit, I remember sitting around a conference table with Bob Wentworth, Will Ruliffson, Dixie Person, Brad Sargent and a host of others strategizing with Dixie's father, a professor of Early American History at Williams, about using Harrisville, NH as learning lab for History, English, Technology, and other disciplines. We were terribly excited about the prospect until we realized that the cost of transportation and distance really made it irrational. The killing of that fanciful dream along with the murder in Boston of an Alternate Semester student in the mid-1970s which terminated that vibrant program seemed to mark the gradual closing down of L-S's more radical experimentation with blending theory and practice in the daily curriculum.

We have remnants of those programs and that spirit of involvement in meaningful learning experiences (Martin Luther King Action Project and Senior Internships), but the 1970s were the glory years of getting students out of the classroom--and now 990 hours of the classroom--spare us all!

"All our hearts will fly" / Dan Conti

One of my first memories of Lincoln-Sudbury is the whirlwind tour Tom Puchalsky and Judy Plott gave me during my second interview. It was on an oppressive June morning that Judy led me from Mary Ann Dence's classroom - - where I had guest taught a class to the English office. It was there that I was introduced to Bill Plott he rolled over on the couch and grumbled something about straining his back on the front nine earlier in the morning. Tom what else

but "like a fury" burst in "ranting and screeching" about the "bloody heat."

I remember little from the actual tour. What I do recall, however, still strikes me as the ethos of L-S. The motley English bookrooms and the varied titles and authors in them impresses me as much now as when they first caught my eye and heart on that June morning. When searching for an elusive set of books, I still find myself browsing. I may or may not find the books I am in search of; I do, however, often leave with a new title for my ever-growing "to read" list.

The other moment I remember is Tom's introduction to the Paul Mitchell Russian Studies Collection in the library. I was left with a sense of awe and wonder: How many other high schools have a Russian Studies Collection? And, who was this Paul Mitchell, who, in his oft-quoted declaration, decreed that we, the teachers, "must teach the students' hearts to fly?"

Although these moments are now just fading impressions, the message remains clear. Define a niche. Cultivate it. Become an expert in it. Because, as the mysterious voice from the film *Field of Dreams* commands, "If you build it, they will come." Develop a course and repertoire and the students will flourish. The passion and enthusiasm generated in the classroom and in the school will become contagious.

Building on the legacies of the past, we continue what has become a tradition of excellence. This realm of learning, this "different kind of place, " is ours I now realize only in trust. We add to its character and identity; we don't define it. We merely renew its mission and pursue its vision. The legend is the place, but we, its sentries, are entrusted with the awesome duty of inspiring young people to ask "Why?" and "How?" It is then that all our hearts will fly.

"Who would ever leave?" / Barry D. Copp

As I sit at my desk overlooking the playing fields (the best seats in the house!) my first recollection of this place is of an old blue bus abandoned in the sand pit in the vicinity of the present Ed McCarthy memorial softball field. That was probably about 1950. In 1957 I spent my 7th grade in this brand new building - was sent to the office for throwing a paper airplane in Miss Antis' art class - and walked the straight and narrow ever since.

Four years of glorious memories of high school at Lincoln-Sudbury, class of 1963, prepared me exceedingly well for college. Although I nearly flunked out

it was due in no way to lack of academic preparation by this high school. I know being happy in your teenage years is not hip, but I was, and a lot of that had to do with my circle of friends, many of whom I still know. And by the way in which we were treated here by the faculty and staff. My teachers: Alex Marshall, Miriam Coombs, Frank Heys, Jack O'Sander, Bob Wentworth, Dean Aldrich, Bram Arnold, Paul Mitchell, John Bowdoin, Debbie Lewis, Terry Miskell, and others were mine to savor and interact with. We frequently were together outside of school as up at Bob Wentworth's house or working into the wee hours of the night on plays with Jack O'Sander or singing in Special Chorus with Dean Aldrich. In retrospect we were snobs and outsiders did not easily enter into our clique. This memory is one of the few things I regret and I would have acted differently in my high school days if I could change the past.

I never intended to be a teacher, but rather a computer programmer. By fates I entered this profession and was hired by Alex Marshall in 1971. Here I have taught ever since for 26 years. Once one has experienced life at Lincoln-Sudbury who would ever leave?

Some of my fondest memories are from the early years. The time and energy put in as a young bachelor have been given back in equal measure. Early involvement in Nimbus (L-S's adaptive Outward Bound program) led me to a decade of summer employment at Hurricane Island Outward Bound School and to the Alternate Semester Program at L-S with its own winter outward bound component. I spent time supervising kids in field placements all over New England, living and rehabilitating apartments in Boston, and building a cabin in Vermont. Another ironic memory is of helping Joe Fratus in a Survival Living course where the final project involved a week in the woods supplementing very meager rations with frogs, worms, and bugs, and as a final meal for the week (surprise, surprise for the students), live chickens that they had to prepare for their meal. Coaching the first ever girl's soccer team for three seasons at L-S is another fond memory, but then my free time had to be spent raising my own two kids, clearly with no regrets.

In retrospect, besides the experiences described above, some of my best years (so far) in teaching were the six years I spent when L-S West was first initiated at the Fairbanks elementary school building. A phrase I used at the time was: "Exhausting but Exhilarating." Some of those kids from 15 years ago are still in touch. We made a life changing, even life saving difference for many of the kids who passed through our doors - unfortunately we couldn't help everyone.

My math classes in the traditional classroom have encompassed just about

every course in the department - always with individual freedom to cover the curriculum in my own way with math labs and computers and graphing calculators available for enrichment. The math departments' unique group office has also contributed over the years to sharing and supporting each other in both our professional and our personal lives, and many of us have raised families and grown gracefully older together.

Teaching isn't for everyone - we in the profession know there is much more than the academic material to cover and the kids will eat you up if they sense you aren't genuinely interested in helping them in every aspect of their lives. If ever I feel I've been bitten once too many times then I will know it is my time to move on.

"The school I always wished for" / Jo Crawford

Lincoln-Sudbury is the school I always wished for when growing up on King Philip Road, South Sudbury (where Linda Hawes now lives).

I wanted a school to go to like the experimental ones we were hearing about that were developing in the mid-west such as in Evanston, Illinois a high school rich in educational challenges where everyone in town went and from which they were able to get into a college of their choice and had fun being a high school coed.

With the formation of the regional high school, our three children had the opportunity we parents would have chosen for our own schooling. In addition, there were opportunities for me as a parent of which I took advantage. So I followed the children.

I was

- a volunteer in the library with Sue Wheatley
- a charter member of the Civic Orchestra under Don March
- a member of the Student Exchange committee (co-members Tom Puchalsky and John Bowdoin will remember some colorful meetings) and as the mother of a student ambassador to Turkey (selected the night that Martin Luther King, Jr. was assassinated)
- a student in Don Gould's Ancient History and Inter-disciplinary classes

- an assistant to Jim DeSimone, Dave Clapp and Ginny Kirshner, running the Adult Education program
- and, in my final resting place at the school I love, I am the coordinator of the Martin Luther King, Jr. Action Project, which Bill Schechter and I founded.

My three children had a great education at Lincoln-Sudbury in crazy times. Becky, 1968, became a political consultant, starting in senate candidate Father Drinan's successful campaign the summer following the Kent State killings. (Middlebury College.)

Tom, 1971, who rode in on the back of a motorcycle with his robe flying askew through the seated parents at graduation in the current teacher's parking lot, is a professional salmon fisherman in Alaska. (Evergreen State College; University of Washington graduate school)

Jud, 1975, who followed his brother in chaotic times, is a neurobiologist, in research and teaching at the University of Pennsylvania. (Duke, Cornell graduate school)

Lincoln-Sudbury has done well by the Crawfords...very well.

"We are more like the dunes" / Dan Damelin

Thinking of Lincoln-Sudbury and the stories I've heard conjures images of ebb and flow.

Breathing in ...
and releasing.

The school seen from above as the cycle each day fills it with waves of students, ideas, bustling movement filling the hallways. You can feel the humanity course through the veins of our school.

Ebb and Flow.

The day ends and the building exhales. Each of the ideas scattered to the wind like so many molecules leaving our lungs. However, while the school lives and breathes us day in and day out like the predictable waxing and waning of the moon, there is a tension. For the constancy is balanced by the dynamic, ever

changing, collective soul of our school - that consciousness which is the conjoining of each of our lives.

Images of breathing and waves keep presenting themselves in my mind. Each day for forty years students have streamed through these hallways. Each morning the tide flows in and as night approaches the current reverses and it flows back to the chaos. But as the students wash back out to sea they take some part of us with them. They and we are changed by the ebb and flow, like the oxygen which binds with carbon and is exhaled from our lungs, permanently altered yet immediately replenished by the drawing of our next breath.

The school is an organism, constantly changing, growing, pulsing with energy. For 40 years L-S has lived and evolved. We specialize in the paradox of constancy amidst dynamic change. The school may be made of bricks and mortar but we are not the stone jetty which resists the crashing waves. We are more like the dunes which are constantly built up and eroded.

That is what makes L-S "a special kind of place." It is our ability to change and grow, to evolve, to learn, and to teach.

"Each day I see a student in every window" / Tom Danko

When God took clay to form the first human, the Koran remarks that God Himself was influenced by the resilience and texture of the clay. That what was created had a direct influence upon the creator.

As I move into my second decade here at Lincoln-Sudbury, I too have come to realize how much I have been shaped and influenced by the students and faculty here. The hallways are alive with passionate ideas creating an energy that is both invigorating and challenging. Can we do it better? Is there another way to master it? What do we want a graduate to take away with them? I feel proud and worthy to be part of a community that continually seeks answers to these valuable educational questions. Only when we ask them, do we truly recognize if we have tried our very best.

On a personal note, Harpo Marx stole my line for what L-S has come to represent for me. Ed Murrow was interviewing Harpo at home during a live CBS special. Ed remarked upon how many children he saw. Harpo replied that he wanted a child in every window when he came home from work. That is

what draws me daily to L-S. Each day I see a student in every window...

"An on-going exchange of ideas is encouraged" / Mary Ann Dence

Reading my students' journals this weekend, I am reminded of one of Lincoln-Sudbury's greatest strengths: encouraging students to weigh all points of view and to think independently. In their journals, students test ideas, thoroughly questioning evidence before they believe something is true. Sharing their uncertainties and responding to their convictions is a privilege for L-S teachers.

This interaction between staff and students best answers the question, "What is Lincoln-Sudbury High School?" In classes, students are challenged to weigh conflicting evidence, and in their extra-curricular activities, students join teachers in exploring a wide range of interests and issues.

These experiences are outlined for newcomers in several L-S publications, but the best understanding of the school comes from being one of the 1160 students and staff who enjoy a sense of spontaneity and support in the hallways, cafeteria and school offices. An on-going exchange of ideas is encouraged throughout the day here, as everyone learns that patiently considering contradictory views promotes new insights.

Before I started teaching, I expected to change careers once or twice, in order to maintain a sense of challenge and stimulation. The changes never happened however, because teaching is learning - and at Lincoln-Sudbury, everyone's ideas, questions and comments make this career new every day.

"What? No bells?" / Cynthia English

What? No bells? How do they know when to change classes? (Some of them don't.) But..., it is peaceful once one is accustomed.

What! No lunch time? Oh well, in the library, we make a lunch time.

No study halls? Great! Kids can use the library like a real library, when they need to and want to.

No hall passes? What a time saver, not having to collect, sort and deliver library passes to the proper teachers.

After the routines of a large urban high school, it was a relief to find a place where one could spend one's time on more substantial and engaging activities. When I saw the number and variety of resources in the library, even a Russian Studies Collection!, I knew that Lincoln-Sudbury could be a rewarding place to work.

But by far the most impressive and interesting aspects of L-S are the enthusiastic students, the incredible mix of people who make up the faculty and staff, and the spirit of intellectual inquiry and endeavor that pervades the atmosphere. I have felt so fortunate to be a part of L-S, that I finally no longer miss the wonderful Boston library where I worked for eleven years. I have found L-S to be a joyful combination of interesting work, inspiring and caring colleagues and the exuberance of youth.

"This school is a gateway to the world" / Drew Forster

"This is a public high school?" I'd say that had to be one of my first thoughts when I entered this building almost two years ago. It's also a reaction many friends have had when I've described the place where I work. I think it's a common reaction because this school is so unlike my public high school experience and that is unfortunately true of too many people. In many ways, I believe Lincoln-Sudbury realizes the potential of what a public education can and should be.

This is a place of open mindedness and learning. It is learning that is mind expanding and life changing. I've often said of my own collegiate experience that I probably learned as much outside of the classroom as I did inside. I can very easily say the same of L-S, if you look at a classroom as four walls and assorted furniture. The faculty and students of this school aren't satisfied with that limited space as the only one worthy of learning. The L-S classroom extends to the Rogers Theater, the gymnasiums, the auditorium, the playing fields. It reaches around the towns of Lincoln and Sudbury and the city of Boston and spans the Northeast as students and teachers travel to New York and throughout the New England states. Our classroom is truly the world as students and faculty travel, not merely for diversion, but to search for more than that which can be found in a classroom.

We, the L-S community, know that there is much more to learning than test scores and that success can't always be measured on a scale from 1 to 100

percent. This school is a gateway to the world that opens the horizons of all those who are a part of it, not merely a toll booth where you pay your fee and have a card stamped. My hope as I've just joined this proud 40 years tradition is that I remember to reflect on this opportunity daily and to make the most of it. Thank you Lincoln-Sudbury.

"We are all individuals" / John Germanotta

I think the most important aspect of Lincoln-Sudbury that has always distinguished it from other high schools is its philosophy on how education should be presented to your people. Yes, we have the standard curriculum guidelines to follow, but there is an allowance of individuality that solidifies the core of our teaching, thus nurturing the creativity of each and every member of the faculty and staff. This individuality then is passed on to the students we teach, which, in turn, allows them to explore their personal strengths in a healthy and creative manner. This educational philosophy has been here at Lincoln-Sudbury probably from day one. I remember when I was a student here some 20 years ago the teaching ideal was the same. One of the most important lessons I learned from this school then was that we are all individuals with our own sets of needs and expectations of life, and that we must use our own personal strengths and abilities to better ourselves and our society. These are the things I gained most from this community and I feel strongly that these are the things that should always be emphasized to young people of this age group. They are the ones to carry the torch of societal restoration. Lincoln-Sudbury is a touchstone of political and societal awareness and should continue to be so, even more than it is at present. We as a community need to be well balanced and acutely aware as there is more and more pressure to fall into the "normal" education system. We need to maintain the higher level of education that has been the cornerstone of this school for the many years of its existence. Individuality. That's Lincoln-Sudbury.

"Its welcoming culture...seems to defy time" / Dee Gould

Last week I received a note from a woman who was a temporary aide here for a month and a half. She wrote because she wanted to thank all of us at Lincoln-Sudbury for making her time here so welcoming and supportive. I thought about what she said and realized that L-S is really distinctive in what I will call its welcoming culture. This phenomenon seems to defy time, persist despite changes in leadership, and pervade the place from student to staff.

I initially experienced the welcoming culture myself when I first came to L-S to teach math for just one quarter. I knew L-S by its reputation as an unconventional, unstructured, unprincipled place. With two children under four to support, as I walked through the dreaded doors I actually said to myself, "You have to do it. It's only a short time. You're desperate." Within a week, I was seduced by the welcoming culture and have now been a strong proponent of L-S for the past 23 years.

A great compliment was paid to L-S recently which is also a direct result of the welcoming culture. A student, tutored to L-S for a semester described his feelings about coming to L-S as, "the first time I've had my self esteem back." He said that due to the accepting and welcoming atmosphere in the school, both teachers and students, he is happier and doing better than he has ever done. His family has now moved to Sudbury so he can continue to attend L-S. Happy 40th birthday to L-S, a place with a welcoming culture.

"The place where I have spent my life" / Don Gould

More than anything else, thinking about the 40 years of L-S' existence makes me think of the nearly 30 years that I have spent here. In a very real, and significant way, my years at Lincoln-Sudbury have paralleled the years I have lived, and made the institution even more significant to me than I would have thought possible when I arrived in 1968. In those years, the school was young, and somewhat brash. I mostly remember the faculty as being mostly young, mostly unmarried, and mostly radical. I fit right into that profile. The school seemed always to be under attack from a more conservative community, and I enjoyed the battles, as the young seem to. As I continued to teach at the school, the common phrase came to be that the school was 'tightening up.' I guess I was tightening up with it: at least, I think that I slowly became more responsible. The most important thing that happened during my 'middle years' at Lincoln-Sudbury was that I met Dee, and got married. As a husband and parent, I began to see the students at the school in a different light, and in a way that probably made more sense to my teaching. Eventually, after teaching for 16 years at L-S, I applied for, and became, a Housemaster, a position which I have continued to work at and enjoy ever since. However, in the first nine years that I did this job, my memories are of my children attending Lincoln-Sudbury. Starting in 1985, and continuing until 1995, all three of my children went here. I was able to see, in a very different way, what it meant to be a student here, and what it meant to be the parent of a student here. My children, who had to make a choice to attend the school, all maintain that this was an important place for them

friendly, with good teachers who cared about them. They all think that they made the right decision to come here and I agree with them. I even had the pleasure of teaching two of them in a history course. Now, as I am nearing my last years at Lincoln-Sudbury, the school seems to have matured right along with me. Far from being under siege from the communities, it is viewed, correctly, I believe, as a 'special place,' a school where teachers are given the freedom to teach, where they care deeply about what happens to kids, and where adults and children alike are able to make real connections. The school, then, has been the place where I have spent my life, and I am glad that I have spent it here.

Thirty Years On or Walking in Deep Snow with No Snowshoes / Tom Hooper

For me Lincoln-Sudbury will always be 1966 to 1973. Dickie Magidoff who taught, or at least organized, history classes and with whom I lived at 356 Beacon St. in Somerville on the Cambridge line had been a founding member of SDS, Students for a Democratic Society, at The Port Huron Conference while he was at the University of Michigan. That fact set the stage for me. It allowed me to be part of the 60s-70s Generation even though I really belonged to the World War II, 50s crew cut, juke box in the cafeteria...Johnny Ray, Les Paul and Mary Ford, Frankie Lane...fear of Joe McCarthy era.

So when the FBI came to Lincoln-Sudbury one spring morning looking for Dickie and Will Ruliffson, the first Superintendent-Principal that I worked for, threw them out, I learned something about how to be consistent. Steve Goldberg, a history teacher, went to the March on the Pentagon with Norman Mailer. I remember seeing him leave from the parking lot. I was good on seeing people go to things I didn't go to; for example, I didn't go to Woodstock either.

When an English teacher, Andrea Beacock, decided to collect canned goods for the Black Panthers, the good white burghers of Sudbury marched on the school and the teachers barricaded themselves in the Lecture Hall. Actually Will locked us in there so we wouldn't anger them further. That was shortly after Metco had begun and the first twelve black boys and girls from Boston had come into the great off-white sea of L-S: Dave Purvis, Ed Haley, Dorothy Woodley, Floyd Armstrong, Henrice Shane, Debbie Purvis, Kevin Powell, and others whose names are gone from me. Those were four wonderful years with those students. They were very strong; they didn't all survive, but they were

wonderful for trying. Linda Payne came in one day and announced, "I'm the Metco coordinator! I didn't know what a coordinator was but we made her welcome and had great times except that we never did get coordinated.

The Black Panther fiasco was the writing on the wall for Will. He was my favorite superintendent-principal, but his own persona did him in. The changing times would have done so any way, of course. In thirty short years we've gone from being one of the the most radical public schools in the east to one of the more conservative. Frank Heys said that all educational change was circular; so thirty years from now...

Frank Heys hired me. I had returned from a failed venture in Honduras, and in December, 1966 was looking for a job. I called all the schools in the West Suburban phone book and the voice on the Lincoln-Sudbury phone said they had a teacher who was sinking under the weight of an impossible class distribution problem and they'd like to talk to me. I taught a sample class for Frank on a poem of Robert Lowell's which I didn't understand which strangely enough had a fly fishing image in it. Being a worm fisherman at the time, I got that wrong, too. Frank knew how to fly fish. He wanted to hire me, old Harvard men after all; but my previous boss at W.E. Hutton & Co., Johnny Blakey, also a Harvard man, called to tell Frank how irresponsible I was. I'd left W.E. Hutton & Co. on a one week vacation, gone to Honduras, and hadn't returned for two years. Will called me in to discuss this and also a couple of other omissions in my resume that had come to his attention. I guess there were no other candidates. I started January 2, 1967: Eng.. 236, Eng.. 237, Eng.. 232, Eng.. 222, Eng.. 434. The class # 238 means the eighth worst class in the third worst level in the sophomore class. I'm sure you get the idea; the previous teacher certainly did and made the right decision, too. Since then I've taught in all kinds of configurations and arrangements. Well, not quite all. Miriam Coombs didn't think I could be trusted with freshmen. It's also true that for the last 15 years, I haven't taught many Ivy League bound seniors and juniors . Being an Ivy Leaguer myself, I know that it is true that the ivy is gone from the Ivy League in the interest of preserving the brick. For years I specialized in Special Education students before there was Special Education, but after the state instituted Special Education, I lost that job.

Except for Patty Bowdoin, Betsey Wood, Don Gould, Hugh Maginnis, and Joe Pacenka, all my friends from those years are gone. There was Jerry Poznak, the shortest man in school, who drove a Porsche Spider and who gave Mimi and I a Golden Retriever for a wedding present and who has never been seen since although he lives in Watertown; Harriet Rogers, with real native American

heritage and reservation experience, and who was and is a genius in terms of theater, at whose oldest house in Lincoln I first met the rest of the English department who left us for theater and TV and who is still in Lincoln in the oldest house, physically frail but mentally as smart as a button; John Alves, Harriet's assistant, who went to Hawaii to grow macadamia nuts, and is now publisher of *Honolulu Magazine*; Bruce Johnson, crazy Bruce Johnson, ah yes, Crazy Bruce, a graduate of Lincoln-Sudbury, you would have thought someone would have known better, who rented a house up the hill across Concord Rd. so we had a neat place to get away to between classes; also Harriet's assistant; Dave Orr, mild mannered English teacher from North Carolina who thought the Metco kids should be allowed to stay on the basketball team who left a long time ago and is now first vice president of economics at First Citizen's Bank in Charlotte which Ephraim Gerber says is the sixth biggest bank in the U.S.; Adair Lynn who also drove a Porsche, wore one green and one orange stocking and lobbied for the poor, who married a Japanese doctor and lives in Tokyo. There were a lot of us, of course. Somewhere in those years the population of the school peaked around two thousand students. Since we had no Special Education, divide that by about 15.5 and we had 130 teachers.

Dave Bronson was the first teacher to speak to me. He came over to me at Harriett's party and said he'd heard the I was a pirate. In those days we talked a lot at meetings, hammering out educational ideas. Dave talked in topic sentences, leaving out the very complex paragraphs so no-one but myself could understand him. I became his friend and interpreter. I met Brad Sargent at that English department Christmas party in the oldest house in Lincoln. I knew right away I was in the right place because my glass was always full and I didn't stand out too much. I started to talk with Brad, probably some junk about looking to do a good job, etc., etc., and to Brad's credit he ignored me. There were a lot of people who were very much part of my life day to day: Dixie Pierson, now a bat and turtle researcher; her buddy, Linda Pollard, who smiled like a high school girl herself, Phil Lemieux who was always on the other side, Phil Lewis who was always in the middle, (now, he's studying the theory of knots), Ray Martin, the humanist, and Bob Millett doing discipline and graduations.

I came to Regional having taken no education courses and having taught three semesters at Cranbrook School in Bloomfield Hills, Michigan, but with no public education experience except my own years as a student at Needham High. I got a waiver to teach but needed to take a course at Framingham State to get a teacher's certificate. Of course, I didn't take the course. I still can see Frank, having found out about my lack of certification, jumping up and down

in the doorway of Room 615. Frank did not "suffer fools gladly" as many of us learned during our years with him; and it was unfortunate that the school committee did not understand his worth when they rejected his application to be named superintendent-principal after Will.

At some point educational discussion at L-S stopped being meaningful to me. For a few years I tried responding with "The emperor has no clothes." approach, but that became hackneyed. About ten years ago I learned to ignore what was going on around me and concentrate solely on my own classes. This approach works for me, but I miss the old camaraderie of discussing educational ideas with my peers, and the challenge of trying to implement them. So it looks like I'll end my teaching career thinking that the reality of education has still not been addressed either at L-S or at the state or national level. I often remember Needham High, 1954, Bill Pollard, the principal, another real person, and the juke box in the cafeteria belting out Les Paul and Mary Ford's, *The World is Waiting for the Sunrise* .

"'Graduation' made me reflect a little" / J.J. Horgan

The end is nearing and I guess with "ends" we often think about all that has happened to bring us to this "end." Unfortunately, with all the craziness of preparing for exams, correcting papers, and grades we do not have the time to think about all the good things that have happened throughout the year. Instead, we are stressed and thinking of deadlines and what the summer will bring for us. Maybe everyone is not feeling this way.....but, I guess "Graduation" made me reflect a little. If you don't mind, I would like to share some thoughts with all of you!

The last graduation I went to was at the school where I experienced my first year of teaching. (Or....what I THOUGHT teaching was.....) My memories are vague, as I drove away from that graduation thinking....."I will never teach again!" Let me give you a brief summary of why.....I'll list some of the rules for you. (Oh....these are not rules for the kids...these are for the teachers.)

1. Sign in by 7:00am in the main office and sign out before you leave.
2. If you leave during the school day you must sign in and out.
3. Dress code: Jacket and Tie for the men (no sneakers) and Dress or Skirt for the women. (If you wear dress pants you must wear a blazer.)
4. If you see kids in the hall, write them up. (Kids are in class, study hall, or detention at all times).

5. If a student needs to go to the bathroom, phone, or library you must give them a pass or they may not go.
6. You are allowed three sick days total . (If you go beyond that, you lose "points" on your evaluation which can result in a lower salary for the following year. (unwritten rule! Just known....! The same goes if you do not follow dress code, sign-in, etc.....you lose "points" on the evaluation which effects your contract.)
7. One more thing...you must hand in your plan book every Monday to your Department head with your plans for the week. Again....those are just the rules for the teachers.....I'll let you use your imagination for the rules for the students! (Resources? hmmm.1 VCR for 15 teachers.....
35 kids per class.....)

(And....a few memories to add just to set the scene. On a weekly basis the history teacher from the room next door (of the portable building where I taught) would welcome me with her motivational speech of "You're young, you can still get out of this thankless job! But, I am stuck in this job! I'd look for something else to do if I could!" Just another school where students learn and teachers teach and minds grow?

This year I drove away from graduation thinking....what a unique school, what a special place! We are given the chance to create, to challenge, to question, and to change! We are able to walk into a building (if you can find the door) where we are given the freedom to not only contribute to the future of these kids, but we are surrounded by friends and colleagues who have a passion and excitement which is contagious and that we can learn from. (And....on top of all that we are blessed with a wealth of resources to do it with!) I think I learn more from all of you and from my students, than my students learn from me! Yes, we all have a lot to do, and not enough hours in the day to do it, and I will be the first to admit that I do not always love to correct all those papers.....and we all deserve to complain on those bad days.....but I hope we can all take a moment now and then to look around and say to ourselves.....what a great place to be! Aren't we lucky to teach in a school like this?!

"A place that resonates with spirits" / Pina Chiodo Lessard (Class of 1980)

Lincoln-Sudbury to me is a place where Lorraine Gandolfi manages to permanently imprint Spanish verb conjugation onto your brain while

challenging you, entertaining you and becoming your friend. Where Bill Plott grows more humorously profane and inspired, while Judy races about in a hurricane of purposeful activity, the two managing a synchronicity that takes form in Rogers Theater. Where Anne Marie Plasse takes you past the initial horror of dissecting a recently deceased pig and on to a fascinating journey. Where Regina Russell shepherds so many through so much and Pat Lockery is a lesson in kindness and dedication. Where Vicki, Diane, Leslie, Andy and Duse make you acutely aware of your body fat percentage and make you laugh. Where Bill Schechter makes the eradication of complacency his personal mission. Where Anita Pearson is connecting, motivating, organizing and involved in everything. Where Bea George is always elegant and always on top of it. It is a place that resonates with the spirits of Ginny Kirshner and George Horton. A place dedicated not only to excellence, but to the manner in which it is pursued. A place to try on identities, fly on a stage, charge on a field, to time and time again demolish the limits you place on your own intellect. A place to return to sixteen years later, to be remembered and welcomed. And now once again, a place to be missed.

"The spirit ... to do what is right can not be extinguished" / Elizabeth Lewis

Lincoln/Sudbury's reputation preceded Matt King's call one July afternoon to ask me to apply for the job of Housemaster. I had first become acquainted with L-S in the mid 1960s. My friends who taught there told me that this was the place to be a teacher -- totally different from the buttoned-down, up-tight suburb where I was teaching at the time. Faculty lay on the lawn on warm spring days smoking dope with their students (could this really have been true, I wondered in retrospect as Matt extolled the professional development opportunities and salary schedule that now marked the place as Nirvana). This was a community that really "took on" social issues such as human rights, and not mired in trivialities such as logarithms and the Treaty of Westphalia, spent a full day talking about them. The only "anti-cultural" story I knew was of a head of a department who lectured away one dull afternoon while a mouse scampered around his classroom -- not the L-S way. This School was way beyond cool.

But by 1989, as I had changed, so had the School. I met the reality -- and it was so much better than the legend. I encountered faculty, administrators, and support staff who were willing to do everything asked to make life better for students, and who created productive approaches of their own. I found curriculum which honored all realms of human curiosity, not lock-step and

drab, but colorful and nuanced. There was a schedule with a "directed study," a time for kids to catch up DURING the regular day, a real gift to such busy students. And the students -- from their imaginative senior pranks, like putting all the cafe chairs up on the roof, to their brilliant showing on national exams, to their creativity in plays like a reggae Tempest, to the hard fought games on the athletic fields -- what a crew! And so much better than the legend.

The event that sticks in my mind with the most poignancy occurred early in my tenure here, and -- I think -- unites a number of strands that define the School. Historical perspective and social justice -- Bill Schechter and a group of students decided to print on sheets of computer paper 6,000,000 zeros, which symbolized the Jewish lives snuffed out by the Holocaust. They hung the attached papers through the corridors of the School as a visual representation of those massacred. And then came the conflict, this time from the ecology corner. What a waste of trees, they protested! The conflict in values had barely been expressed when something else happened: some students set fire to the papers in the glass corridor. Did they understand the brutal irony of their deed? Was this some thoughtless act of vandalism by people who were unaware of the symbol of the zeros? Or was it the protest of the L-S version of eco-terrorists? I never knew. I have forgotten if the students were ever even named. What I do remember, though, is that the next year, there was another Holocaust memorial, and the next year after that another, and so on and so on. Which makes me think that the spirit of the faculty and students at L-S to do what is right can not be extinguished. And I am very glad to be here.

"I don't feel that I've aged much" / Dick Maciel

Three things come to mind as I look back and try to capsule almost thirty years. First, the opportunity to teach as I wished, to innovate, to try, to fail, to get the satisfaction of doing it right. I've been respected as a person who knew chemistry, and knew how to present it. Professionally, I couldn't ask for more.

Second, I think of the students and how they have borne me along. They were 16 years old when I got here. They are still 16. They haven't aged and I don't feel that I've aged much in all these years.

And the people that I've worked with. I can't start listing names because then I wouldn't know when to stop.

"And such was the Sound and the Song of it " / Paul Mitchell

A place where the classroom
was Supreme
Teachers requests
"went up"
Variations on "no"
"you can't"
"you must"
never came down

A place where degrees and
experience counted not
Performance in the
classroom was all
merit salary was the
order of the day

A place where one developed
a teaching style
permitting students
to become
more of whatever it
was they were
like it or not

A place where the classroom
was joined to
a library and library staff
ranked midst
the best

A place where students
found beauty in wood
discovered problems and
fixed cars
and boys cooked

A place that sent students
to playing fields
to win

A place of few parent

protests never students
A place that sent students
to Europe
to climb mountains and
to sing
to Boston to sing
with the Boston Symphony Orchestra
to collect prizes for
art and drama
to the streets to
protest apartheid
to foster AIDS awareness

to help the homeless

Indeed L-S was a
unique place.

"Personal journeys of life-long learning" / Jane MODOONO

A student-centered culture, a rich selective program, an unweighted Grade Point Average with no class rank, no bells, students in the corridor, students with "free time," directed study, teachers committed to "individualizing" programs for all students, high expectations and standards with support for students/ teachers to reach their goals, nurturing relationships between students and adults, core values of academic success, caring relationships, and respect for individual differences, Young Women's Leadership Conference, Gay Straight Alliance, Colors, Martin Luther King Action Project, many many choices of interesting clubs, inclusive and challenging athletic teams, inspiring drama productions, teachers who are wise, committed and willing to work hard, students who are smart, committed, and willing to work hard . . . on their own personal journeys of life-long learning.

"It is the passing of the light that I recall the most" / Jim Newton

In 1813 Thomas Jefferson wrote, "He who receives an idea from me, receives instruction himself without lessening mine; as he who lights a taper at mine, receives light without darkening me."

Thinking on thirty years at Lincoln-Sudbury, it is the passing of the light that I

recall the most. I suppose I gave my share, but I also received, and I want, now, to acknowledge those gifts which enlightened me without diminishing others.

I remember a ninth grade girl coming up to me after a class in the days when *Introduction to the Humanities* was required in the ninth grade. "What does it mean to pray?" she asked.

I recall the reminder Frank Heys used to give every fall: "They're not the same kids who walked out of here in June."

Mitchell was good at dosing up healthy prescriptions of humility: "The space you leave behind will take your place."

"Why is it called the Industrial Revolution?" I was asked in a lab class. "If it isn't over yet, why don't we call it the Industrial Evolution?"

Individual candles finally gutter and die.

Pass the light!

"I saw the excitement, the fun, the energy" / Annalisa Notaro

Outside the place, I felt small. But as I drew closer, I saw the excitement, the fun, the energy. I wanted to be a part of it and before I knew it, I was. Days blended into weeks into months into years, and like a thirsty sponge I absorbed everything the place had to offer. I learned so much

I learned that teachers, staff, students, parents - EVERYONE is human, that everyone makes mistakes and is entitled to some bad days.

I learned never to give up hope even in the darkest moments because giving up is just giving in, quitting, or setting a bad example.

I learned to treat everyone with respect and kindness and to stop being so impatient.

I learned that even the toughest person has a soft spot somewhere and can be reached with persistence.

I learned that laughter really is the best medicine, especially when all else fails,

and that smiles come in a close second.

I learned that things take time and that trust in myself and others is a valuable gift.

And just when I thought I had learned all that I could handle, I discovered how much more I had to learn, and that, indeed, I would always learn something more from L-S because it is such a special place.

"A yeasty environment" / Nancy O'Neil

Lincoln-Sudbury Regional High School is a yeasty environment that magically combines rigorous academics with athletics and activities second to none! The culture is clearly student-centered, and individual differences, for the most part, are acknowledged and respected.

Day-to-day life in the school is zesty and stimulating. Rules are few, and most students handle this freedom with remarkable ease. Relationships between teachers and students are usually healthy and respectful. Students are afforded numerous opportunities to connect with teachers, and reach their potential. The advisor block, conference block, and directed study are just a few concrete examples of places where students can make connections beyond the classroom.

Outreach and volunteerism are two themes which vividly stand out at L-S. This is accomplished through clubs like the Martin Luther King Action Project, Key Club, Amnesty International, Colors, or the Gay-Straight Alliance. Students rally and raise support for national causes, such as AIDS or the Oklahoma bombing. Other more local causes exist, such as the hosting of the senior citizens for a free Thanksgiving Day meal in the high school cafeteria.

What truly makes Lincoln-Sudbury unequalled are those who make it tick. The teachers and staff take great pride in their work. They all bring something unique to the culture. There is an obvious passion for teaching, sharing, and learning. This is evidenced in the classrooms, halls, cafeteria, gymnasiums, and fields.

"A place that causes you to think and conquer" / Joe Pacenka

To me, Lincoln-Sudbury has always been a place that recognized that people

are very fragile and that things happen to them. However, growing up, becoming educated, causes you to become aware of what happens to you and to become conscious of how it effects you. L-S a place that causes you to think and conquer all those things that happen to you, to rise above them, fix them, build on them, and then move on. Lincoln-Sudbury teaches kids to become grown-ups and take responsibility. A place that causes you to think and conquer

"The opportunity that I have had to watch these two women at work" / Bill Plott

In the 26 years since I first came to Lincoln-Sudbury, I have had the remarkably good fortune to have two women as my teachers: Harriet Rogers and Virginia Kirshner. No education in the world could have been as good nor meant as much as what I learned from watching these two women work. I learned everything I know about theater from Harriet and Ginny, not from theory or discussion, but from the only place anybody learns theater: rehearsal. The first time I saw Harriet working, she was puffing her cigarette, dressed in jeans and sneakers, and showing a sixteen year-old actress how to act sixteen. And yes, Harriet was better than the girl. In the four years I worked as Harriet's tech director, I watched her direct 22 productions--everything from one-acts to opera to her own musical, *The Winklehawk* . I blush to remember the set I built for the Lady's own play, a set that fell down half-way through the second act. She had the typical Harriet reaction to that disaster: "Well, Bill, at least it got a laugh."

For more than a decade, I taught English and not theater. Then I got hooked again--or, given her Irish politician's ability, I should say that Ginny hooked me. We started by team-teaching *O'Neill in Production*, *Ah! Wilderness* , and then went on to *Shakespeare in Production* and *Greek Tragedy in Production* . Again I was privileged to watch her work, and so infectious was her love of the theater that I found I wanted to direct. Under Ginny's careful tutelage, I started with *The Rosetta*, then *Macbeth* , and now, more than a decade later, I sit in Harriet's and Ginny's office and try anything I can to keep their spirits alive at Lincoln-Sudbury.

Few of my colleagues, and none of my students, have had the opportunity that I have had to watch these two women at work. Fortunately for my students, I had that opportunity; and as daunting and impossible as it is to sit at their desk in the Rogers Office and pretend to fill their place, at least I learned how to fake it

from the best. Thanks, Harriet, and thanks, Ginny. I wouldn't even have dared try it without you.

"Freedom and surprise...help make L-S what it is" / Judy Plott

Shakespeare lives and prospers at Lincoln-Sudbury. Every year we have over one hundred students who elect Shakespeare classes, twenty-five in the *Shakespeare in Production* class, close to a hundred who audition for the Shakespeare play, and many others who study the plays in English 9 and a variety of other classes.

In the movies, styles in "classics" shift from year to year, but the Shakespeare revolution has been going on at L-S for decades and shows no sign of slowing down. All of us involved in teaching and producing the plays recognize that what we deal with are scripts, intended for performance, not simply as a source for final exams; that understanding of the plays--and the word "play" needs to be seen in all its implications here --provides freedom and permits surprise. Freedom and surprise educate the imagination and help make L-S what it is.

"The school was jumping" / Nancy Ragno

Looking over the past years, I feel very fortunate to be part of this exciting place. I started working part-time in the Main Office and the following year, September of 1979, they asked me to be the secretary in West Hall. By October of that year, I was ready to quit. There were almost 500 students in each hall and the school was jumping. High school was never like this when I was in high school. How could I possibly get any work done with all that was going on around me. When I told the hall staff that I was leaving, they begged me to stay. They said my first job was taking care of the kids and not worry about the office work, that I would always be playing catch-up. One of the other hall secretaries asked me to stay. She said that by the end of the year, I would love my job. I did not believe her, but decided to give it a try. She was right!

Well here I am 18 years later and loving it. I love the kids, they are the Best! The staff is very special. They are so dedicated, have strong relationships with their students and are just great people to be with.

I have seen many changes over the years. Every September, it is always fun to

see what is going on and
see all the new teachers, but the best part is having the kids back in the building
again. Lincoln-Sudbury Regional High School is a great place to be and I feel
very lucky to be part of this great school. Happy Anniversary L-S!

Inside Outside Boston / Bill Ray

I. Boston

There's not much to say:
A bit of green puckers
A flat fanfare of high walls,
Suitable for a cheap Gothic romance.

Within, in their demoralized rooms, a
Big boy
points to
the words he
reads;
An angry girl turns her back.
A doe-eyed one almost cries at the Success
Of his first poem.
Thinking he's fine under the lean-to
Of his educational imagination, the Veep
Is staked out on the roof,
Sure to preempt the metal detector.

In my classroom
Amongst the Laughter and Disregard,
Glassy-eyed boy, smooth-faced, eyes the clock
and laughs,
Noiselessly, regularly.

II. Sudbury to Anna Colligan

Arms outstretched,
she floats up
the hallway: FREE AT LAST!

Pink passes, green passes, yellow passes are now no passes;
It's Us and Them.
Unruly rules:
We each set our hat just as we please, Indoors
Outdoors

Launched now, her smooth hand reaches for the
Wand of Knowledge,
fingers
Outstretched by a ghostly Marx;
She takes a lunge with a wink from Dickinson.
She cocks her rebel hat at the socialite who
Laughs and watches the clock.

Volumes appear to support each
Sturdy step she takes up the corridor,
A conspiracy of poets, shaman, sages, and teachers.
She whirls and whirls,
Eyes fixed on the goal
And not alone:
FREE AT LAST.

"A place where, surprisingly, I have a past and a present" / John Ritchie

It was sometime last October, on a sunny day heading east on Route 20 that my past caught up with me--an unnerving experience under the best of circumstances. I think I was in a bit of a commuting dream, enjoying the staggering newness of the L-S experience. A new job, new people, new culture, new patterns, intrigues, histories, odors, sights; new commute, new daily rhythm, new lexicon, new conventions. A newcomer. A man without an L-S past. Free of the bonds of its history, thus able to revel in the freshness of its present.

Then my past catches up with me, right near the curve in the road by Arrowhead Nurseries. I realize this school is not new to me, nor I to it. I have a history. In a peculiar way, I am an old-timer at this school, not at all a newcomer.

In the spring of 1973, after a short but costly injection of Veritas, I applied for jobs teaching high school English in the Boston area. As I recall (the lens of

memory grows cloudy), sixty applications elicited responses from two school systems: Boston, where I was placed at number two hundred and ten on the list of candidates and told not to call; and Lincoln-Sudbury Regional High School, to which I was invited for an interview the next day.

I left Newton and, somehow, I found L-S. (I remember hours on piney back-country roads; horses; men in coonskin caps; golf courses.) I was interviewed by a nice fellow who was the head of the English department, told I'd fit in well, informed that all English teachers had offices, and enlightened as to the fact that, if hired, I could pretty much teach what I liked. I was told to call the next day to finalize the details.

I called the next day. There had been a shake-up of some sort. The man who had been head of the department was no longer the head of the department. No one knew who I was. A selection process for the vacancy would begin in a couple of weeks. I should re-submit my application. My budding career was nipped in the bud. I'd been picked off first.

But, aha, now I'm back. (Maybe I misheard the nice man and he really said "call back in 23 years.")

So, what is L-S to me? A place where, surprisingly, I have a past and a present. A place where, unexpectedly, I am rooted.

"I still feel as excited to be here as I was the first year" / Naomi Rosenthal

My arrival at L-S in September, 1991 was truly a new beginning. As my third teaching position, my job as coordinator of the "Great Opportunities" (GO) program presented me with my own 'great opportunity.' For the first time I would be able to combine and use all the skills and talents that I hoped I had been cultivating: teaching, counseling, and managing. And where else to do this but at L-S, a school whose very philosophy so mimicked my own? I found the atmosphere refreshing. I could have students call me 'Naomi,' I could dress in a manner that was comfortable to me, and I could help students make progress in the personal and academic spheres of their lives. Now, six years later, I still feel as excited to be here as I was the first year. I love my job. I love the staff and students I work with and feel useful and inspired on a regular basis. What more could one ask for?

"We've pushed, pulled, prodded and evaluated" / Gisele Sampson

The dedication of the auditorium to Virginia Kirshner brought back many memories of her, of course, but it also poked into the nooks and crannies of L-S memories I hadn't thought about for a long time.

I came to L-S as a part-time French teacher, for second semester only, in 1983 and I've been here ever since. That's over 14 years ago! I still can't believe it's been that long. The obvious changes have occurred -- there are people who have left (Arnold Bossi, Lillian Scherban - to name a few language people who made an impression). There have also been changes in our office space, which used to be one big open room and which is now divided by partitions. Our curricula have changed. The school culture toward language has changed - Spanish is now the language with the most sections, the Latin enrollment has grown from 1 to 7 sections, and French and German enrollments are dwindling

Fourteen years ago, and for that matter 40 years ago, there was no "immersion," except for TIP, "total immersion program," a course offered to juniors and seniors which met ten hours/week. The computer lab has only been in existence for to to three years.

We're always looking at what and how we teach language. We've pushed, pulled, prodded and evaluated what we do in the Language Department. Personally, I think we're keeping abreast of new ideas, developing technology and new techniques. Hopefully, we're doing it better!

"The World Is Your Oyster" / Bill Schechter

In the spring of 1973, I was hired L-S-style, after ten separate interviews in the history department. Two months later, I headed out to school via a new route (Sherman Bridge Road) and found myself staring at cows. Certain that I had wandered too far into the countryside, I turned around and drove back to Rte. 126. Above all, I had hoped that day to leave myself sufficient time to walk down to my very first class (*American Issues*, 8 a.m.) in a calm and composed manner. Instead, I reached the loading dock entrance with seconds to spare and found myself running as fast as I could down South Hall, arriving at Rm. 412 disheveled, out-of breath, and completely discombobulated. I feel like I've been running ever since.

First and foremost, Lincoln-Sudbury is a place which has allowed me to run, to be creative, to make the attempt, and even, in the words of Samuel Beckett, "to fail, fail again, fail better." How daunting--and liberating --to be allowed to assume the burden of responsibility for one's own work. How rare. Here impossibly high standards, rarely voiced, were set through example by teachers like Alex Marshall, Harriet Rogers, Bob Wentworth, Frank Heys, and Ginny Kirshner. Here Paul Mitchell, my mentor, cheerfully told a terrified young teacher that *American Issues* had no syllabus and that "the world is your oyster." Has there ever been a more succinct expression of L-S culture?

The first seventeen years of my life were spent in the beautiful Bronx. I grew up in the "Amalgamated," a garment union-sponsored, self-managed Jewish housing project, organized according to the principles of England's "Rochdale" cooperative movement. I spent the next ten years wandering the Elysian fields (and battlefields) of the utopian sixties. Then I came to Lincoln-Sudbury--"a different kind of place"--a young radical who knew it all, hired by the only school which had granted him an interview. *"Row, row, row your boat...life is but a dream."*

At L-S, I've been allowed to work out my own vision of being a teacher. I value the life-long friends I've made among faculty, staff, and students. They've taught me much. Looking back, I see that all this was possible because the tradition bequeathed to us valued freedom, passion, and empathy far more than order and regulation. As new state "reforms" approach with the hurricane force of good intentions, I fear for our future.

"What a wonderful bond can form between kids and teachers" / Jeryl Trier

Sometimes an anecdote defines meaning more clearly than words. This experience taught me one thing that makes Lincoln-Sudbury a special community. Fourteen years ago I entered Lincoln-Sudbury for what I regarded as an audition. I was 22 years old. I had just finished graduate school and I desperately wanted a first teaching job. Earlier in the week I had completed an up beat interview at L-S, and Phil Lewis and Bill Galvin had invited me back to teach a couple of mathematics classes.

I recall feelings of absolute terror. I spent countless hours preparing to teach one honors Geometry class and one Advanced math class. I remember little about the experience except how nice I thought the kids and the teachers were. The teachers were relaxed and flexible about their classes and what I planned to

teach. The kids appeared to listen intently; they asked great questions, and I remember leaving L-S both relieved and enthusiastic about an experience that I originally had dreaded.

Three years later, one of my Calculus kids felt that we needed a mathematics break, and she asked a question in class. "Ms. Trier, do you remember teaching us Geometry that day in Mr. Galvin's class?" I must have look a bit stunned, so she continued, "We could tell that you were kind of nervous. You used a bunch of terms that we hadn't heard before, but we didn't say anything because we wanted you to do a good job!"

I remember thinking, what a wonderful bond can form between kids and teachers. Perhaps this is one of the many reasons that L-S is such a rich environment for learning.

"I'm glad it's still my home" / Paula Wolfe

Lincoln-Sudbury Regional High School has been my professional home since I came east from Minnesota at the tender age of 21. I was incredibly lucky that such a wonderful school would take a chance on such a young person and I've felt lucky to be a part of this place ever since.

In the 1970s the school was a growing and exciting place with a large and lively art department. We taught things like batik and tie-dye, stained glass, candle making, leather crafts, etching, silk-screen and weaving. There wasn't computer in sight. Virginia Kirshner approached us with the idea of a festival to showcase the arts and Springthing was born. The first one was held outdoors in a courtyard with student art work hanging on clotheslines. Since then I've worked with many gifted artist-teachers and I've seen my students go on to become architects, artists, jewelers and glass blowers.

My early memories of L-S include trying to teach Don Gould how to throw a pot on the wheel, having a bit part in a faculty Midsummer Night's Dream where my colleague Phil Albergo stole the show as "the wall." I remember taking students to Maidstone, England, beginning an important British connection for me. I produced a scholarship fund-raiser with over 50 faculty members up on stage in an L-S version of Hollywood Squares or competing with hula hoops and tricycles or dancing with pillowcases over their heads. L-S has always been populated with unusual and fun people. I'm glad it's still my home.

"Students are the point of why we do what we do" / Bella Wong

I am fortunate to have entered the world of secondary school teaching through the auspices of Lincoln-Sudbury Regional High School. This was my first teaching job and it is now my sixth year teaching here. As a new teacher, I was intimidated as well as impressed by the quality of teaching I saw taking place here. I couldn't imagine how I was ever going to measure up to those around me. I was and am constantly inspired by the things my colleagues do here to better themselves for the general good of the educational community and in particular, for their students. Being surrounded by good teachers has made me strive to be like them. As an educator, Lincoln-Sudbury has been a dynamic place to learn and grow.

Over the past six years, Lincoln-Sudbury has provided me with the opportunity to investigate with my colleagues solutions to various educational problems that confront us daily. I have found being able to debate these issues with other practitioners an invaluable educational experience. My colleagues are the richest collective source of information and educational wisdom I can think of.

Various relationships I have had with students over the years have also enriched my life and experiences as a teacher. It is wonderful to be in a place where the value of student-teacher relationships are expressly acknowledged, nurtured and encouraged. We don't deny that students are the point of why we do what we do.

The past couple of years, while always remaining a teacher, I have worn other hats: President of the Teachers' Association, Department Coordinator, Faculty Advisor. As such, I have experienced how multi-layered Lincoln-Sudbury really is. Faculty, administration, staff, School Committee and families working toward a common goal of doing what is best for the students are all essential pieces of what makes Lincoln-Sudbury what it is. And because we are passionate and human, sometimes we say discordant things to each other. But I have seen that as long as we acknowledge our common purpose we remain resilient against fracture. This resilience has come from knowing this about each other.

SENIORS' REFLECTIONS

Each year, *The Forum* asks seniors to reflect on "The L-S Experience."
These are the responses from the years 1994-1996.

1994-1995

Mac Bull...

When I am asked about what the past four years of high school have meant to me, many things come to mind. I am faced with memories of the good and bad, for without both I have nothing. I remember when I came to L-S in my freshman year; I made friends with some people, while others disliked me. I could tell you of the turmoil these people caused, but why dwell on such sour stuff? Anyway, L-S means to me a time of changing and finding myself. It was one of the many transitional periods in my life, and I'm sure it's only one of many more to come. When I hear that these are the best four years of my life so live it up, I often wonder where these people are coming from - a barn? I've had some really great times, but the best four years of my life? Well, not so far. Life is what you make of it. If your life needs meaning, then it's up to you to find that meaning within you. That is what L-S means to me.

Mark Cautela...

Freshman year I walked into school with my heart racing. It was my first day of high school and I was as nervous as every other incoming freshmen. My only knowledge of L-S up until that point was the horror stories I had been told by L-S alumni. I envisioned walking down the hall and being stuffed into a locker or thrown into a garbage can and forced to sing "I'm a little teapot." I then imagined walking into the bathroom and being asked if I needed any drugs. Needless to say I was petrified.

These ideas dissolved quickly after I spent a few weeks at L-S. I wasn't mugged, no one tried to sell me mind altering drugs, and I actually made it through break time at the cafe. Life at school became easier as I came to meet people and actually know my way around the halls.

Over four years I have been here I have developed friendships with many of the faculty as well as kids my own age. Some of these relationships were with teachers while others were with other staff members.

Two of the friendliest people I met were Bruce the Janitor and Cheryl from the cafe. Cheryl helped to feed me so many times when I was a broke freshman and sophomore without a car to go out, that I think I'm going to have to take her out to dinner. My first two years here, when I actually had a radio show on WYAJ, Bruce hung out with me and made me laugh. It was hard for me to imagine this big guy with tattoos and a tongue ring was actually a janitor and he even scared me at first. Gradually though, I came to realize he was a cool person.

I also had some nice teachers along the way, who really inspired me to do my best with their teaching methods or personality. Whether it was a unique exercise I was doing in Postwar with Bill Schechter or listening to the craziness of Thomas Pulchalsky or Karen Fritsche, these people made class enjoyable. Some others who stand out in my mind are Sue Frommer, Virginia Blake, Nancy Errico, and Eileen Milner.

With all of the new fellow students I met from Lincoln and Metco, I had enough friends to help me survive high school. As I prepare to leave for college it saddens me to think of leaving all these people behind. They have helped to shape me over the past four years, into to what I am today and I am thankful to all of these people.

Craig Ginsberg...

When I reminisce about my days as a freshman, I realize how much I have changed throughout four years. Ms. Notaro, my freshman English teacher, remembers me as a "shrimpy little kid." In some ways I think I have grown up, at least physically.

However, the most important changes occurred within me. Only upon realizing the few remaining moments that I have at Lincoln-Sudbury did I understand the total effect of my high school years. I will always remember the teachers who passed on important advice or helped me discover who I am. I will think back and smile at Mrs. Plott telling me to exercise my mind so it doesn't get flabby, like Mr. Plott's stomach. Or Mr. Puchalsky describing the horrors of being stupid. Or even Mr. Schechter showing me that I had a voice of my own. I shudder to think of what I could have been had I not taken his Post War America class.

I learned through my years at L-S that touchdowns cannot compare to

revelations. I discovered that poetry is wicked cool, and that my classmates could be accepting, understanding, and even loving.

Most importantly, I realized that during my four years, I made some amazing friends. People that I could share everything with and know that they understood. I met friends who accepted me despite all my faults and for that I am grateful.

My years at L-S were more than learning math, science, and history. They were also about meeting people who will live forever within my memory, and having some of the greatest times of my life.

Kert Heineke...

Well I've been wandering through out a lost head for the past four years, realized there's too much out there, and decided I have no idea what I want to do with my life. Sure, there are jobs, but honestly, besides money, what do they get you? I'm sure there are many people asking "well what more do you need?" Well I'm searching too, because I know it's out there and I know it's not in money.

I came without a thought of academics, went to drugs, and found exhilaration, but they got to be a drag, so I needed something else, and happened to notice that I had been going to school for two years, and decided to give it a try. School can be good from the right perspective, but society shines a bright light in your eyes, so don't stumble into some meaningless purpose and end up serving as another gear from the institution to serve the machine. Well, that's what the light is for, to blind you. I guess I'm saying I don't like society's materialistic shallowness, and I don't want to be a part of it.

John Lennon's song "A Working Class Hero" captures what I'm trying to say:

*As soon as you're born, they make you feel small
by giving you no time instead of it all
until the pain is so big you feel nothing at all
A working class hero is something to be*

*They hurt you at home and hit you at school
they hate you if you're clever and they despise a fool
'til you're so f*cking crazy you can't follow their rules
A working class hero is something to be*

*When they've tortured and scared you for twenty odd years
then they expect you to pick a career
when you can't really function you're so full of fear
A working class hero is something to be*

*There's room at the top, they're telling you still
but first you must learn to smile as you kill
if you want to be like the folks on the hill
A working class hero is something to be
if you want to be a hero just follow me*

Note on the last line he's just saying there's another way to live. This can be taken in the wrong way, but the meaning is there. This may sound negative, but I figured I was asked for the truth, and this is it in my eyes. And the truth is neither negative or positive, it just is.

Basically, I'm saying there is another way, and people should stop viewing everything so narrowly and be more accepting. Choose your own path, mine just isn't on terms with society's values.

Peter Karys...

Thinking back on L-S, I doubt that it will be blue hall, or North house that will come to mind. Instead I think it will be the teachers and friends who have made an impact on my life and changed how I look at things. I'll also probably have memories of the people who made high school a chore. The relentless teachers, never running out of new assignments, always making sure that I never had time to get sufficient sleep, and of course I could not forget my fellow classmates, who got great pleasure out of being obnoxious and as juvenile as they could muster, for whom I made a sport out of trying to avoid. I wouldn't want it any other way.

L-S is not a place to me, but a group of people. Almost like an oversized family, with the teachers always trying to keep us in line, always the over concerned parents, ready to scorn us, but only because they cared. All the students, a bunch of brothers and sisters, who may not always get along, even to the point of beating on each other once in a while, yet always having that connection as part of the Lincoln-Sudbury community.

Thinking back on my state of mind and maturity entering L-S, and how I am as I leave, it's quite easy to see how my life has changed. The lessons I learned were not limited to the classroom. For all the Dostoyesky I've read, and

Spanish I learned, I gained experience in life of equal importance, be it through helping a friend with a family crisis or living in Germany through an exchange program. High school has opened many doors for me, and is something I can look back on with no regrets. If there's one important lesson I learned it's that it's easy to wallow in ignorance, but knowledge is what's really rewarding.

Meredith Mattison...

Today, May 17, was my final sports event ever to be played on Lincoln-Sudbury's campus. Picking up my dusty softball glove just before walking off the field, I felt an unexpected pang in my heart. Before today, I had been at a loss for words when I sat down to sum up my four years of high school on a couple of pages of paper. But now I see what it was that pulled me through these times - athletics. I could tell everyone about my disappointments, my family life, or my overall achievements, but instead I want to attribute my experience at L-S to the sports teams I have been a part of over the years. Some people found their niche in organizations like band, the yearbook, clubs, or the computer room; these places brought friends and a sense of security. For me, I found my place in athletics. I vividly remember my first day at the high school, during fall tryouts. As a freshman, I was so nervous trying out for the field hockey team. I ran my heart out, proved that I had in strength what I didn't in weight, and generally made a fool of myself. When I made the team, it was at that point I decided what path I was going to follow for the next four years. By the first day of school, I already had a uniform with the L-S colors and logo; I was already a part of the school. The team was a place where I belonged. After a day of accidentally wandering into wrong classrooms, or simply feeling small, at three o'clock I could start all over again. During the darkest weeks, when I felt like I was a lost soul amidst my teachers and friends, I could translate all my frustrations and energy into playing my hardest. When I played hard, I felt my best.

L-S sports were just as valuable to my education as were my classes. Through athletics I learned about people. Our basketball team would have never made it as far as we did this year with only raw skill. The strength of friendship and respect for others, I discovered, are half the ingredients for success of any group. Being captain of a team challenged my compassion and my leadership qualities. I remember, as a sophomore, seeing the softball team's excitement after a shut-out game on the field, and then going back into the locker room to see the broken heart of the second string pitcher who never got a chance. As a senior captain, I wanted to see both sides of the team, to be both sympathetic and understanding while at the same time setting a standard of excellence.

In my four years at Lincoln-Sudbury, I found balance. Sports were my trampoline, helping me rebound from day to day stress by giving me an outlet. In turn, I always did better with my academics during the three seasons. Working with teams has given me an invaluable lifelong lesson about people, and how to get along with the worst of them. Not everyone's experience at the school involved sports, but I think I can speak for most of the graduating seniors when I say that there was always one thing, perhaps different for every person, which helped them make it through high school.

Moriah McSharry McGrath...

When I was just one of the little kids at Haynes school, I always thought that L-S was a special place. I feel the same way now that I am graduating. When I was seven years old, my esteem for L-S was based on the fact that all the cool older kids went there. Now that I *am* one of those older kids, my reasons for feeling this way are a little different.

Unlike many of my classmates, I actually made a choice to come to L-S -- after spending two years at a public high school in New York. From the start, many people, including my parents, questioned my motives. In New York, I went to a school that is "one of the best in the country," a school that spends about eleven thousand dollars on each student every year. But I was dissatisfied with the education I was receiving. I was getting good grades, I was involved in extracurricular activities, I had plenty of friends. Yet I had trouble dragging myself out of bed every day. It seemed like the only thing I was learning how to do was spit out the answers that my teachers wanted to hear. I felt like I was being told that the most important thing about me was my GPA. My classmates only cared about applying to Ivy League schools.

I thought that if I came back to Sudbury, things would be different. In a lot of ways, I was right. My two years at L-S provided me with a lot of what I was looking for. My classes were stimulating; I finally got excited about learning again. I was overjoyed to once again have knowledgeable teachers who cared about their students. And although L-S may seem like a pretty white place to some of us, it's a practical United Nations compared to my old school. I doubt many students at my school in New York could even pronounce "African Diaspora Luncheon", and many would be hard-pressed to identify Black History Month. This, and the diversity of personalities in the L-S population, are two things I really appreciate.

The staff and students have treated me with respect and kindness from the first

day I got here. To this day, I am very impressed that no-one laughed at me during my first days at L-S when, as a junior, I was unable to find science hall. I found a lot of new friends here, as well as meeting up again with my closest friends from elementary school. I know that I will always stay in touch with these people, even if we end up living on opposite ends of the world. To me, L-S was an important change in my life. I honestly believe that I have learned a lot of things here that will help me not only in school, but in the Real World (if I ever get that far).

Johannah Nikula...

During the last four years I have learned about much more than such subjects as calculus and literature. L-S is a place where we spend the last four years of our life before moving on to a major life transition of either going to college or finding a way to spend our life outside of school. For me, this experience helped me to decide how I want to spend my future and how I want to live my life.

L-S has teachers who are only classroom teachers, however there are many more with whom I can talk with on any subject. I took some boring classes, but I took many more which taught me to think, or sparked an interest in a new subject. I considered it important to work hard for my classes, and to learn what I could from my teachers, however, attending L-S has also been an experience beyond schooling for me.

There are so many activities offered at L-S, that it is hard not to get involved in some, although I often wish that I had been able to be a part of more of the many service oriented clubs at L-S. Sports were a very important part of my L-S experience, balancing out the academics and presenting new friends and challenges. From freshman to senior year, many friendships changed, but I believe that on the whole at L-S, we all made many friends while losing very few.

I know that I will have positive memories of L-S in the future. Classes which convinced me of the stupidity of some subjects will linger in my mind but classes which inspired me to learn more will form more prominent memories. Friends that I met in so many different capacities including classes, sports, and extra-curricular activities will certainly come to mind. I will remember graduation ceremonies from each year and my changing emotions towards them. Only this year have I realized how close graduation is throughout high school, and that L-S prepares us for it by preparing us for life and for new

experiences. Hopefully L-S has taught us all to think, and we will use this ability in whatever lies ahead.

Ron Sanders...

It puzzles me when I hear people speak so enthusiastically about departing from high school. Maybe it's because the feeling is so foreign to me. In fact, it is so unfamiliar to me that whenever I think about leaving Lincoln-Sudbury I get a pain in my heart. This probably has something to do with my regretting a lot of the actions I made, or didn't make, over the last four years. This is unfortunate. I know the pain comes from the realization that the relationships I built, from freshmen year to late in my senior year, will soon diminish and deteriorate until people who I considered my good friends, will be no more than acquaintances. I have memories, but to my soul, memories won't suffice. The past four years of my life have been most eventful, and I can thank L-S for most of that. I've gained knowledge, while at the same time become very confused. Not the dazed confusion, but the confusion that causes me to want to understand more. I've had my share of bad times, but those aren't the times that stand out when I look back. It's no match. The good times outweigh those times by far. Looking back, I can't remember when I first met Cheryl or Mr. Gould, because it seems like they've been with me all my life. Like family. I'm gonna miss this place.

Siri Schwartzman.

"L-S has been a time in my life. I can't say that it's been THE time in my life, because who knows what I've got to look forward to, but it has definitely been a time. A time when I made some of the best friends I will ever have. A time when I did some of the most amusing things I will ever do. A time when I laughed harder than I may ever laugh. A time when I learned so much about myself. A period of realization about who I will become. About what I want to become. About who I don't want to become and what I don't want to do. It has left me skeptical about the future of this world. About the future of my generation. About the future of myself.

L-S has been four years of metamorphosis. It has been four years of hard work. Four years of disappointment. Four years of excitement. Four years of confusion. Four years of convoluted emotions. The last four years of my childhood as accepted by society. A social learning experience. An experience that will make me feel inexperienced. An experience that I will somehow benefit from, even though I have not figured out how exactly. An experience.

L- S has introduced me to interesting people. To uninteresting people. To books, theories, and mathematical calculations. It is now introducing me to the rest of my life.

L-S has been a time that I will look back on and think, 'what a time.'

1995-1996

Jeremy Cohen...

Four years have come four years have gone, but not without plenty of memories to look back upon. There was that fateful boys basketball game that was lost at the old Boston Garden, a surprise visit by Roger Clemens to our softball field, a sudden speech by a Nobel Laureate in the lecture hall, and the tragic passing of our beloved Coach Horton.

But of all the memories, I think that the most vivid images are of those faculty members that were constants within the school day, and thus made the school's atmosphere so special. While they were always in the same place physically, their influences reached far beyond. For instance, who will forget the image of Mrs. Pearson sitting at her desk in the main office, or of Cheryl standing behind the counter in the cafe, or of Mr. Gould and Mrs. Abelson smiling in South House. What would school have been like without all of them?

In fact, what would we all have done without the faculty of L-S? During my four year journey, I have been lucky enough to have been taught several courses that are not even offered at some other high schools--like Mr. Johnson's Economics course (in which I learned about supply and demand,) and Mr. Dias's Advanced Physics class (in which I learned about motors.) However, there was also Mr. Puchalsky's Russian Literature course, which taught me to be cynical and thus question the basis of the above mentioned two classes. Upon deeper reflection, I look back upon my years at L-S with a smile and a teardrop in my eye. I always felt right at home there. The building even seemed to shrink as the years went on, from a gigantic place that was filled with strangers--to a small community in which friendships could be made that will endure a lifetime.

L-S was a place that offered us plenty of opportunities to explore, and to find the right path for each of us. Now, it is up to all of us to make use of the time

that we spent there, and to realize our potential during our future challenges and transitions.

Zachary Logan Driscoll...

When I think back on my four years at Lincoln-Sudbury I think of many things. The thing that I think about most is not the classes or what I was taught in the classroom, but rather the way this institution taught the students history, math, science and language, never concentrating or acknowledging the fear held by most people in the school to express their real self. I see many people every day talking and enjoying themselves, and that is a big part of high school, but not many people ever really got together with others and talked about what really mattered to them. One of the reasons for this is that if someone did show their real face, the face beneath the painted camouflage that hides their real self, and said that they had problems or fears in life, they would be laughed at and called "weird" by some people. Throughout life, the paint goes on layer by layer and you quickly forget or learn to ignore your real face beneath the painted mask. The truth is though, that everyone has problems in their life. If it is not at home it is in math and if it's not in math it's with relationships and the list could go on forever. Sometimes the problem is just your own mind confusing you about everything around you. But we also all have solutions. If we just realized that we could all benefit from each other by just simply admitting that everything is not always all right, that sometimes we all need help and support, then we could slowly scrape the paint off our faces and see each other as we really are. If there is one thing I will leave knowing, it is that I am just the same way. I have not scraped the paint off my face, but finally I have come to the realization that we all have troubles and we all have answers to those troubles. It takes a strong person to stand up for themselves. Now that doesn't mean standing up for your group of friends or your girl/boy friend, I mean standing up for yourself.

This school is filled with faces painted thick, layer upon layer of all the ways they wanted to look, all the people they wanted to be and all the things they wished they could be. But the most beautiful faces in the school are the ones that have the least amount of paint on their face.

A sad thing, though, is that the outside world, the "real" world, appears to be in the same state as L-S. So many people continue hiding under the mask so that they can go through life without really facing themselves. They get themselves consumed in their jobs, or in their money and forget, or a better word, ignore the fact that they have gone far in life, but don't ever really know their own self.

They feel uncomfortable when talking about their dreams and their fears, but it is those fears and dreams that make up their real self. This school has not helped me see myself any better, it has only made me see what I have been doing for the past four years and that is putting layer upon layer of thick paint that makes up what all of you see. It's not really me, it is just what you wanted to see.

"You have two real eyes" -JH

Ryan Heald...

As many students look at Graduation Day as their chance to "Pass Go and collect \$200, so they can "move on," or go on to "bigger and better things," I believe we must take a deeper look at what we've been through together. When we began nursery school, all of us stood on level ground. We treated each other equally. None of us had developed a reputation, and we started with a clean state.

Most of us have been together for practically our entire lives. We went to nursery school together, we played Little League, we joined Cub Scouts, we even went to Ball Room Dancing. These activities and all the other things we did during our childhoods may seem insignificant right now, however, it is the many small lessons we learned together which have gotten us to where we are today.

Whether it was being a part of "The Wizard of Oz" in the third grade, spending a week in the wilderness with our sixth grade class, or sticking up for a friend in a fight at Kid Space, we have had many opportunities to work as a team while growing up. These early lessons of cooperation taught us well, as we continued to help each other through high school. On the athletic fields, outside of school, or in class pulling off thirty current events on the last night of the term with lab partners, we learned to make ends meet, while at the same time we grew in character.

After more than twelve years together, our slates are no longer clean. They have been littered with all the things we have done and what people's interpretations of us are. However once we cross the podium and head toward our next endeavor, we will all have a fresh start and a clean slate. Though we will be on equal ground with our new classmates, the only thing which will originally be on our new slate is the fact that we are Lincoln-Sudbury graduates. It is my hope as we meet in times to come, that we may look beyond

our differences of the past and help each other in our futures.

Gillian Heckman...

When people begin their adventure through high school, their journey begins with an aura of uncertainty. No one knows quite what to expect, so they prepare by expecting the unexpected.

I can still remember my first day of high school. I awoke early and forced down breakfast trying to subside the fluttering of butterflies in my stomach. When I arrived at school I was surprised by both the size of the school and the size of the students. The seniors were so big! To say that I was intimidated is an understatement. For the first time in my life I was unsure of who I was and who I was going to turn out to be. Previous to entering high school I had heard all of these rumors about hazing and what not and I was uneasy at the prospect of being openly ridiculed.

As the year progressed my uneasiness began to fade. I began to meet new people and try new things. I had found my niche. High school no longer seemed as scary as before. I was still afraid of certain things, like walking into the caf by myself and I walked with my head down averting any eye contact that could subsequently result in any form of teasing. I never was harassed in any way except by my big brother who was a senior and to a certain extent that is to be expected.

Sophomore year was a lot less stressful. No longer did we have to worry about being the "new kids". People were becoming more confident about who they wanted to be. Lincoln-Sudbury has always fostered a be what you want to be type attitude. Kids are able to express themselves in any form they deem appropriate without having to worry what others will think. This liberal attitude is the polar opposite of that of children in Curtis Middle School. There it is difficult to stray from the norm and build your own identity because kids are much less likely to accept change and difference.

Sophomore year is a fun year because the whole college process seems so far in the future that it is only a small concern usually pushed to the back of the head where it hibernates until the middle of junior year. Take any given sophomore and any given junior and it is easy to tell who is who by looking at the stress lines on their faces.

Junior year. The journey is half over. We are now officially upperclassman,

whatever good that does us. We can finally get max ed cards. Too bad everyone has been leaving campus for the past two years without any severe consequences. The word that best describes junior year is stress. It's everywhere whether you are preparing for SATS or trying to decide what college best suits you. Everyone always says that junior year is the most important in terms of grades so even the biggest slacker feels the need to put forth some extra amount of effort.

Junior year is also around the time that people begin to grow even further from their parents. Most everyone gets their license so having mom or dad drive you around is not necessary. By junior year people for the most part have begun their maturing process and begin to resemble young adults. By the time senior year rolls around most students are anxious to graduate and continue on with the next chapter of their life. I say most because I don't feel anxious or excited. The words scared and hesitant come to mind instead. I have gone to school with the same kids for my whole life. It seems foreign to imagine going off to a place where I know no one. Once again I feel those annoying butterflies coming on.

In some ways I am anxious to graduate because I feel that I am at a point where I have matured enough to go on to the next phase of my life, but at the same time I am sad at the prospect of leaving all of my friends, some of whom I have known for up to 15 years. People seldom discuss how hard it is to leave for college. All you hear about is how exciting it is and what a great time you'll have, but no one prepares you for the heartache you experience at the thought of leaving the only world you have ever known.

So as we seniors prepare to graduate emotions of all kinds are running rampant. One thing is strangely apparent. We are all ready to end this adventure. The final chapter has been written, so to speak. Or is this just the beginning? Only we as individuals can decide that for ourselves. Good luck Class of 1996. It has been fun.

Matthew Hunt...

A month ago I declined admission to the university I had spent my childhood dreaming about playing for in the Rose Bowl. At five feet, ten inches, and a 155 mammoth pounds, I realized that I had better give up that dream or drop out of school to practice place kicking on a regular basis, and my parents vetoed my initial decision on that one. Fortunate are those who are able to

pursue the dreams of their childhood. It is in the launching of new dreams that I have grown through high school.

Most of the Class of 1996 entered Lincoln-Sudbury four years ago, through the main entrance of the school, and today, they leave by walking across the stage erected in the outfield of a softball diamond. Starting in the same place, the Class of 1996 forged over 100 individual paths. It was diversity in that the Class found unity. Every member faced disappointment, hardship, joy, and triumph in different ways. I look forward to reading the reflections of my peers more so than writing my own. I've been down my path already.

I feel obligated to share the two greatest disappointments along the way, not to set a dreary tone, rather because my personality gave me the ability to mask disappointment from observers, and therefore gave others the false impression that I do not feel a great sense of loss at such times.

The day I wrote this, I watched 30 of my best friends cram together in front of the camera to be commemorated as the members of the Cum Laude Society. Somebody asked me why I wasn't standing with them. I shrugged, forced a smile, and replied, "Slacked off a little too much freshman year." When I entered L-S four years ago, I was still coasting on the intelligence I was blessed with throughout my earlier years. I had a lot of growing up to do, but I was not ready to admit it. It would be unfair for me to say that I could have done better than so-and-so if I had applied myself, because the truth is, I didn't, and they did, and right now, nothing is more expensive than regret.

The second great disappointment of my four years at L-S deals with the loss of another boyhood dream. I must have been seven years old when I told my parents I would be a state champion when I was in high school. Despite amassing 92 wins in high school, about 20 more than any wrestler in L-S history, I will graduate with a third place medal and a lifetime's worth of bittersweet memories. I have made friends I would have never met without wrestling, traveled to places like Niagara Falls, and grown as a competitor through wrestling. It is a part of me.

It may surprise people to know that I did not always plan on attending L-S after graduating from Curtis Middle School. I had doubts as to whether my potential as a wrestler could be reached at L-S, not historically known as a powerhouse. I looked elsewhere for an established program; I even considered Acton-Boxboro and Concord-Carlisle before remembering that I already had a middle school education. I was a phone call away from attending another high school,

a phone call that never came. (My mom hates it when people don't call her back.)

I am very grateful today that the phone call was never made. I would not trade my experience at L-S for anything. The friends I've made, the times we've had, there is nothing like going to high school at L-S. One thing I have noticed as I wander the halls efficiently utilizing my seventy-five minute free blocks is the number of teachers who I have become friends with despite never taking a class with them. Even Mr. Puchalsky comes as close to learning my name as he does to learning those of his students. The faculty is an integral part of the school; they have played an enormous role in each of our lives.

As the Class of 1996, we will leave L-S after having traveled many different paths, yet each of us has given something of ourselves to the school and received something in return. This supportiveness captures the essence of the Class of '96; a caring, helping community that looks out for you when you're down and celebrates you when you're up. Special memories will always include Senior Dress-Up Day, and the day after the AP Exam in BC Calculus, during which no fewer than six cans of silly string were emptied on an unsuspecting classroom.

Maybe we did not accomplish everything we set out to do when we entered high school, but if we did, that would show a lack of ambition on our part. Congratulations Class of 1996, may our paths cross again.

Dan Kramer...

As an eighth grader in Curtis Middle School, my only exposure to life in high school was through movies like *Back to the Future*, *Bill and Ted's*, and whatever that movie was where the nerdy kid buys a dress for the pretty girl to win her affection. I did have a sister attending Lincoln-Sudbury, but she's not too much like me, so high school was different for her. Because I was never much of an athlete and I wanted to be a rock star, I always related to the kids on the outside like Bill and Ted or Marty McFly. So the way I saw high school was as a place where the so-called jocks rule the school and the so-called freaks, like me, are always the focus of ridicule. When I started hearing about L-S, I became excited at the prospect of attending a liberal, modern-thinking high school, where kids like me would be encouraged. I have to be honest. After four years, I'm more than a little disappointed.

When I arrived as a freshman, everything at L-S was incredible. From the Taco

Bell in the Caf right down to the upperclassmen doing drugs at the end of blue hall, everything was so cool to me. It wasn't like school, really it was more like a movie. Maybe because I was a freshman and way too caught up in the whole "grunge" thing, I didn't realize the hypocrisy that embodied what I now see as L-S.

I think the funniest thing about L-S is the way that it is hyped as a diverse school that caters to all different types of students. Maybe some students just don't qualify. Is it any coincidence that the Amnesty International concert was almost canceled last year due to too many kids doing drugs and drinking, but at the same time football games are alcoholic havens every Friday night? That would lead *me* to think that it is more important to showcase the prize athletes of our community than to expose the rock and roll underbelly of our fine school. One might argue with me that the concert was held after all, but not before meetings with our superintendent to determine a drug-free way of having it. Has anyone ever tried to cancel the drug-infested football games? Have there ever even been meetings to determine a way to cut down on the consumption of illegal substances at the games?

This leads me to another question: who is our superintendent? Would he recognize any of us on the street. I'm sure there are students who wouldn't recognize him. How can someone govern a school, or any institution, without having regular contact with the students? Did someone say "fascism?" What bothers me most, though, is the music program. I am a musician and I did play in the jazz and concert bands for four years, but I also play in various groups outside of the high school. I am annoyed that there is no support from the music program for musicians outside of the program, itself. Once, I was talking to the drummer in one of the bands that I have played in and he said that he was not allowed to use the music room to practice because he was not enrolled in the music program. What's the point of having a music room if musicians can't use it? What's the point of having music teachers if they don't encourage musicians. I understand that there are types of music that just could not be taught in school, but there is absolutely no reason to write those types of music off-- especially if you are a music teacher. The idea in our music program is that music that isn't taught isn't music.

Now, it's easy just to pass me off as the brooding cynic who has to write something negative just to get attention. It goes beyond that, though. I would like to think that I did what I could to change some of this, and maybe, with the new administration, more good will come. After all, aren't children supposed to be the future? Teach them well.

Amanda Leigh...

When adults tell me that this is the beginning of my life, I'm very bothered. Belittling my high school experience is not something I look highly upon. My experience at Lincoln-Sudbury has been a small adventure in my journey. I have taken from this place and these people all that I could have taken, and I have learned much about social dynamics, hypocrisy, and the institution. I've decided that the idea of an institution is a nasty, brain sucking vacuum for imagination, and that too many people are getting thrown in the rubbish after spending their lives in a vacuum bag.

I'm glad that I could spend my "high school years" at L-S in comparison, but don't bother asking me where I'm going to college next year. It just doesn't make sense to me. Being in one environment for so long has made me

realize that I need to be free, or as free as I can be in this society. I have learned to follow my dreams, and to those of you who are doing the same, I'm sure I'll see you on our journey...

Brian Morrissey...

"This must be Heaven," I said to myself. No more bathroom passes or sustained silent reading. Those days are in the past. This year I am finally out of middle school, and the ring of freedom is in the air.

These were my first images when I arrived at Lincoln-Sudbury as a freshman, along with being overwhelmed by the number of new teachers and students. It seemed as if I would never have enough time to meet everyone. Now, as I depart from L-S, I realize what close relationships have been formed. When I walk down the halls, I have conversations with teachers as if I have known them since elementary school, and I seldom see a new face. After four years at L-S, the relationships I have made are ones I know will remain forever. I reminisce of great times during my high school career and the rough times as well, but the memories that stand out are the ones that put a smile on my face. I often take for granted the learning and knowledge I have absorbed and the college preparation that has been provided. That was the reason for being in school, but there was so much more to learn about myself.

After I graduate, I ponder how I will be remembered. Will I just be another face in the crowd, or perhaps only as an athlete in a picture? I would like to be remembered as a person who has matured more in these four years of high school than one could have possibly imagined. I would like to be seen as someone who was friendly to everyone, and if anyone needed a friend, I would be there. And if I could be viewed as a hard worker in Jim William's math class, my high school days would be complete.

As I depart beyond the realm of high school, there will be a piece of my heart left at L-S. These have been four of the best years of my life, and my memories will last forever.

Stacey Salomon....

"Who is wise? One who learns from all people. Who is strong? One who is slow to anger. Who is rich? One who is satisfied with their lot..." Pirke Avot
I remember looking around at the varied faces at the first poetry meeting last year. Seeing people who I never would have expected to be sitting comfortably in the spotlight with twenty pairs of eyes staring at them intently, twenty pairs of ears listening to their words. Some people read published poetry, but were highly encouraged to read original work. And people sat in the front of the room and read pieces of themselves.

In between readers, I overheard someone whisper softly, "I'm in my element."
The meeting proved to be a powerful experience for me too. In the dimmed Forum office, surrounded by strangers, we all felt comfort and respect for each person's uniqueness. I learned that there is a place for everyone and that each person has something different to teach if only we are willing to give up judgment and listen.

This experience among other revelations opened my eyes to all that L-S has to offer if you take the time to become involved. By participating in theater, art, music, and MLK--doing things with truth and creativity, I learned to take responsibility for my own actions without scapegoating the environment, parents, teachers, religion, peers...Sometimes adolescence and the process of "finding yourself" can lead to directing anger in the wrong direction. Becoming involved opened my eyes to opportunities and people that had always been around, I had just been blind to the advantages of my surroundings. Contentment exists in honesty and appreciation, not in geography.

I leave L-S feeling extremely wealthy. I leave with a good education, new

interests, the perspective that more exists outside of our small community, and incredible memories of times spent with friends. Italy, plays, farming, dancing, parties, long talks... It is an amazing thing to truly connect with people. Not knowing what I did to deserve this, I leave L-S, with an incredible group of friends. They are each so wonderful and with a unique gift and talent to share with the world. They have taught me so much. Most of the time, no matter what the situation, we balanced intensity and fun and managed despite dramatics, not to take ourselves too seriously. I feel extremely rich in their presence and the best is yet to come.

"On this road of animal faith, I take my stand. Close by the old road that eventually leads out of this valley of paradox. Yes. Feet on earth. Knock on wood. Good luck to all." -Edward Abbey

1996-1997

Phil Cryan...

Lincoln-Sudbury stands out because it's more live than dead. It's far from Paradise, but high school is supposed to be a thinly-disguised Hell. What sets L-S apart and I realize that I'm the 7000th person to say it is the freedom it gives to its students. I don't mean time-clock free-block freedom, although that's a piece of it. L-S lets its students go about as high and far as they want to with their ambitions and ideas; if you've got a will, it's an institution that won't try to roadblock you from finding a way. L-S leaves doors open. Step right through, if you've got the motivation. If not, your usual high school masses and classes won't be much affected by those who do. A healthy, productive philosophy.

I guess it's strange that I'm saying this, having spent as little time at L-S as the rule-books would allow. Maybe my praise is an effect of distance, or comes from the simple fact that the rule-books *did* allow... but I don't think so. I met some exceptional people at L-S and I took a few wonderful classes. I don't think you can ask much more than that from high school.

Above all, in my opinion, high school is a place to make some mistakes, to "by indirections find directions out." Not intentionally make mistakes, of course. But the stakes at this stage of the success game and, some of us would argue, at any stage really just aren't that high. It's a time and a place to learn. It's for this I

feel I should say a word about class ranking. If they'd had it while I was at L-S, I would have gotten better grades and learned a great deal less.

To the graduates, and anyone:

I suppose you're all being sapped to death now, some spouting it yourself, but hell I actually mean it: if you will, you can. Don't neglect your imagination; it's all you have.

Jen Ey...

Freedom is something that a lot of high school kids feel they lack. It is also something that many Lincoln-Sudbury students take for granted. Now that high school is coming to an end, I ask myself if I took all the opportunities that were so generously handed to me. During my years at Lincoln-Sudbury, I took it upon myself to learn. I used my freedom to experience life the way I wanted to. Lincoln-Sudbury has a lot to offer its students, and like most things in life, it's what *you* make of it.

Every student has their own dream and their own way of getting there. Some work hard at securing their future, while other wander down a more turbulent path. I've found myself at both ends of the spectrum throughout high school and am happy to say that I am proceeding into the world with confident uncertainty.

I will never forget my experience at Lincoln-Sudbury. I am glad that I never let anything change what I believe in and that I was able to focus on subjects that I love. There's nothing holding us back now. We are free to move on and discover ourselves and our talents. I met a lot of unique and interesting people on my journeys and I only wish that I knew the graduating class better. I wish you all the best in whatever it is that truly makes you happy.

Mike Flanagan...

High school, the good old days. I guess this is probably what I will be saying several years down the road when my life has become a stream of meaningless work to earn money and half-hearted leisure activities. It is sad, but in America, I believe that there are very few people whose true self and soul is connected to their work. I see the businessmen of the world as unfortunate victims of

modernization. The way they spend their fifty hours a week is entirely unrelated to their own lives. Not only do they produce a product which is unnecessary for themselves, but it is often unnecessary for the world. Fortunately, high school offers us all an opportunity to experience the joy of living life. This is what I have loved about Lincoln-Sudbury: the true and unimpeded ability to live freely and to enjoy the world. The ability to live freely is something that will become harder and harder as the years pile onto our backs. It seems inevitable that some day we will be swallowed up by the world. I loved to run off to the woods after school or ride my bike for several hours. I had no responsibilities other than those which I set up for myself. Lincoln-Sudbury allowed me to develop by myself, apart from other people. After having written that last sentence, It's pretty funny for me to look at how much just like everybody else we all turn out.

I look at many teachers at L-S as people who have not been swallowed by the world and who are intimately connected to the product they produce. The teachers love life, studying and sharing life with us. By coming to work every day they connect themselves to other people and spread happiness throughout the community.

Reading books allowed me to see various things about life which otherwise I wouldn't have. That seems rather obvious, but by studying people and events from ancient Greece, I became interested in all people and how events of today come to be.

It's actually very hard to write anything meaningful about the last four years of my life. There is meaning to it somewhere, in some form; but to condense it into words, a reflection, is a task.

Emily Kearney...

My time at Lincoln-Sudbury Regional High School has been the most difficult four years of my life.

When I came to this school, I had a ridiculous suburban dream of "success." The only thing I wanted in life, literally, was to get into Harvard. I neglected my health, my friends, and my common sense in pursuit of academic excellence.

My narrow-mindedness quickly caught up with me. Halfway through my freshman year, I had an adolescent meltdown: one day I broke down in school.

I had to go home and I couldn't come back for a week; from there, my life completely collapsed. I couldn't do school at that intense pace any more and it was the only way I knew how. If I couldn't do it obsessively, I couldn't do it at all.

I became terrified of Lincoln-Sudbury: it was the place where I had pursued an endless treadmill of schoolwork which I never quite caught up with. It seemed as if the hallways were full of happy students who had an easier time of it than me. For a few semesters I was barely here. My precious GPA descended into an abyss and my attendance record was a joke. I effectively dropped out. I once took home a quarterly report card with only one real grade on it: D. The rest were incompletes, no-credits, and withdraw-fails.

I spent the rest of my high school years recovering from that state of paralysis. My whole identity, my whole belief system had completely disintegrated. My brain was always active, brewing conspiracy theories and political diatribes indicting the institutions of mandatory public education and American suburbia. However, I was really doing nothing.

Over the next few years, I completely rebuilt my life. I looked honestly at myself and discovered what I really believed and what my true purpose in life was. Gradually, I even accepted responsibility for my own existence and my own achievements and failures. In short, I emerged from adolescence. The point of my story is that at Lincoln-Sudbury you are what you make yourself. We are given incredible freedom here: we can choose the kinds of classes we take and we choose how to do them. It is possible to spend four years fooling around, or four years slaving away. I had to choose for myself what to do. At Lincoln-Sudbury, we learn how to live by trial and error, not by submitting to the stern hand of some over-involved administration.

I hope that this tradition can continue, because this was how thousands of students have learned to be decent human beings, not merely obedient ones. I did some stupid things here, but that is what made me learn how to live in the world. It would have been much easier to go to a school which made my decisions for me, but not nearly as educational. May Lincoln-Sudbury students always be granted such a wide range of choices and may they always be held accountable for them. This is how one leans about that perennial enigma, the "real world."

Mark Pedulla...

When I was asked to write a reflection for *The Forum* on my years here at Lincoln-Sudbury, I made a pact with myself that I would not write some cheese-ball essay about how wonderful a class we are and how we have come together and other superficialities. So here's what I think it comes down to. What we have taken away from our four years here is different for each and every one of us; that is what makes this school a great place to be educated. This school gives each individual student the opportunity to make one's education whatever one wishes.

For many of my friends and me, our time at L-S has provided us with the ability to begin to determine who we really are, and what we are searching for in life. There are very few things which can prove to be more important than the steep and rugged ascent to one's own individual philosophy; the education I have received here has provided the vehicle for this quest.

Alfred North Whitehead stated, "You cannot be wise without some basis of knowledge; but you may easily acquire knowledge and remain bare of wisdom." Many of the teachers here are not satisfied with providing their students solely with knowledge; many strive to help their students see the light that lies in wisdom which transcends knowledge. These are the teachers who have made an impact on my life and given me an education in life, not in facts. To these teachers we all owe a great debt.

Thank you to those teachers of wisdom and life; you are what make the education here the vehicle for the ascent of our lives.

Lynn Pressler...

Lincoln-Sudbury Regional High School. When I first heard the name of what was to be my new high school, I had no idea what to expect. The realtor had driven my family past it, but with only one or two brief generalizations about the school. "It's a pretty big school," she said, "my nephew seems to like it there." Those comments could give me no clue as to how my next three years of high school would be.

I moved to Sudbury with so many preconceptions in my head that I'm almost ashamed to admit it now. More silent studies, more hall passes, more screaming teachers, more uncaring students. I could see my freshman year repeating again and again, only in a different setting. I was determined to remain a loner, not wanting to relive the hurtful gossip, stereotypes, and apathy that were so common in the small town high school I came from. I hoped to pass through the next three years unnoticed, with neither friends nor enemies, just myself.

Yet from the beginning this was not to be. Even before the school year had officially begun, Peer Helpers began inviting me to "new-comers" activities, and my field hockey teammates volunteered to be my partners at pre-season practice.

It wasn't until the first day of school that I began to realize how truly different L-S was from where I had come from. At the new-comers orientation, someone who I had never seen came over to talk to me, and was genuinely interested in what I had to say (she later became my best friend). After my first class, another girl, who had realized I was new, stopped me in the hall, just to say hi and offer to help show me around. I was awestruck that anyone would go out of their way for a new kid.

Then I began to look, not just at the students of L-S, but at the school itself. At times when I had once been made to sit quietly and do work, sometimes being forced to read the dictionary because I had completed all my assignments, I was now allowed to choose how to use my free time. If I wanted to do work there was the library, but if I chose to see a teacher, go to the art department, or even just talk with my new friends, that was all okay, too. A school where the administration and teachers actually trusted the students to think for themselves? It was like a dream come true.

The teachers, and students, too, made the school seem a relative paradise for learning. The teachers actually cared about their students enough to leave the doors to their offices open, literally inviting them to come for extra help or even just to chat. And students who would really go; finally, I didn't feel like I was the only one who cared about learning. I discovered there were teachers that shouted out in happiness or excitement, not just teachers who thought that if they yelled louder or closer to your face, you would be able to understand the material better. In my freshman year, I had one really good teacher; in my three years at L-S, I have had only one bad one.

To the freshmen, sophomores, and juniors, I would like to leave these words of advice: *take advantage of your school* . It is such an intense, diverse, loving place, and you can always, always get more out of it. Realize what these people are giving to you, what an edge you are getting just from being here. I hear students quibbling about being able to take hot food out of the caf, and I remember a school where no food was allowed out of the caf, where having a stick of gum in class or wearing a baseball cap inside school doors could get you suspended. I want to shake these whiny people and say, "Wake up! Don't waste your time

on little stuff. Take advantage of all the clubs, sports, and classes you could be missing out on. Other students would kill to be in your shoes."

To my fellow seniors, I give this message: *remember* . You've been through it all and now have the chance to do something with it. Remember what it was like to learn responsibility; remember how it felt to make that new kid feel welcome; remember how much it meant to be treated with respect. Remember everything, good and bad, and use it in your life.

Tim Ragonas...

It's amazing how four years can go by so fast. I can still recall my days as a ninth grader when I felt intimidated and lost. Now that I am a senior, I look back upon my times at this school fondly.

My L-S experience was defined by my choices. At L-S, there are so many opportunities in academics and extracurricular activities that I decided early on, for my own survival and well-being, to focus on certain things. I've gotten a taste of everything--music, drama, sports, DYAD--some activities more than others. Even though I've done many things, I regret that I did not take full advantage of some of the opportunities available to me. Despite this, I am satisfied with my L-S experience. I was a Philistine as a ninth grader, but since then my eyes have been opened and my intellectual curiosities have been stimulated.

The people most responsible for my present state have to be the extraordinary teachers at L-S. When I was an underclassman, the teachers seemed to have a special aura about them. I could only know them in the classroom; the teacher-student relationship was obviously one of superiority and inferiority. As I have gotten to know certain teachers outside of the classroom, our relationships have changed to one of equals and friends. Teachers at L-S truly care and are concerned about their students. The teachers at L-S resemble Socrates; they do not tell their students what to think, but engage them in conversation so that together they reach the answer.

Although my L-S experience has been phenomenal in many ways, it has had its drawbacks. Despite the excellent academic atmosphere at L-S, academics in general are basically ignored and neglected; it seems that sports are the first priority. Academic distinctions are rare at L-S; academic awards are given out annually and being named an "L-S Scholar" means nothing. In the past, more than half of the school participated in the music department. Sudbury will not

fund a new theater even though the present Roger's is a safety nightmare. I'm not looking for more recognition, but I feel that in this anniversary year, Lincoln-Sudbury and its students need a re-evaluation of their priorities; L-S is first a school, and next, a name for sports teams.

Overall, I am proud of my experiences at L-S, but I am astonished at the relative lack of attention that some of the aspects of L-S are getting.

Lindsay Sacknoff...

My four years at L-S suddenly seem a blur. I remember coming in a timid freshman from Lincoln, afraid of losing my old friends and never making new ones--simply put, dreading the idea of change as a whole. Don't get me wrong, I was sick of seeing the same 33 kids each day of eighth grade, but the idea of re-establishing myself in a new place made me nauseous. After four years of many mistakes, I feel I'm finally adjusted. Backed by the security of my family, I was able to make new friends, keep the old, and find my place at L-S. In three months, I'll be embarking on a similar transition, this time in a new city without the security of returning each day to the familiarity of my home.

Although many judge their knowledge by their success, I've learned the most from my mistakes and failures. Carelessly, I've hurt those dear to me and other times been the victim, feeling the blow of selfishness. The sleepless nights, spent awake, replaying events, analyzing why, have shaped my personality and taught me about me. I've realized the best cure is to be sincere; there's no use being strong inside when you're weak. The best way to get help is to ask for it; don't expect others to read your mind. Finally, don't be embarrassed by your shortcomings because everybody has them. One of my weaknesses is dealing with change. Although my education has merely begun, I'm afraid of the transition to the next phase.

As graduation approaches, I feel like we live in a time bomb. On August 23 (the day I leave for college), the explosion will alter life as I know it, stealing my friends and my family. The worst part is no one else fears the bomb's power, only me. Lost amongst the majority's excitement of independence, I'm left alone to fear the change. Although the routine of blue week, white week, blue week, white week, is repetitive after four years, it's home. The other night, a good friend told me, "There's no use worrying about stuff like that. Appreciate what you have, while it's here rather than wasting time worrying about when it's gone." I guess it's time to stop wasting time and tell my friends and family, "I love you." What you've taught me is immeasurable.

HISTORY:

Superintendent's Report, Including Budget, 1956

Town Report, Including Budget, 1968

LSRHS Budgets, FY '94-FY '97

Speeches From the 25th Anniversary Celebration Booklet
Howard Emmons, Stanton Gerson, and Frank Heys

School profiles: 1966, 1977, 1989, 1997

"School & Community Profile," From The Ten-Year Evaluation, 1998

A Brief Overview of School History / Jim Newton

"This is a true story..." / Bill Schechter

Update to the Echoes History of L-S: 1994-97 / Bill Schechter

40th Anniversary Poem / Bill Schechter

REPORT OF THE SUPERINTENDENT OF SCHOOLS, 1956

To the School Committee:

This is the first report of the first Superintendent of the Lincoln-Sudbury Regional School District. The District was organized and the school plant developed with overwhelming popular support. The development of the educational policies of the school were based upon the outcome of a study of secondary education by parents and teachers conducted under the auspices of

the Lincoln School Association and with the cooperation of the Sudbury Parent Teacher Association. With this public participation in the planning process the school has been able to begin its functioning with a maximum of understanding.

Now that the staff and parents have had an opportunity to adjust to the new situation, the detail planning of the enlarged curriculum made possible by the increasing enrollment, is under way. A publication describing the curriculum is planned for this Spring. This report is concerned with the professional staff and standards.

Professional Staff

The School Committee recognizes the paramount importance of the quality of the professional staff in its statement in the Educational Policy Bulletin issued in January 1956:

"A superior school can only be developed through a superior professional staff. A superior staff requires not only exceptionally well qualified individual members who are fully developed mature people with interests beyond their areas of specialization, but also a proper balance of a wide range of specialized teachers who have teaching assignments which utilize these capabilities. All staff members must be prepared to function as members of an integrated team as well as expressing their own individualities.

"The quality of the individual staff members has been assured through several basic policy decisions.

(1) A salary schedule has been adopted which is fully competitive in starting and maximum salaries with the best schools in New England.

(2) A staff organization has been created which provides reasonably small classes and thus permits a teacher to give close attention to the individual student.

(3) Each teacher will play a significant role in the planning of the courses he teaches in relationship to the total school curriculum. The staff will be employed for these planning activities prior to the opening of school." The twenty-two fulltime members of the staff were selected with great care. Twenty-one were recruited from other school systems and one from Salem Teachers College. Four came from private school situations with one

each coming from Montclair Academy in New Jersey, University School in Grosse Point, Michigan, Wilbraham Academy in Wilbraham, and Cambridge School. in Weston. The remaining seventeen teachers came from eight public school systems with nine coming from Sudbury, two coming from Saugus, and one each coming from Holliston, Westwood, Needham, Newton, Brookline and Woodbury, Connecticut.

The teachers received their professional training in Colleges and Universities located in nine states and Europe. Included in the list are: Harvard, Tufts, Dartmouth, Columbia, Simmons, Syracuse, Middlebury, Radcliffe, Regis and The Sorbonne, A majority hold Masters' or higher degrees. All teachers of academic classes have degrees in the area of specialization supplemented by training in the field of Education.

The increase in enrollment in September, 1957 will permit the addition of several more members to the staff. This will make it possible to ;add several areas of specialization and increase the proportion of time that teachers will be utilizing their strengths in areas of primary specialization.

Educational Standards

"High standards" have been a central concept in the development of the Philosophy of the Regional High School. This concept serves as a guide for long-range planning as well as a criterion by which we may conduct more immediate evaluations of our progress. The concept of "standards" is frequently limited to merely the scholastic achievement of a significant number of the student body. However, we have visualized the scope of "high standards" to include and to be primarily concerned with the mental set or attitude with which the student approaches his studies in the school, his relations with the faculty and with fellow students, and his approach to his own future as an adult. It is the school's belief that the success Of our young people will be strongly correlated with their attitudes while with us, and which they will take with them into industry or advanced schooling upon graduation.

These standards of attitude are thought of in' terms of the individual's efforts to achieve them rather than as something imposed upon the student by an outside authority. i.e. the school has set high standards but our real success is measured by the individual's attempts to achieve them. A specific example of this concept is in our approach to a high standard of "good" discipline. Good discipline is self-discipline. We believe that a school that functions only through the

withholding of freedom from its students does not have good discipline regardless of how meek and regimented the group might be. The standard of discipline is best achieved through the choice of our students as they impose self-discipline in their daily activities and are guided into correct attitudes and pattern of behavior.

To achieve this objective of self-discipline on the part of the student body requires two things: first, an understanding and an acceptance of the responsibility which accompanies freedom; and secondly' the protection of the majority of students from the actions of the few who by refusing to accept the responsibility for their actions threaten the progress of the larger group. The school took the first step last September when the "ground rules" relating to expected behavior and self-discipline were discussed in homerooms and in assemblies. Included in the orientation were such items as the courtesy and respect to be shown to adults and in particular to their teachers, consideration for the wishes and freedom of other students, and the need to protect and maintain the beauty of their new school and its furnishings. Good discipline has been promoted through the personal relations which have developed between individuals as they go about their day-to-day tasks.

It is still early to be certain of the long-range results of our standard of discipline but we are very pleased to note that, to date, the group involved in serious failures to meet our standard has been extremely small. We can also report that there has not been a single case of damage to any part of the new school, or of any of its furnishings and equipment. We are confident that our concept of having high standards of attitude forms a firm basis for high standards of academic attainment. As our students continue to develop a sense of self-direction, to accept the responsibility for making plans and decisions, to take an increasing pride in their accomplishments and to display initiative in improving their academic standing, it is reasonable to conclude that the school will have fulfilled one of its basic roles in preparing our young people to take their places in the adult community.

In the development of standards of academic achievement, the members of the teaching staff have set standards within the school which are realistically related to the abilities and purposes of our students. In addition we will evaluate the school as a totality against absolute standards based on the norms and achievements which mark the leading schools of the East. In this context we

relate our expectations to accepted standards as well as to the individual student.

Our thinking in this area is that, if we have been successful in establishing high standards of attitude and self-direction, we will be able to guide our students toward a standard of achievement which is high in relationship to individual ability. The distribution of the ability levels of students indicates a high potential which can produce a school that is outstanding when compared with other top public and private schools in this region.

The steps by which a student translates his attitude and purpose into high levels of achievement are based on sound instruction by his teachers who are aware of the differences that exist between rates of progress. For the high-potential student this will take the form of more rigorous courses, more rapid coverage of material, and a greater depth of penetration into a specific subject or field. The Faculty of the Regional High School utilizes such techniques as the planning .

Ing of work in units of logical progression, making allowances for spontaneous interests and contributions; by setting levels of achievement which are within the ability level of the group, but which are upgraded as the students gain confidence and a background of knowledge; by using a positive approach' in noting and commending praiseworthy evidences of pupil growth in either academic achievement or social development; by stimulating the development of personal interests, such as a student's interest in auto mechanics,, which can be related to such areas as compositions and oral reports; by the crossing of subject lines, as in the use of science, math, and music teachers as visiting lecturers in the English classes to relate the use of English to these disciplines; by stimulating in their students a desire to contribute to our American culture and governmental processes by activity as a student in the P.T.S.A., as a member of civic organizations, and by interest in Town affairs.

Included in the physical means by which the Regional High School assists a student to attain a high standard of achievement is the school library. In it can be found a range of interests and varying levels of difficulty which make it possible for all students to find materials and literature to satisfy their needs. The library also serves as a coordinating agency to supply all other areas with maps, audio-visual material, and printed matter. It distributes printed information which has been gathered by the Guidance Department, and exchanges various materials used in units of study which

involve different departments. The students are offered books, magazines, and research resources which enable them to continue to expand their areas of interest as well as to raise their level of general culture. We have specific reports from parents regarding the increased amount of reading as well as an improvement in reading ability, and these reports are reinforced by the fact that our rate of circulation of books per pupil is considerably above average. The student participation program in which the students learn to operate the library has served to develop personal skills, and to encourage them to seek the satisfaction which comes from service to others in the community.

Standing at the halfway point of our first year of existence (operation) we can report to the citizens of Lincoln and Sudbury that they have a high school, and a student body, of which they can be proud. We feel that with the combination of an excellent school building, an outstanding faculty and student body, and an interested, cooperative citizenry, the Lincoln-Sudbury Regional High School is well on its way toward its initial goal as the outstanding school of this area.

Respectfully submitted,

REXFORD S. SOUDER Superintendent of Schools.

SUPERINTENDENT'S REPORT

Regional District Operating Expense

	1956*	1957 Budget
	Funds Available	
Appropriation, Salaries and Expense	\$118,348.00	\$243,635.00
Add: Credit refund	5.00	
Total Funds Available	\$118,353.00	
	Expenditures	
General Control Superintendent's salary	\$7,066.64	\$7,700.00

Other expenses	\$5,063.47	\$5,250.00
Expense of Instruction Teachers' salaries	\$44,867.70	\$116,370.00
Textbooks	\$7,779.56	\$3,140.00
Supplies	\$5,820.33	\$3,220.00
Expense of Operating School Plants Custodians' salaries	\$5,279.05	\$4,950.00
Fuel	\$2,958.18	\$15,235.00
Miscellaneous of operation maintenance Maintenance and Repairs	\$5,761.93	\$15,900.00
Auxiliary Agencies		
Transportation	\$8,798.01	\$27,435.00
Libraries	\$1,006.46	\$3,300.00
Health and physical education	\$3,781.92	\$4,500.00
Miscellaneous	\$6,502.03	\$4,755
Tuition	\$7,630.44	\$15,600.00
Other Expense		
Out of state travel	\$289.18	\$750.00
Evening use of school buildings	\$13.50	\$700.00
Vocational tuition	\$1,524.78	\$5,780.00
Total Expenditures	\$118,202.52	\$243,635.00
Unexpended Balance	\$150.48	
maintenance Maintenance and Repairs	\$2,311.31	\$5,500.00
	Apportionments	
Total Budget	\$118,348.00	\$243,635.00
Available Funds in District Treasury	\$26,755.78	\$1,764.83
Balance to be Apportioned	\$91,592.22	\$241,870.17
Lincoln Apportionment	\$35,151.81	\$92,716.50
Sudbury Apportionment	\$56,440.41	\$149,153.67

State Aid

The Towns receive a 15% bonus on their State School Aid due to being in a Region. This extra aid based on the 19,55-66 school year equals \$4,500,00 for Lincoln and \$6,700.00 for Sudbury. In the future the Towns will receive aid based on the teachers at the Regional High School. The aid for the 1956-57 school year will equal \$13,400.00 for Lincoln and \$32,700.00 for Sudbury.

The Towns also receive reimbursement for the cost of transporting students to Vocational Schools and one-half the cost of their tuition.

TOWN REPORT, 1968

REGIONAL SCHOOL COMMITTEE

Students, Faculty Participate In Decisions at LS-RHS

Lincoln-Sudbury Regional High School has been ably led in 1968 by the administrative team of Willard A. Ruliffson, superintendent-principal; Robert & Millett, assistant principal; Harold Rosen, guidance director; and Sidney E. Kaz, director of instructional services and curriculum development. Their efforts, together with the other members of the Administrative Council, have provided Regional with excellent leadership. We regret the loss of Mr. Rosen to Natick High School, but we are grateful for his contribution during his tenure with us. We continue to take pride in our faculty. The quality of the educational program depends directly on their experience, attitude, and influence. Recruitment policies of the high school continue to provide us with outstanding faculty. In addition, teachers are encouraged to further their personal development through the sabbatical leave policy and special summer programs. In the last few years, there has been an increasing involvement of the faculty in decision-making, a very welcome development. Faculty are now actively participating in curriculum development and school policy. In addition to the quality of the faculty, the number of faculty, (the pupil-teacher ratio) also determines the quality of the program. In 1961, the School Committee report to the Town said: "We aim to have the largest classes contain about

25 students and the high school operate with a pupil teacher ratio of about 15.5, which is the average for the high schools around us." The latter goal has been achieved, and the pupilteacher ratio of 15.4 to 1 prevails. However, this pupilteacher ratio is well over the ratio of 13.3 recommended by the Massachusetts Board of Education. The goal of holding the largest class size to 25 has not been achieved. One third of all classes today at the Regional High School have over 25 students. This development is in large part attributable to the students, who are electing to take heavier academic loads than they did seven years ago. An improvement in the breadth of the program has drawn increasing response from the students. This development of greater options for students has come at the cost of larger class sizes in the required curriculum. A task for the coming year will be to balance priorities between class size and elective courses. We cannot achieve both these desirable goals without increased costs.

One of the most serious issues facing all high schools and colleges today is student unrest, the challenging of established institutions. The following extracts from the American Civil Liberties Union pamphlet, "Academic Freedom in the Secondary Schools." are worth repeating: "If Secondary School students are to become citizens trained in the democratic process, they must be given every opportunity to participate in the school and in the community with rights broadly analogous to those of adult citizens... From the standpoint of academic freedom and civil liberties, an essential problem in the secondary schools is how best to maintain and encourage freedom of expression and assembly while simultaneously inculcating a sense of responsibility and good citizenship with awareness of the excesses **into which the immaturity** of the student might lead."

For the past three years, we have been trying to develop ways of involving the students more deeply in the policy making process. A stronger student government now exists, and we hope, a greater feeling of responsibility among the students. There has been some progress, but much remains to be done. In one specific area, the School Committee, administration, faculty, and 'students have been concerned with the use of tobacco, alcohol, narcotics, and other drugs. These problems will not be solved by any single group's efforts, but rather, total community involvement is required. School policy in these matters can only succeed if students, faculty, and parents participate in formulating the policy and are committed to its enforcement. On the whole, our students are serious and

fun-loving, convinced and confused, normal American boys and girls. We are proud of them, and rely on them to participate responsibly in decisions affecting their school life.

The predictable growth in the numbers of students, primarily due to Sudbury's population expansion, means another building addition in the near future. A new building committee will be appointed in the Spring of 1969.

At the same time that we must plan for additional space for the high school, the two towns are reviewing their commitments to the Regional District. A committee of four representatives of each town has been studying the regional agreement in the light of the current population differences and is expected to make recommendations to the towns soon.

A school committee's task is the constant balancing of services against costs, and the setting of priorities. In our efforts to provide the best possible education at the lowest possible costs, we are reminded of a statement from the 1960 report to the Towns. "The Committee has a great financial responsibility to the two towns. While money alone will not obtain good education, good education will not be obtained without money. How much the communities want and how to take fair measure of their ability and willingness to pay for this is the Committee's most difficult task."

While this Committee is aware of the problems it faces: the size of the faculty in relation to the size of the student body; the degree of student involvement; lack of space; and relation of the Region to the two towns; financial burden; we are enormously cheered by our success. The school has been evaluated twice in the past year. One evaluation, by Columbia University, stressed the Region's success in providing an individualized program, which was an important goal from the beginning of the formation of the Region. "Lincoln-Sudbury Regional High School attained the highest rating of approximately 65 high schools across the country in the category of individualization of education for students. In addition, of the seven high schools studied in the Boston area, Lincoln-Sudbury has the highest total rating, based on the average of scores for all categories in the study. "

The other evaluation, for purposes of accreditation, was by the New England Association of Secondary Schools. In approving the continued accreditation, they reported: "There is in Lincoln-Sudbury Regional High School a genuine attempt to be a quality comprehensive high school fitting the needs of the unique communities it serves. . . Among its many strengths are its fine faculty

and administration, its broad offerings, its grouping by ability and subject areas, and its concern for the individual student."

To quote the contemporary philosopher, Lucy, of "Peanuts" fame, "It is great to be appreciated in one's own time."

Respectfully submitted,

Henry M. Morgan, chairman

Virginia K. Kirshner, vice-chairman Robert W. Bierig

Ellen DeN. Cannon

Richard F. Clippinger Frederick P. Walkey

SUPERINTENDENT-PRINCIPAL

Computer, Closed Circuit
TV Are New at LS-RHS

To the School Committee:

Lincoln-Sudbury Regional High School has continued over the past school year to further develop a decentralized approach to school organization, administration, counseling services, and many other aspects of student and faculty life. Of particular note since September 1968 has been the location of our full-time counselors in decentralized Hall offices throughout the building.

Although this is the second year for the Hall System, it is the first year we have had counselors in a decentralized instead of a centralized office. This has created a more informal counseling atmosphere. Students drop in to see their counselor in the Hall offices more casually and frequently than under a formal, centralized set up where all the counseling cubicles" are in one location.

Hall Directors at Lincoln-Sudbury this year include Marion Edwards, East Hall director; Henry Zabierek, West Hall director; Robert Wentworth, South Hall director; and Bradford Sargent, North Hall director.

Now that students and faculty are using fully the new facilities and equipment of the recently completed building addition, there is ever growing appreciation of the excellent learning environment which has been provided.

This year, new closed circuit television units have been added to the audio-visual system. These are located in numerous classrooms thus supplementing and enhancing the utilization of the video tape equipment.

The new library, now in its second year of use, is in every sense a nerve center and learning laboratory for students. More than 1,000 young people use this study and research area every day. The new library coordinator, John McCracken, has provided knowledgeable and enthusiastic leadership for the continuing development of this important part of the school.

Also, this year, new computer equipment has been donated to Lincoln-Sudbury by nearby data processing companies. The extensive use of Computers in both math and science classes has brought a new dimension of education to numerous students. All students now take four instead of two physical education periods per week. Also, new classes in smoking and drug education and a freshman course in family living and sex education were started this year. New curriculum offerings have included a science program at the freshman level which integrates various areas of science such as physics, biology and chemistry. This new program, called "Unified Science," was developed as an experimental program in cooperation with the Massachusetts State Department of Education. Members of Lincoln-Sudbury Regional High science department will present a report on this new program at the annual meeting of the National Science Teachers' Association. A new course in the industrial arts department is Basic Electricity and Electronics, open to sophomores and juniors. As the course title implies, the -course content ranges from fundamental electrical laws to electronic circuitry, both theoretical and practical. An integrated program of art, music, and history began in September for freshmen. Under such an interdisciplinary approach, a typical year's work for a ninth-grade student could include eight weeks of introduction to music, eight weeks of introduction to art, and 16 weeks of introduction to history. In this program students receive instruction from members of the music department, art department and history department.

Willard A. Ruliffson
Superintendent-Principal

Regional District Operating Expenses

	1968	1969 Budget
	Funds Available	
Appropriation, salaries and expense	\$1,358,816.00	\$1,673,072
Expense of Instruction	\$44,867.70	\$116,370.00
Teachers' salaries		
Contingencies	\$27,200.00	\$33,460
	\$1,386,016.00	\$1,706,532
Administration		
School Committee	\$4,790.91	\$3,265
Superintendent's Office	\$57,646.61	\$63,711
Instruction		
Supervision	\$15,239.41	\$20,781
Principal	\$42,006.64	\$51,875
Teaching	\$771,752.39	\$945,185
Textbooks	\$17,498.52	\$26,476
Library and Instructional Services	\$27,485.52	\$37,195
Audio Visual	\$11,102.56	\$14,804
Guidance	\$66,863.72	\$78,261
Out of state travel	\$289.18	\$750.00
Psychological Services		\$4,000
Other School Services		
Attendance	\$550.00	\$550
Health	\$13,852.41	\$16,148
Transportation	\$111,884.26	\$145,854
Food Services	\$4,883.36	\$5,500
Student Body Activities	\$20,239.44	\$26,920

Operation and Maintenance of Plant		
Operation of Plant	\$111,786.78	\$241,870.17
Maintenance of Plant	\$56,578.54	\$68,000
Fixed Charges		
Employees Retirement Program	\$10,332.00	\$12,605
Insurance Program	19,541.54	23,209
Programs with Other Systems		
Vocational tuition and transportation and Special Class tuition	\$7,922.10	\$9,656
	\$1,371,906.71	\$1,673,072
	Apportionments	
Total Budget	\$1,358,816.00	\$1,673,072.00
Contingency	\$27,200.00	\$33,460.00
	\$1,386,016.00	\$1,706,532.00
Less: Available funds in District Treasury	\$120,470.76	\$150,084.66
Balance to be apportioned	\$1,265,545.24	\$1,556,447.34
Lincoln apportionment	\$321,654.26	\$358,464.15
Sudbury apportionment	\$943,890.98	\$1,197,983.19

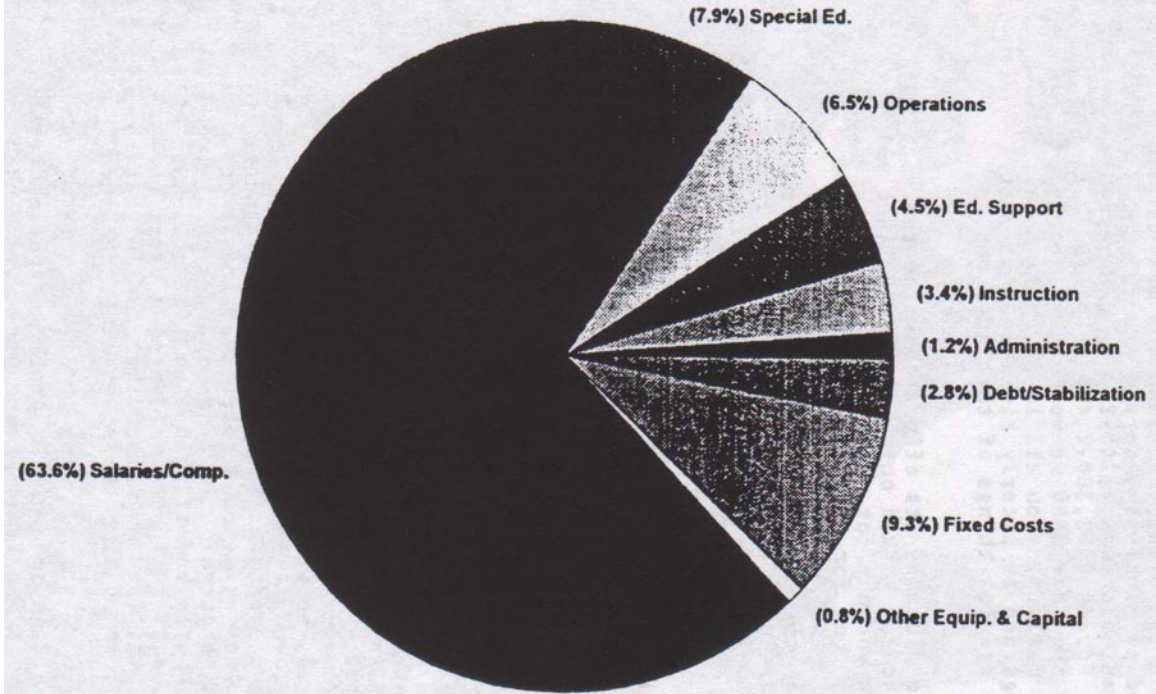
LINCOLN-SADBURY REGIONAL SCHOOL DISTRICT FY '97 BUDGET

Administration:	FY '94 Expenditure	FY '95 Budget	FY '95 Expenditure	FY '96 Budget	FY '97 Budget
School Committee	56,167	62,500	44,796	65,349	66,849
Administration	28,017	45,100	29,350	39,100	37,800
Business Office	13,607	17,200	13,163	17,200	18,300
Central Office	14,885	18,700	11,849	18,700	18,700
Administration Total	112,676	143,500	99,157	140,349	141,649

Instruction	FY '94 Expenditure	FY '95 Budget	FY '95 Expenditure	FY '96 Budget	FY '97 Budget
Art	8,527	7,975	7,203	11,399	24,080
Computer	87,261	47,700	46,032	51,700	57,700
Drama	1,008	3,000	3,386	3,750	3,900
English	14,977	17,100	13,105	22,100	23,850
Foreign Language	11,306	12,101	12,272	16,193	22,395
Health	0	4,000	3,695	4,650	4,800
History	12,775	13,000	12,473	16,150	20,250
Journalism	0	3,250	3,762	3,250	3,250
Mathematics	11,900	12,950	13,035	19,790	23,840
Music	23,543	23,440	23,940	20,510	20,375
Physical Education	13,165	13,150	8,095	14,400	17,150
Science	18,044	17,730	18,406	22,928	25,455
Technology	10,499	8,750	6,414	9,535	11,060
Career Center	3,148	4,200	4,052	5,000	5,400
General Supplies	75,119	58,000	73,616	65,224	70,000
Instruction Total	291,271	246,346	249,484	286,579	333,505

Educational Support	FY '94 Expenditure	FY '95 Budget	FY '95 Expenditure	FY '96 Budget	FY '97 Budget
House Services	19,268	21,450	24,234	24,200	35,100
Student Services	20,974	24,800	26,471	25,500	31,750
Audio-Visual	28,546	27,650	37,396	33,325	33,325
Library	18,860	17,902	18,657	19,995	20,970
Student Activities	12,988	15,650	13,691	15,650	16,150
Athletics	121,400	128,900	144,986	146,430	150,575
Transportation	209,446	218,702	223,988	229,750	215,000
Cafeteria Transfer	3,331	0	0	0	0
Development	25,717	11,000	19,947	12,000	15,000
Ed Support Total	460,530	466,054	509,370	506,850	517,870

FY '97 Budget Components



SELECTED 25th ANNIVERSARY SPEECHES, MAY 1979

EARLY DAYS

Howard W. Emmons
Building Committee & first school committee

Ladies and gentlemen - the School Committee doesn't make a school. But you say, the School Committee is responsible for policy, and doesn't that make the School? Well, yes, but a School Committee and its policies are only effective if there is a town or towns that want that school. A School Committee can adopt policies to make an excellent school, but if the towns don't want it, they will not get an excellent School.

I thought the best thing I might do in a few minutes this afternoon is to mention some of the early aspects that would put the school and its beginnings in perspective. I can't go back before 1940 because that's when I came here, and what's more I can't do very well on the early days in Lincoln because I didn't know much about Lincoln at that point. However, in 1940 Sudbury was in a superintendency Union - namely, we had a common Superintendent with Sudbury, Wayland, Sherborn, and Dover. Shortly thereafter Dover was dropped. So we were in a superintendency union with three towns. "Early regionalization" attempted by a School Committee without the support of the town occurred in Sudbury during the Second World War when the School Committee decided that in order to get a good high School for the town, they ought to combine with Wayland. That got to the first election thereafter and no further. Most of Sudbury consisted of farmers at that point and they couldn't see anything wrong with their high school. It got them where they were, and, indeed, for a small town it was a good high school. It wasn't, however, what some of the people wanted who were beginning then to enter Sudbury. But if the town isn't there, you do not make a school.

I first joined the Sudbury School Committee about 1948, and regionalization was already on the list. Each year the School Committee met with Sudbury, Wayland, and Sherborn and discussed regional problems, the possibility of a regional School. Lincoln joined that discussion a little later, and nothing much came of it until around 1950, when the Sudbury school was full. In fact, that white building that is in the center of town was each year enlarged in its permitted occupancy by the state simply because we had no place else to put the students. Lincoln, in the meantime, had taken their first "regional" step by sending their high school pupils to Weston or Concord. They had taken the step. Sudbury had refused. However, by 1950 Sudbury was ready to do something - we had to do something. Lincoln was also ready to do something, not because they weren't very happy with what they had, but because Weston High School was full and had given Lincoln notice that you have only a few more years and then you must vacate; we need the room.

And so the two towns, then very much the same size in population - Sudbury was 1,035 at that point; I don't know just how big Lincoln was, but it was said to be the same in the literature of which I have various copies here - the two towns after committee work, extensive committee work, drew up a proposal for regionalization. Prior to that, Sudbury had had a study indicating its pupil forecasts and educational needs. I thought you might be interested in some of the Statistics. Population - there was a minimum and maximum, of course - no one can predict precisely, so you predict a range. For 1948 the prediction was 2,200-2,275, and that was fairly close to right. For 1950, 2,300-2,400. For 1980 it was 3,900-5,450, and by the year 2000 we would have reached 5,000 minimum and 7,500 maximum. You all laugh, but those maximum figures were regarded as utterly ridiculous at that time. Our abilities to predict things of that sort really aren't very good.

Well, the Committee did make its effort and proposed a regional school with Lincoln; worked out through committee all of the details as to how you pay for the building, who pays for how much, and how you pay for the educational costs, and so on, everything drawn up well; and then it comes to the vote. Does the town want this kind of education or do they not? That's the critical issue. Lincoln said "yes" 20 to 1 Sudbury said "yes" - 6 to 1. This the School Committee regarded as an indication that the towns really meant business, and so the Regional School was formed; and an effort was made by the School Committee, together with the Superintendent who was then Mr. Souder, superintendent of the Region and of Sudbury to put together a staff of twenty-one teachers, two administrators, twenty-three total.

It's easy for the School Committee to devise a good program through the efforts of the superintendent and to put forward that program in a booklet and receive the town's support. However, it's one thing to have all of this stuff on paper, and something else to get it to work. As I said, a School Committee doesn't make a good school; town support is essential, but the final effort that makes a good school is the teaching staff, and we set out to instruct our superintendent to get a first-rate staff. He did. However, we felt that it might help a little if the School Committee also impressed on the staff that these towns meant business. So we interviewed every teacher before he or she was employed. This was not a matter of selecting teachers; we employed the teacher the superintendent wanted even though sometimes we weren't quite sure it was the best choice. But we did go out of our way to impress on the teachers that when the

A BACKWARD LOOK

Stanton L. Gerson
Class of 1969

Good afternoon, townspeople, current students, and faculty. It is a pleasure to be asked to come before you.

The committee planning this event thought that it would be nice to have a ten-year perspective on my high school years, a flavor of the half-way point for the school. I'm a little self-conscious, because all I remember about my brother Don's yearbooks was that everyone looked so old fashioned with slicked down hair, rolled up tee shirts and the like. I worry that all the class of '69 is remembered for is its ties and jackets at dances, or a dress code that forbade pants for women.

But, boy, did we have class spirit. We had the best soccer team in eastern Massachusetts; our play productions were mammoth undertakings and were always huge successes. The two outdoor auctions preceded by weeks of canvassing, piano moving, and back sprains were so well orchestrated by Bill Norton and company that our kitty was bursting. We turned the brand new library into a wooded junior prom. And yes, it was us who stole all the signs in town in 1969, which made the front entrance look like Route 9, just to see if the administration would hold off graduation. Well, they didn't and it rained, causing a huge commotion.

It's hard to know just how to convey to you an alumnus perspective on this high school. To get into the mood I sat down with my brothers and sisters just last weekend when he got together for my older brother Don's wedding. In our jovial State I mentioned Lincoln-Sudbury. This brought to mind many memories first were our teachers, Mrs. Bailey, and Messis Puchalsky, Arnold, Matthews, Sargent, Spaulding, and of course, Mitchell with his Things Russian - or was it nonthings Russian or thing's non Russian - or maybe it was a noncourse Things Russian.

Then came to mind the individual issues for each of us. For non it was being detained for wearing blue jeans, for-me the dress and smoking code. Richard and Martha remember the large counter-culture movement, the Outward Bound program with biking boots everywhere, as well as more serious problems of discipline. In 1972 when Stephanie, my youngest sister, came, the module system was in full swing, but just what it was swinging she could not remember.

We agreed that the school is special because it is a microcosm, sort of a melting pot - not that a movie of Lincoln-Sudbury would sell like Rester Street, but students from the two towns come in with different perspectives and needs. Most find their own niche and let it develop. From each class a character emerges; from each individual, his own talents. We all leave with a gestalt about the two towns that can only be guessed by townspeople and parents.

The reason Lincoln-Sudbury was one of the top-rated schools in the state when our class went through was that it was a creative, flexible school. It had a flexible education policy, with innovative teaching methods, and it was flexible dealing with our adolescent concerns, be they dress, physical education, individual projects, or a confrontation with authority. I'll come back to this idea of flexibility in a few minutes.

I do not mean to belittle the need for good quality education, but I'm not a professional educator and cannot offer de-tailed advice about educational reforms, books to read, or those to ban. As an aside, I will admit that way off in Philadelphia, an automatic bestseller is any book advertised as "banned in Boston." But then again, there may have been some Stone on

THE MUSIC WE HEARD

Frank Heys
English teacher, chairman of English Dept.,
assistant principal

About three weeks ago we gave out report cards for the third marking period, and at the top of each card we printed a legend announcing that the keynote speaker for the 25th anniversary celebration would be Professor Mary Bowes Winslow of the University of New Hampshire. Then, about two weeks ago, we mailed out invitations to this event and included a program card stating that the keynote speaker was to be Professor Freda Rebelsky of Boston University. Today, when you arrived, you received a souvenir program which declares that today's keynote speaker will be Professor Mark Gulesian of the College of William and Mary.

If I tell you that Professor Winslow was handed a commencement assignment by her dean, that Professor Rebelsky's husband died unexpectedly last weekend, and that at one point this past week Professor Gulesian called me to say that he was jammed up with work and didn't think he could make it, you'll understand that the planning for this event has been associated with a certain amount of anxiety. Adding to my own personal anxiety was the fact that as late as just a few days ago I was still looking for a theme for my remarks.

Then Patty Bowdoin, the head of our English department, said to me, "I hope you'll find a way to say something about Courage." "Courage?" I asked. "Yes," she said, "the courage to be different." And with a feeling of relief, I knew that I had found my theme. In speaking for the faculty on this occasion, I decided to focus on our efforts to be different, on the positive values we saw in being different, and on the courage that it always takes to be different.

But what does it mean, to be different? Different how? And different why? What I often do when I'm puzzled by such problems is to look up a key word in a dictionary of quotations to see what others have said on the topic. By doing some picking and choosing, and by looking up some related words, I assembled a string of five quotations that made sense to me because I felt that they illuminated the question, why be different?

Yoshida Shoin, in the *Zenshu*, says, "To consider oneself different from ordinary men is wrong, but it is right to hope that one will not remain like ordinary man." And Thoreau, in *Walden*, says, "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." Supreme Court Justice Brandeis, in the decision in the case of *Whitney vs. the State of California*, wrote, "Those who won our independence believed that the final end of the state was to make men free to develop their faculties." (When I read that statement I find myself substituting "education" for "State" so that it reads "... the final end of education is to make men free to develop their faculties.")

The Latin writer Ovid, in his essay *Ex Ponto*, wrote, "... a faithful study of the liberal arts humanizes character and permits it not to be cruel." And, finally, President Kennedy, speaking in March, 1962, at the University of California said "No one can doubt that the wave of the future is not the conquest of the world by a single dogmatic creed but the liberation of the diverse energies of free nations and free men."

Now I felt that I had created a chain that bounded Lincoln-Sudbury and that described the reason why this school and we who served it had tried to be different. Put simply we

SCHOOL PROFILES

LINCOLN-SADBURY REGIONAL HIGH SCHOOL Sudbury, Massachusetts 01776

WILLARD A. RULIFFSON, *Superintendent-Principal*
ROBERT E. MILLETT, *Assistant Principal*

HAROLD ROSEN, *Director of Guidance*
Telephones 617-443-9963 617-259-95

PROFILE

School Profile 1966

COMMUNITIES

Lincoln (4500) and Sudbury (12,000) are suburban towns located 17 miles west of Boston. A high percentage of adult population is engaged in business or the professions and there is a strong public school support.

SCHOOL

Lincoln-Sudbury Regional High School is a four year comprehensive school with an enrollment of 1200 students.

ACCREDITATION

New England Association of Colleges and Secondary Schools.
Massachusetts Department of Education.

GUIDANCE

A comprehensive guidance program is carried out by a full time staff working with grades 10-12 and a teacher-counselor staff working with grade 9. The counselor-student ratio is approximately 1-250 and 1-55 respectively.

CURRICULUM

The curriculum offers a wide selection of courses at varying levels to meet the needs and abilities of all students. Individual programs of study are planned around a core of required subjects in accordance with educational and vocational objectives. Core includes English — 4 years, History — 3 years, Science — 2 years and Mathematics — 2 years. Students may be enrolled in different ability groupings among the several academic areas. Instruction is also offered in business education, industrial or home economics, art, music and physical education. Minor subjects (M) and physical education meet twice a week, one week. Science courses are conducted wholly within the laboratories.

LEVEL OF COURSES — CODING

English, mathematics, science, history and languages are taught on three levels of ability grouping. Students are grouped on the basis of teacher and counselor recommendations, past achievement and standardized test results. In addition a student must initiate application to an Honors course each successive year. Placement is indicated by the following coding system:

- 1st digit represents grade when subject is first offered (1-9th) (2-10th) (3-11th) (4-12th)
- 2nd digit represents level of difficulty (1-Honors)
- 3rd digit represents the section number

HONOR COURSES

These courses are offered in the major academic areas and are designed for students, approximately 10 percent of the total enrollment, who can respond to advanced work, enriched content and independent study. Individual departments will encourage qualified students from this group to take Advanced Placement Examinations.

MEDIAN I.Q.

Oris Gamma Test of Mental Ability — 115

RANK IN CLASS

Rank is completed at the end of Grade 11 (6 semesters) and at midyear of Grade 12 (7 semesters.) It is computed according to the method prescribed by the National Association of Secondary School principals and the American Association of Collegiate Registrars and Admissions with each level, including honors, appropriately weighted.

COLLEGE BOARD SCORES (S.A.T.) — Cumulative percentages

Class of 1966 (Dec.)	Verbal	Math	
Above 700	7%	18%	87 — girls
Above 600	36%	53%	87 — boys
Above 500	64%	79%	
Above 400	89%	95%	174 — Total

Any student who wishes to take the College Board Examinations may do so; summary results are compiled on the basis of a student scores.

HIGHER EDUCATION — Class of 1965

Four year college	60%
Junior college	12%
Nursing School	1%
Other schools	6%

Includes 86 colleges in 34 states and the District of Columbia

DESCRIPTION OF HONOR COURSES and GENERAL NOTES

Mathematics Honors		Mathematics Regular	
11 — Algebra I, II		12, 13 — Algebra I	
21 — Geometry (Plane, Solid, Analytic); Algebra III		Basic Algebra 13 — Algebra 1st half	
31 — Trigonometry, Analytic Geometry, Matrix Algebra, Theory of Limits		22 — Plane and Solid Geometry, Analytic Geometry of the straight line.	
41 — Calculus		23 — Plane Geometry (deductive) — listed Math 23 Basic Algebra 23 — Algebra 2nd half	
		Plane Geometry 23 — Plane Geometry (inductive)	
		32 — Algebra II, Algebra III	
		33 — Algebra II	
		42 — Trigonometry, Analytic Geometry, Matrix Algebra, Theory of Limits	
		43 — Trigonometry and Analytic Geometry	

Mathematics minor

Computer Math: Fortran and selected topics from Numerical Analysis
 Number Theory: Selected topics from the higher arithmetic

Science Honors — This is a four year program which is intended to carry students through their usual high school science courses ending in their senior year with an Advanced Science seminar. All students who complete this sequence will have had thorough and basic course in each of the following: biology, physics, and chemistry, plus the Advanced Science course. Indication of the material covered is given below.

Biology Honors (freshman) — Biological Sciences Curriculum Study, Blue Version, plus assorted periodicals and reference.

Physics Honors (sophomore) — Physical Science Study Committee: "Physics."

Chemistry Honors (junior) — Chemical Bond Approach; "Chemical Systems."

Advanced Science (senior) — Two periods per week in a seminar discussing topics covering all areas of science; three periods per week discussing problems, text material and laboratory work in the science of the students' choice; one three hour lab per week in the science of their choice. Following are some of the texts used: C. A. Villee, "Biology"; P. B. Weisz, "The Science of Biology"; Simpson et al, "Life"; Scientific American Articles (reprints); Halliday & Resnick, "Physics for Students of Science and Engineering."

English Honors — Honors courses in English are offered in grades 10, 11, and 12. In the 10th grade the approach is one of enrichment, and a familiarity with types of literature is stressed. In the 11th grade the approach is one of advanced and independent work, culminating in the second half year in the writing of pro-tutorials; as far as possible the material in the course is correlated with American history. The 12th grade honors course is of college freshman level and combines lectures, seminars, and tutorial sessions.

Language Honors — French II permits a limited number of second-year students, selected for an accelerated program, to progress faster than other students. Supplementary readings and projects are assigned. For students who have already demonstrated proficiency in the oral and written phases in the second year, French III offers more extensive readings in selected areas of French literature and this course, like French II, is conducted completely in French. The student's knowledge of French culture and literature is widened by independent reading in French, and research projects. The course also offers much concentration on writing skills, such as the summary, the précis, and free composition. The French IV Honors course requires extensive reading of selected literature from the 17th to the 20th centuries, with class discussion in French. Students do independent reading, write frequent papers, and make individual oral reports. The course is open to students who have demonstrated active participation in class discussion and ease in reading and speaking intermediate French.

United States History Honors — In addition to developing in these students an awareness of the multiplicity of factors which have led to the development of American institutions, the course employs primary source materials to guide students in their knowledge and use of the tools of the historian's craft. Complementary to these materials are readings from the American historiographic tradition and from American literature. From these varied forms of inquiry the students are expected to draw their own conclusions of their own concerning the nature of the American past and present.

School Profile 1977

SCHOOL AND COMMUNITY: Lincoln-Sudbury Regional is a four-year high school serving the communities of Lincoln and Sudbury, suburban residential towns located 17 miles west of Boston with populations of 5000 and 14,800. Community involvement in school assessment and policy planning reflects strong community support for public education. The four-year comprehensive high school has an enrollment of 1813 for 1976-77, with approximately 474 graduating seniors. The school is accredited by the New England Association of Colleges and Secondary Schools and the Massachusetts Department of Education. The cost per student for 1976-77 is \$1,821.82.

CURRICULUM: Comprehensive and innovative, the school has an elective program with a wide range of course offerings and alternative programs to meet the needs and abilities of all students. In addition to course offerings in standard secondary school departments, the school provides Independent Study, English Skills Laboratories, Resource Centers, Alternate Semester, Executive High School Internship Program, Foreign and United States Exchange Programs, Child Development and Pre-School Programs, Career Exploration Programs, Drama, Intensive Studies. The school utilizes a flexible modular schedule; a 20-block day, each block 20 minutes long. Classes meet in clusters of two, three, four or more blocks.

GRADUATION REQUIREMENTS: Students must complete 89 credits, 60 of which must be distributed as follows: 16 in English, 12 in History, 8 in Science, 8 in Mathematics, and 14 in Physical Education. Other than English 9, United States History, Freshman Physical Education, Sophomore Outdoor Pursuits and 4 science credits in the Physical Sciences and 4 in Life Sciences, all courses are elective. All courses are on a semester basis. Each semester of successful work in each course equals 2 credits.

COURSE LEVEL POLICY: Three departments (Language, Mathematics, Science) use numbers as part of the course name for some courses. The first number indicates the year for which the course is primarily designed: 1 = 9th grade, 2 = 10th grade, etc. The second number indicates level of difficulty. Level 3 is for students who respond to a deliberate pace. Level 2 courses for students who respond to an increased pace and would like to cover greater amounts of material. Level 1 courses require the most time and the greatest degree of student responsibility.

GRADE DISTRIBUTION: Letter grades of A, B, C, D & F are given in all areas except Physical Education which gives credit or no credit and Career Exploration Program which gives credit only. The following table shows our most recent grade distribution in English, History, Foreign Languages, Mathematics, and Science.

	<u>% A's</u>	<u>% B's</u>	<u>% C's</u>	<u>% D's</u>	<u>% F's</u>
English	21.05	47.2	21.02	4.78	2.67
History	23.54	38.11	26.19	7.26	2.92
Language	39.14	32.52	20.74	5.09	1.68
Math	15.08	37.23	33.84	9.6	2.35
Science	21.63	43.7	24.38	6.88	2.25

TESTING PROFILE 1976

<u>SAT</u>	<u>Mean Scores</u>	
	V	M
# Taking 392	461	503

Any student who wishes to take the College Board Examination may do so, summary results are compiled on the basis of all student scores.

Advanced Placement

39 students took 56 exams
grades of 5 - 13
grades of 4 - 16
grades of 3 - 20
number of grades 3 or better - 49

Achievement Tests

<u>Test</u>	<u>Number</u>	<u>Mean</u>
All	301	525
English Comp.	283	516
Math I	184	522
Biology	151	523
Math II	57	684
Literature	37	488
Chemistry	30	548
Physics	25	637
French	47	591

Mean Scores

<u>PSAT/NMSQT</u>	<u>Mean Scores</u>	
	V	M
# Taking	389	43.5
National Merit		
Semi-finalists	8	
Commendations	24	

ADVANCED SCHOOLING OF 1976 GRADUATES: Of the 462 graduates of the class of 1976, 335 are attending 161 colleges in 30 states and the District of Columbia. A listing of specific colleges is available on request.

4-year college or university
60.8%

junior college
7.8%

non-collegiate institution
3.9%

THE RECOMMENDATION: A description of the student, written by the student's counselor, reflects the most accurate picture of the student available based on the counselor's knowledge of the student and on reports made available by the student's teachers in the spring of the junior year and fall of the senior year.

COUNSELING DEPARTMENT: The comprehensive Counseling Department is decentralized into five halls with each of the five counselors and five assistant counselors having counselees from the four class levels in each hall. A school psychologist, a school social worker, special needs counselor, learning disabilities specialist, and a number of part-time tutors provide additional in-school support. Through a teacher-advisor system, each student receives from an assigned teacher, guidance in scheduling and day-to-day activities. The department provides a Career Center which has college, career, vocational, military, and financial aid information and career interest and aptitude testing.

STAFF: Of the 134 faculty members, 97 have masters degrees. Of these 28 have masters plus 30 hours or more and 4 have doctorates. The student/staff ratio is 15.6/1.

School Profile 1989

COMMUNITY: Lincoln and Sudbury, residential suburbs 17 miles west of Boston with populations of 4,993 and 14,561 respectively, strongly support public education. The community participates in school assessment and policy planning.

SCHOOL: The comprehensive, four-year public high school enrolls 1117 students in 1988-1989, including 325 seniors. The student:staff ratio is 13.75:1. The cost per pupil is \$7,400.00. Accreditation is through the New England Association of Schools and Colleges, Inc., and the Massachusetts Department of Education.

ADMINISTRATION and STUDENT SERVICES: Lincoln-Sudbury Regional High School is organized in a house system in order to provide comprehensive and personalized services to its students. Freshmen are together in one house. Sophomore, Junior, and Senior students are divided equally and randomly among three other houses. Each house staff consists of a Housemaster, a counselor, a counselor assistant, a secretary, and a tutor. Additional student service providers include a school psychologist, four learning disabilities specialists, a speech therapist, a tutor for the hearing impaired, a tutor for the visually impaired, and a number of part-time aides and tutors.

FACULTY: Of the 116 faculty members, 5 have Doctorates, 32 have Masters degrees plus 30 hours, and 38 have Masters degrees.

CURRICULUM: In addition to the great diversity of courses offered through our required and elective programs, honors and/or advanced placement courses are available in most academic disciplines. A Program of Studies is available upon request should you require more detailed information.

COURSE LEVEL POLICY:

English and History: Courses are offered on an elective basis. Material covered in these courses ranges in difficulty from remedial through advanced.

Mathematics: Courses are offered on a sequential basis from Pre-Algebra through Calculus. Material covered in these courses ranges in difficulty from remedial through advanced. The letter following the course name indicates the semester of the course. "A" equals first half, "B" equals second half, and "C" indicates the third part of a sequence that moves at a slower pace. The number in parentheses following the course name and letter indicates the level of difficulty (1) honors, (2) second highest (3) regular level college-preparatory. An asterisk (*) indicates a course that moves at a slower pace.

Science: The first digit following the course name indicates grade level - 1 is the 9th grade, 2 is 10th, etc. The second digit indicates the level of difficulty. Level 2 courses are more demanding and faster paced than level 3. For courses with A and B, A is more demanding than B. No level 1 courses are offered, although advanced courses are offered. (Courses prior to 1988-1989)*

Foreign Language: In courses with two digits following the course name, the second digit represents the level of difficulty - 1 indicates an accelerated pace and 2, a more deliberate pace. Course titles with only one digit represent heterogeneous class groupings. (Courses prior to 1988-1989)*

Business: It is important to note that, at Lincoln-Sudbury, Accounting 1 & 2, Economics and Finance, Business Law, and Law and Society are college-preparatory courses.

Computers: Courses are offered on elective basis. Material ranges from basic through advanced. Preparation for the Advanced Placement test in Pascal is offered.

Additional Electives: Courses are offered in art, music, physical education, technology, home economics, and other areas.

***AS OF THE SCHOOL YEAR 1988-89, SOME COURSE TITLES AND TRANSCRIPTS HAVE CHANGED:**

Science: Courses are offered on an elective basis. Material covered ranges from basic through advanced. The numeral in parentheses following the course title indicates the level of difficulty: (1) is the highest level offered in that course, (2) is average, (3) is basic.

Foreign Language: Courses are offered on a sequential basis. The number following the course title represents the year of study. The number in parentheses indicates the level of difficulty: (1) honors level, (2) regular level.

IF FURTHER INFORMATION ABOUT ANY OF THE ABOVE WOULD BE HELPFUL, A DETAILED PROGRAM OF STUDIES IS AVAILABLE UPON REQUEST.

EXTRA-CURRICULAR ACTIVITIES: Opportunities include 44 different athletic teams with 50% of the student body participating, a strong drama department, yearbook and newspaper, a great variety of clubs, and school-sponsored trips to France, Spain, Canada, China, Germany, Russia, or Austria in conjunction with foreign language and international course work.

GRADUATION REQUIREMENTS:

Eighty-nine (89) credits are required to graduate. Full year courses grant 4 credits; semester courses, 2 credits. Students must take the following:

- English..... 16 credits
- History..... 12 credits - 4 in U.S. History
- Science..... 8 credits - 4 in physical science
4 in life science
- Mathematics..... 8 credits
- Physical Education..... 12 credits

Most students take four years to complete the requirements by taking 24 credits per year in grades 9 - 11 and the balance in grade 12.

ADVANCED SCHOOLING OF 1988 GRADUATES:

- Four-year college or university.....86%
- Two-year college.....3%
- Other educational programs.....1%

C.E.E.B. SCORES FOR 1988 GRADUATES:

SAT: No. - 319 Mean Verbal - 468 Mean Math - 529

ACHIEVEMENTS:

All.....	No. 229	Mean..530
English Composition.....	205	516
Math I.....	174	544
Biology.....	127	555
Math II.....	37	717
American History.....	18	563
Spanish.....	19	559
Chemistry.....	20	581
Literature.....	16	526
Physics.....	7	609
French.....	14	592

PSAT/NMSQT: No. Juniors - 249 Mean Verbal - 43.6 Mean Math - 49.4

ADVANCED PLACEMENT: 71 students took 81 exams

- Grades of 5 - ...19
- Grades of 4 - ...26
- Grades of 3 - ...33

NATIONAL MERIT STATUS OF 1988 GRADUATES:

- Finalists.....10
- Commendations.....21

RANK: An approximate rank is provided when requested by colleges or schools. The approximate rank provided does not consider level of course work. Close attention should be paid to the counselor's letter which indicates specifically the level of work done by the student.

GRADE DISTRIBUTION: Letter grades of A, B, C, D, and F are given in most academic areas. There are a few exceptions and those courses are given Credit or No Credit. Recent grade distribution in English, History, Foreign Language, Mathematics, and Science was as follows:

	%A's	%B's	%C's	%D's	%F's
English.....	31.09	46.94	15.13	4.44	2.40
History.....	23.41	40.10	23.41	7.85	5.23
Foreign Language.....	29.13	38.75	20.87	8.54	2.71
Mathematics.....	18.30	36.09	29.22	11.18	5.21
Science.....	20.66	37.75	29.40	9.67	2.52
Business.....	42.41	33.93	14.73	6.70	2.23

THE RECOMMENDATION: A description of the student, written by his/her counselor reflects the most accurate picture of the individual. It is based on the counselor's knowledge of the student and on reports from teachers.

SCHOOL & COMMUNITY PROFILE, 1998

Ten-Year Evaluation 1998 Summary

Lincoln-Sudbury Regional High School opened in 1956, and is located in Sudbury, Massachusetts, about seventeen miles west of Boston and six miles from the center of Lincoln. It is situated in a wooded area, about one and a half miles from the Sudbury town hall and three miles from stores and other facilities. The two towns had nearly equal populations of about 2,000 back in 1946, but they grew at vastly different rates to the current totals of 5,264 in Lincoln, and 16,079 in Sudbury.

Both towns are predominantly residential, with relatively stable populations of white, English speaking, middle class professionals. Approximately 40% of Lincoln-Sudbury parents have a bachelor's degree, and an additional 40% of fathers and 20% of mothers have advanced degrees. Most parents are employed in the professions, including 60% of fathers and 40% of mothers. The next highest category is the technical area, which employs 15% of fathers and 22% of mothers.

According to community profiles done by the state based on the 1990 census, Sudbury's per capita income is \$33,441 and Lincoln's is \$35,169, while the median household income is \$79,092 and \$57,512 respectively. The median price of homes in 1996 was about \$327,500 in both towns, with residential tax rates of \$16.04~1000 in Sudbury, and \$12.5311000 in Lincoln. In the past four or five years there has been a resurgence in the real estate market and the building of many new homes, especially in Sudbury. Because of the growing numbers of homes and young families moving into existing housing, the school age population is increasing rapidly.

Major businesses are few, with only Raytheon Corporation and Chiswick Trading Co. in Sudbury and one large office park in north Lincoln. There are many small businesses, retail operations, and some small shopping complexes in both towns. Principal types of employment supporting district households include the finance, technology, education and medicine, with a majority of the labor force commuting to Boston and the metropolitan area. The unemployment rate is 1.3% in Lincoln and 2.1% in Sudbury, compared with the State average of 3.9%. Families below the poverty level comprise 1.5% and 2.6% respectively, while the State average for 1995 is

11%.

Lincoln Sudbury Regional School District, a single-school district, educates grades nine through twelve, and has a current student population of 996, with 76% from Sudbury, 14% from Lincoln, 8% from Boston, and 2% from other communities. Boston students come to Lincoln-Sudbury through the METCO program, and children from other communities are faculty children or are in special programs. There are two main feeder schools, Curtis Middle School in Sudbury and Brooks Middle School in Lincoln.

Enrollment at L-S is very stable, with only 1% to 4% withdrawals at each grade level, and from 2% to 5% transferring outside the district. Of the total K-12 population from the two towns, 414 students out of 4,096 (10.1%) are enrolled in non-public schools. The dropout rate from 1993-1996 was 0.67%, 0.45%, and 0.64%, an average of 0.5% over three years. The school population increased by about fifty students per year from 1995 to 1997, and is expected to continue increasing steadily up to about 1300 by the school year 2000-2001. The average daily attendance rate for students hovers around 95%, while the attendance rate for teachers is about 96%.

Lincoln Sudbury's average per pupil expenditure was \$8,980 in 1995, considerably higher than the State average of \$4,528. The percentage of local taxation spent on schools for the past two years has been 42% in Lincoln, and 61% in Sudbury, providing L-S with 85% of its funds. The annual tuition charge for 1996 was \$8,988 with 2 non-resident students enrolled, and \$9,092 in 1997, with 1.5 tuition students.

Students benefit from a wide range of nearby collegiate institutions, and dual enrollment programs are offered at Framingham State College, Massachusetts Bay and Middlesex Community Colleges, and the University of Massachusetts at Boston. Other local colleges used for advanced or supplementary work include Harvard University Extension, Worcester Polytechnic Institute, MIT, and Brandeis. Proximity to Boston and Cambridge ensures almost limitless opportunities for cultural and educational enrichment, in addition to such local establishments as the Audubon Society, Drumlin Farm, and the De Cordova Museum and Sculpture Garden.

Lincoln-Sudbury gives a large number of awards to students for both academic and co-curricular achievement. Underclass awards include college book awards, departmental awards, and certificates of recognition for outstanding performance on state, regional, and national exams in mathematics and foreign

languages. Seniors also receive departmental awards, several named scholarships, and many corporate and community awards for outstanding achievement. There are also awards for improvement, community service, citizenship, and artistic, literary, and musical expression. Athletic awards include varsity letters, league All-Star certificates, most valuable player, and sportsmanship awards.

Student performance is measured by standardized tests like the Massachusetts Educational Assessment Program (MEAP), and for the first time this year, the Iowa Tests of Educational Development. L-S students score well above state averages on these tests. Other measures of student performance include data from both the SAT I and ACT tests, and a variety of AP and SAT II exams. Performance levels in fine and applied arts are demonstrated by student representation at district and state competitions.

On average, about 90% of graduates attend four-year colleges, with only about 1% choosing two-year colleges, 2.5% business or technical schools, 0.5% the military, and slightly over 5% entering the work force directly.

Lincoln-Sudbury takes part in the Minuteman School-to-Careers Partnership, which sets up partnerships with local businesses and industries, especially in the bio-tech field. The school also has several unique programs which offer students the opportunity to explore different careers. These programs include the Occupational Education, Work Study, and Executive Internship. Students receive credit for all of these activities.

Among the many community groups participating in the life of the school are the L-S Community Program, the Sudbury Clergy Association, Community Based Justice, Community Arts Council, Sudbury Rotary Club, and the Sudbury Foundation. Parents are closely involved with school activities through the Lincoln-Sudbury Parents' Organization, Lincoln-Sudbury Boosters, Friends of Music, benefactors of the drama department program, and joining students in the Lincoln-Sudbury Civic Orchestra and Concert Choir. Parents also serve as volunteers in the library and for various functions such as the senior class graduation party, raising money for scholarships, and sponsoring foreign exchange students. School facilities are available for town use, and a variety of town-wide meetings are held here in addition to the Community Education Program and community theater presentations.

Lincoln-Sudbury is grateful for the broad base of community support it receives. Over the years, many special projects, computer labs, and materials

for technology have been funded by the Sudbury Foundation. In addition, the school has received funds from the Sudbury Education Research Fund, and donations from many private citizens of both towns. In 1997, the Sudbury Foundation awarded fifteen Atkinson Scholarships of \$5000 each to graduating seniors. Local organizations and families provided twenty-eight scholarships of about \$1000 each, and the L-S Scholarship Fund awarded a total of \$47,350 to twenty-eight students.

A BRIEF HISTORY OF LINCOLN-SUDBURY REGIONAL HIGH SCHOOL AND ITS COMMUNITIES

Jim Newton

The towns of Sudbury and Lincoln were first settled by Europeans in the fourth decade of the seventeenth century. Sudbury became a political entity in 1639, but over the years lost territory as other towns were "set off" from it. Lincoln did not become a separate town until 1746, when it was created from portions of Concord, Weston, and Lexington. Both communities remained agricultural towns of Yankee character right down to 1946. During these first three centuries change was slow, and, with the exception of those revolutionary events which occurred between 1765 and 1776, relatively quiet.

Although neither town was strikingly different from the other, Sudbury did have the Post Road routed through it, running from Boston, west to Worcester and Albany and south to Hartford. More than any other single factor this early mail route, gradually developed and expanded over the years, influenced the direction Sudbury took after World War II.

It is possible to stand in front of the Wayside Inn today and see this development. Very close to Sudbury's most famous historic site is the original seventeenth-century dirt road, caning right up to the door. Set back about twenty yards is the eighteenth century Post Road.. In the distance is the present Route 20, a bypass ironically funded by Henry Ford when he purchased the inn and the surrounding land in 1923. Now this

landscaped denial of his own creation is one of the primary links between the belts of scientific and technological industries clustered along routes 126 and 495.

While the coming of the railroad and the automobile had their impact, things were much as they always had been for three centuries when, on the eve of World War II, Sudbury celebrated its tricentennial. It was still an agricultural community, and its population was almost exactly what it had at the time of the Revolutionary War.

Much the same was true for Lincoln as well. Lincoln remained intact, undisturbed by highway development for most of its history. If the Wayside Inn is Sudbury's most important historic site, the Codman House is Lincoln's. This pre-Revolutionary house, converted into the summer estate of a wealthy Boston family just after the Revolution, is the oldest house of its type in the town. While several wealthy persons built summer homes in Sudbury, many more people built such houses in Lincoln. Thus Lincoln acquired a greater concentration of wealth. It did not develop rapidly after World War II, as residents were not tempted to sell their land. In fact, both public and private funds were used to buy up large tracts in order to preserve the rural landscape. Meanwhile the slow development of Sudbury's Route 20 during the first four decades of this century opened that town up for much more rapid growth after 1945.

In 1946 the population of Lincoln was 1,998 and that of Sudbury was nearly the same, 2,051. A decade later Lincoln had grown by 48% to 2,949, while Sudbury had increased 107% to 4,251. In no previous decade had either town grown so fast. Growth continued to come more rapidly to Sudbury than to Lincoln as the two towns became more and more suburban in the following decades. Lincoln reached a population of 4,493 in 1986, with Sudbury at 14,561 in the same year. Thus in thirty-five years Sudbury's population had grown to be thrice the size of Lincoln's. The great and rapid growth of the two towns and the resulting strains of change have been in large measure due to the location and construction of Routes 128 and 495, and especially of the technological industries which have grown up along them. This growth has brought enriching diversity to both communities, but also has meant that the local population is now more transient than in the past.

Lincoln had never had a high school of its own, tuitioning its students out

into several neighboring districts instead. By the early 1950's Sudbury's old high school building was clearly inadequate for its rapidly expanding school population. The Lincoln-Sudbury Regional School District was created in 1954, and two years later the school opened its doors to 247 students from the two towns. It was the hope of the school's planners to bring to the communities of Lincoln and Sudbury a strong, academically-oriented curriculum, characteristic of a good, competitive, independent school. Such was the kind of school desired at the time by the residents of Lincoln and Sudbury. The school was highly structured; students were allowed very few choices in curriculum and were assigned to study halls during non-class time. The people of Sudbury and Lincoln and the school administration were content to measure the school's success in terms of the percentage of graduates who went on to college. The written philosophy described Lincoln--Sudbury as "guidance-centered". Even in this first phase of the school's life, and notwithstanding the emphasis on structure, the individual student's needs were a continual focus of the school program.

The second phase of the school's history moved Lincoln--Sudbury toward an opposite philosophical goal, largely because the thinking and views of the communities and the educational staff shifted away from structure and toward flexibility. In 1968, when enrollment had grown to about 1,400 and two additions had been built, the stated philosophy was "to establish an educational atmosphere conducive to the fullest possible development of each member of the school community, adolescent and adult, as a complex and unique personality. The school's daily schedule changed from a six--block day to a modular schedule of twenty 20--minute periods. The number of electives was substantially increased, and students were allowed significant periods of unassigned study time. The House system was introduced, effecting administrative decentralization, and thus providing the individual student with a smaller, more personal school unit with which to identify. It was characteristic of this era in the school's history that programs were introduced allowing many students to spend significant amounts of time in out-of-class experiences.

In 1974, just before the last decennial evaluation, the population of Lincoln-Sudbury peaked at 1,964 students, and a third addition had been completed. In the next few years, as a result of both internal self--examination and strong expression of community concern, the school concluded that clarification of the substance of its program was needed.

This, coupled with both declining enrollment and changes in state law, caused the school to clarify its own standards and expectations and, subsequently, to hold students and staff more clearly responsible. The curriculum had been reexamined and changed to meet the needs of a smaller number of students, many more of whom were going to college. In spite of declining numbers, a range of elective choices was preserved, but with more class time in a seven block day. For those students with particular needs best met in a smaller setting, an off-site alternative school was established. To support all these changes and in an effort to improve both quality and consistency of administration, the organization of the school was made more centralized.

**THIS IS A TRUE STORY ABOUT HOW A SEARCH FOR
ROCKS HELPED UNCOVER THE HIDDEN HISTORY
OF OUR SCHOOL**

Bill Schechter

Last year, I suggested that the senior class start a tradition of building a small section of stonewall in front of the school. The tradition would use a uniquely New England "folk art" form to pay tribute to the enduring quality of a Lincoln-Sudbury education. The idea came to me because it had become clear in the course of another project--the writing of the *Echoes* history of the school-- that L-S had few traditions or landmarks, architectural or otherwise. Indeed it was difficult for us to decide what picture should grace the cover of the book.

The "stonewall idea" also floated into consciousness as the result of a walk I took in the woods surrounding the school--the first in my twenty-three years here. There I spied the indispensable ingredient for realizing my vision: rock, strewn right and left along the saddest, most tumbledown old wall you'll ever see.

In May, I presented my idea to the senior class and received a very positive response. About twenty-five seniors agreed to form the "Stonewall Task force," and were waiting for the signal to start hauling and building. There were, however, a few practical matters to resolve, such as: could these

stones be lifted or were they simply too heavy to transport?

As there was hardly any stonewall building in my birthplace, the Bronx, NY, Jim Newton kindly consented to be my "native guide." On "Lunch Plus" day, we made our "plus" a walk in the woods to check out the stones. No sooner did we get to the area in back of the football/lacrosse field then it started to rain. After Jim assured me that it was only water, into the woods we went. Would impossibly enormous boulders crush my vision and re~.gate it to the. junk pile of foolish dreams? Well, whew, the news was good! Yes, there were giant rocks, but there were also plenty of manageable 30-40 pounders. I began to sense the momentum of destiny. Someone up there loved a wall, and wanted us to build it.

Details quickly began to fall into place like the stones in my would-be wall: Dorothy Dickie kindly found for us two books and a video on stonewall building at the Sudbury Library. Bruce agreed to truck the stones from the woods to the front of the school. A former student with landscaping experience just happened to come by and offer help. Then someone told me that a former coach, Scott Burke, now of the Carroll School, was a veritable stonewall expert. I put a call into him. Things were moving. Gosh, the wall was practically built. I could already see students returning *forty* years hence, grey-haired and stooped, to show their grand kids "the wall that we built in '95.'

"Practically built," but not quite. Jim Keith raised an interesting problem. The tumble-down wall serves as a property marker. How did the owners on the other side feel about our culling rocks from this wall? Would this not be a felonious assault on the institution of private property? I didn't know, but I had read Robert Frost's poem and sensed that, in New England, picking a few rocks off the pile might be barely a notch below stealing lobster pots. And we know what happens to people who do that. Jim suggested we buy the stone and avoid potential problems. I called up Precort in Sudbury and they were willing to part with enough stone for a ten-foot stretch of wall for a mere \$800. Somehow I didn't think the regional school committee would be willing to invest this kind of money in pure rock. Nor did I see much hope for a Prop 2 11/2 override. It was back to Plan A.

I still had a week to go before Senior Week when the wall would have to be

built, so I decided to go to the owners. Who were they? No one knew. I drove to the house nearest the land. Though I had been on this road a zillion times, I had never noticed this house before. It's tucked off the road, an old farmhouse. I knocked on the door. No answer. A bare bulb burned on the porch. It looked like it hadn't been replaced in fifty years. I got a bad feeling, but I didn't know why.

The next day I went to the business office. Did they have a map which would show the abutters? No they didn't, but I received the helpful suggestion to call Town Hall, which I did. They told me to come in to the Assessor's Office ("We're open' till 5pm! "). After school on Friday, I went. With amazing efficiency, a long-time employee of the town showed me the map that told the tale: the land was owned by one Carrie Waite, but she had placed the 60-acre parcel in a trust controlled by her grown daughter, Mrs. Carol Wolfe, who lives at 636 Concord Road.

That wasn't too far from Town Hall, so I turned my Brookline-bound car around and off I went. I found the house and walked down an old sunken path. I recognized the "running brick" pattern. The house seemed much older up close. There were blankets in some of the windows. Very unsuburban, I thought. I knocked at the door. The only one who immediately answered was an enormous hound who clearly wanted to kill me. With a storm door safely between us, I got quite a kick out of his totally unprovoked fury. Then a man came. This was Mr. Wolfe. It was drizzling outside, but he seemed to feel more comfortable joining me outside, under the porch roof. He also wanted to keep his dog away from me which he didn't immediately succeed in doing. The dog got out and made a lunge. Mr. Wolfe's hand was a mere half-second quicker I am happy to report, and he just managed to get Fido back inside.

Mr. Wolfe was a very nice man, but clearly not one given to idle chatter. It was easy to imagine that I was the first visitor to stop by in years, perhaps decades. His quiet presence suggested I come to the point. I did. I explained the situation, how I found him, my desperate rock needs, the "stone wall tradition," etc, etc. My ingratiating tone suggested how nice I was to go to all this trouble just to pay him this completely unnecessary courtesy call, all for a bunch of stupid rocks. I was expecting him to thank me, smile at the superfluousness of my visit, and send me on my way. I even said that we would only take stones from our side of the wall. (After all, didn't we have that legal right anyway?) Mr. Wolfe listened quietly and then began to

shake his head. I started to get that sinking feeling like, you know, when a stone hits water.

He began to respond in his laconic way. His tone suggested this was a weightier matter than I could ever know. "No," he said, "I don't think she'll ever agree. She's never gotten over it." But who was "she"? And what was "it"?

She was Carrie Waite who was still very much alive, and she lived down the road. He pointed at her house I couldn't tell if it was the one with the bare bulb. She was 92-years old and she probably wouldn't even agree to hear of my request. Nope. Not at all. I asked if I might speak to her directly. I was sure I could make her understand and appreciate the inspiring spirit of my vision. Nope, said Mr. Wolfe again, it'll just make it worse. She hates the high school, he said. It seems that Mrs. Waite has been nursing a grudge for a very long time and thinking often about us in this building.

While Mr. Wolfe spoke, it became apparent to me that our *Echoes* history had not been completely correct. In the opening chapter, the *Echoes* authors explained how the new regional school committee had purchased the land upon which our building sits from the Featherland chicken farm. This was correct, but it wasn't the whole truth. It turns out that there was another farm involved, and the owner didn't want to sell. That land was seized through the legal procedure of *eminent domain* and it provided our campus with some of its athletic fields as well as the surrounding woods. That land was part of the Pantry Brook Farm. It was owned by Carrie Waite and her family ever since they first came to Sudbury in the mid-17th century. She had loved the farm and particularly the wood lots which were taken. A few years later, the town seized more of her land to build an elementary school. I had inadvertently walked smack into a postscript of the very history book project I had advised.

Mr. Wolfe was sympathetic. (He was a member of L--S's first graduating class!) He would talk to his wife. Perhaps they would give me permission to take the rocks without speaking to Mrs. Waite, which he knew would do no good at all. He would tell me next week. As he bade me goodbye, he pointed out another large tract of land owned by the family. "We can't even find anyone to farm it anymore," he told me. But Mrs. Waite won't consider selling it off for development. She wants to keep the land open.

So this ends up being the story of how a teacher's idea to build a stonewall ran into the stonewall of history, and the long memory of a 92-year old woman who still wants her wood lots back. Whether in Bosnia or Palestine or on our own Concord Road, the past is not easily forgotten or forgiven.

Postscript on Stonewall Saga from Bill Schechter:

Received call today (5/31) from Dick Wolfe.

'Sorry it took so long. We've been trying all this time to get our mother to relent But I guess I'm going to have to say, for now, please don't take the stones.'

from the L-9 Newsletter, 6/1/95

Update to Echoes Book:

**A DIFFERENT KIND OF PLACE -
A HISTORY OF LINCOLN-SUDBURY,
1994-1997**

Bill Schechter, History Dept.

The *Echoes* book on Lincoln-Sudbury took the story of the school up to 1994. This brief update carries the narrative to the school's second 40th anniversary in 1996-7. How could one school have two 40ths? The first one marked the creation of the regional school district in 1954; the second, the opening of the school itself in 1956.

Some significant developments have occurred since the book was written. During the school year 1994-95, L-S witnessed several firsts--as well as several shocks. A new student newspaper, The Forum, began publication, replacing the Promethean. Recruitment began for a new girls' hockey team. The first Wellness Day was celebrated. The cafeteria was turned over to private management by an agency that worked with developmentally-delayed adults. Everyone agreed that the menu improved.

Most significant for the future of the school, a split faculty agreed to a two-year experiment with an ~extended block schedule," thus bringing this protracted aspect of LS 21 discussion and debate to a temporary close. It did seem, over the next year or so, that the LS 21 re-examination process began to lose steam, though not before a modest service requirement was added to the L-S curriculum, the second such requirement in the school's history.

In November 1994 the school was dealt a severe shock when George Horton, a highly-respected teacher and coach, suddenly died. A year later, the main gymnasium was named in his honor, in recognition of the many contributions he had made to the school community. News also arrived that the sixth L-S alumni had succumbed to AIDs. Finally, the year ended on a rocky note when the faculty and staff voted unanimously to criticize the administration over the lack of punishment meted out to students who had vandalized the property of a campus aide.

The main story of the 1995-96 school year was the new schedule, endlessly discussed, surveyed, evaluated, and analyzed. The results were somewhat more negative than positive, though never quite definitive, and always difficult to separate from the effects of new state education regulations. The most unpopular of these was the "990 hour rule," whose "seat time" requirements eliminated a significant amount of free time and required students to take more classes. By the end of 1995--and even more so, by the end of the next year--it was difficult to find anyone who would agree to discuss the schedule. The community had pretty much talked itself out.

Change was also felt in other areas in 1995-96. A new, energized Student Senate tried to make itself more relevant. The old metal shop was replaced by a new, state-of-the-art fitness center. The always innovative physical education department became the wellness department. The results of the largest alumni survey ever conducted were released. Graduates recalled free time--now disappearing--as an important feature that had made L-S unique and had helped them to mature. The L-S Scholarship Fund closed in on its long-time goal of a \$1 million endowment. The first Asian-American dress-up day was held, as well as the annual and also anticipated African-American Diaspora Luncheon. The Dyad became the first high school yearbook in the country to produce a CD Rom supplement. Two new

records were set this year: the amount of snowfall in Massachusetts and the number of National Merit Semi-Finalists at L-S. There was no known correlation between the two.

Changes were evident in still other ways. The faculty debated the implications of the newest technologies, but voted to maintain e-mail privileges for students, despite some abuses. A proposal was made for a new English- History Computer Lab, to join those of Math, Science, and Language. The magic words "increasing enrollment" were heard for the first time in many years, presaging the end of the enrollment slide that had begun in the 1970's and had seen the school's size shrink by more than half, to 850. Suddenly, a Space Committee was created to plan for the future and find room for new students in a building where labs, offices, and learning centers had been fashioned out of empty classrooms. The space crunch would be eased somewhat by the departure (to its own new building in Lincoln) of the Carroll High School in June, marking the end of a unique partnership. Word also went out that the First Friends Day Care Center might also have to leave within a few years.

In the spring of 1996, Superintendent/ Principal Matt King announced he would be leaving to become the superintendent of schools in Wellesley. He left with the good wishes of all, and the widely-shared belief that he had contributed much to strengthening the school's reputation in the community (see the Epilogue for a fuller recounting of his achievements). The school committee created a annual speaker series in recognition of his leadership. The official search for a new leader brought several impressive candidates to L-S. The school committee and the faculty worked closely and cordially on finding a successor to Dr. King. They settled on Dr. John Ritchie, formerly principal of Winchester High School. He began his tenure in September, 1996.

The year ended on a sentimental note. Barbara Athy and Dick Johnson both retired. These two teachers, universally loved and respected, had not only done a superb job as teachers for decades, but they symbolized the school's connection to its own history and best traditions.

The 40th anniversary of the school's opening came in 1996-7. The first half of the year was dominated by a dizzying series of new state regulations, all of which either imperiled the faculty autonomy and elective choice at L-S or promised more standardized exams. Helpless to stop this wave of

regressive reform, the administration and faculty just kept plugging away. It got to the point where no one was surprised by the latest "shocker" coming from the cantankerous, conservative state school board head, John Silber. Where all this was going, no one could say, but it didn't seem good for a school that prided itself on being "a different kind of place."

Dr. Ritchie made a good impression on the faculty, but had the misfortune of being thrown head first into the midst of the enduring, divisive faculty debate over the schedule, which was now ending its two-year experimental run. Should it be retained? Some departments loved it; some loved it a very great deal less. Students were similarly split. After more evaluation, discussion, analysis--none definitive to all--the faculty voted. The results were similarly inconclusive, split, some thought, into thirds. Now, as previously agreed, Dr. Ritchie was forced to make the decision. He decided to keep the extended block schedule, instantly making two-thirds of the faculty unhappy, which might have been true in any case. A feeling of catharsis followed, happier for some than others.

Dr. Ritchie also took strong stands against fights in school and misbehavior at athletic events. Students seemed to enjoy his humor, and generally respected his calls for acceptable behavior.

The new year found fresh blood coursing through the school. Along with Dr. Ritchie, seventeen new teachers had been hired, the most in two decades. The school was definitely growing. Symmetry struck like lightning: at this very moment of renewal, the school turned to remember its past and to celebrate its 40th anniversary. The efforts climaxed on May 13 1997, with students and teachers linking arms around the school and giving L-S a ~hug." This was followed by a school-wide party in the science courtyard, replete with 26 cakes, punch, and a rock band. That night, at an anniversary presentation, a famous author and educator, Sarah Lawrence Lightfoot, addressed the faculty and community. She was introduced by English teacher Tom Puchalsky, who first discussed the history of the school. A week later, at a beautiful dinner and ceremony, five new names (Virginia Kirshner, Phil Lewis, William Maloney, Ray Martin, Henry Morgan) were be added to the ~Wall of Recognition," and, on May 23, the auditorium was named in honor of the late Virginia Kirshner, a much-beloved teacher and drama director.

During the school year 1996-97, the harsh winds of state reform and

regulation blew with increasing ferocity, threatening much of what makes the school unique. Perhaps in remembering its past, the school community would find the strength to maintain its independence and that eccentric vision of the ~~public private school" that its founders intended. If reverence for its history, as well as energy and hard work, could offer a shield of protection, Lincoln-Sudbury would indeed survive and prosper as it approached the new millennium--and the years beyond.

FRAGMENTS

1994/5 e-mail now in second year... Teachers work without contract.. .6th former L-S student dies of AIDs... 1st issue of the Forum appears.. .L-S scores high in Boston Magazine Poll...Echoes history of L-S is printed and distributed...7th Jimmy Mack March Against Aids... 1st coffeehouse held... Color Purple Quilt completed. ..Moment of Silence on World AIDs Day.. New rule: no students in gym without supervision.. Number of campus aides increased to two.. Blood drive sets record.. .50th Anniversary of end of WWII commemorated... 1995/96.. Alumni survey published. ..Record number of students become Merit Semi- Finalists.. New Fitness Center opens.. Scholarship Fund reaches \$1 million goal... Dyad pioneers CD Rom supplement...The "yellow line" controversy'~ flares...Record snow storms bury area...Girls~ ice hockey team makes debut...La tin Club holds 3rd Roman dinner...Several students expelled for drug use. Dick Johnson retires... 1st Annual George Horton Memorial Golf Tournament 1996/97... Clinton wins mock election with 70% of vote (Dole gets 18%).. .State removes phys. ed. requirement. - School gets hugged on 40th anniversary... Five names added to Wall of Recognition..Auditorium named after Ginny Kirshner...Forum & DYAD win 1st prize in regional competition.

TO LINCOLN-SUDBURY

On the Occasion of its 40th Anniversary

Here,
in Sudbury,

on this forgotten farmer's field, a vision took shape,
rock
wedged to rock
in the stonewall of
common dreams.

No "City Upon a Hill," no Revolution
in *this* lost pasture of your past,
just a schoolhouse
that neighbors built,
a place to learn, to care,

to pursue with passion every truth
hidden in the universe
as if it mattered.

On this day,
in this community of learners,
where miracles
have been reported,
and battles as great as "the Concord fight"
are won each day,

we pause
to thank our heroes,
who cleared this field,
who carried these stones,
who piled them one upon another,

and bounded for us a tradition
as solid as history, and as enduring
as memory allows.

*Bill Schechter,
read at Commencement, 1996*

PHILOSOPHY:

Ten-year Evaluation School Philosophy/Purpose Statements:
1968, 1978, 1988, 1998

"The School's Purpose," Visiting Committee Report, 1972

L-S Core Values, 1990, and L-S Disciplinary Code, 1996

T.A. Statement on the Occasion of the Superintendent Search, 1996

Excerpts from the 1995 Alumni Survey (based on the classes of 1990 & 1994)

TEN-YEAR EVALUATION PHILOSOPHY STATEMENT, 1968

PHILOSOPHY AND OBJECTIVES

PART I: PHILOSOPHY

Lincoln-Sudbury Regional High School attempts to provide an educational program based on a recognition of the diverse nature of the student body. Such a program emphasizes balance between the expression of individuality and a responsible *concern* for the rights and needs of others. We seek to establish an educational atmosphere conducive to the fullest possible development of each member of the school community, adolescent and adult, as a complete and unique personality. Within such an atmosphere, teachers and students ideally cooperate in a process of discovery made possible by a joint commitment to the goal of greater insight into oneself and one's environment.

The responsibility for leadership in this educational enterprise is shared by the students, teachers, administration and school committee. The professional staff is characterized both by high competence in subject areas *and* by an ability to establish and maintain warm personal

relationships with young people. The staff recognizes its obligation to respect the values of the community and at the same time to exercise the leadership role entrusted to it by the community

Since we believe a student should be assisted and encouraged to succeed within his potential, we seek to provide a diversified program of course offerings and a wide range of extra-curricular activities designed to accommodate all students.

The vitality of this philosophy lies in its creative response to change and its expression of positive concern for the individual. We believe that this results in a dynamic educational institution which grows with and for its student body.

PART II: SCHOOL-WIDE OBJECTIVES

1. To provide the opportunity to participate in a physical and social environment which recognizes and appreciates moral responsibility and democratic concepts.
2. To provide experiences for all students to communicate and participate together in a variety of situations within the school community.
3. To establish programs which are designed to provide for individual differences and to encourage the fullest possible development of each person.
4. To create a stimulating atmosphere in the school community for a balance between educational and vocational preparation as well as leisure time.
5. To develop a competency in critical and creative thinking resulting in the ability to make intelligent decisions.
- 6 To develop the physical fitness, emotional stability, and social. maturity of each student.
7. To provide an enrichment program that will give experience in art, music, nature and other aesthetics.

TEN-YEAR EVALUATION PHILOSOPHY STATEMENT,

1978

Introduction

Lincoln-Sudbury Regional High School's educational philosophy is explained in the following comprehensive statement. The statement is followed and amplified by a series of goals and objectives. The goals constitute long-range, true realizations of the philosophy; and the objectives are short range, specific methods of achieving the goals. Thus, the entire document amounts to a statement of educational destinations and a selection of routes by which they can be reached.

Comprehensive Statement

Lincoln-Sudbury claims humanistic learning as its highest values; and believes excellence, democracy, and concern for the individual and community to be the proper expressions humanistic learning.

Excellence is manifested by a deep respect for learning - learning that inculcates concrete, practical skills needed in day-to-day living; learning that develops cognitive skills necessary for lifelong learning; and learning as an end in itself. The school values the development of the critical and creative potential and ability of each individual. Acknowledging the academic program to be its immediate and continuing responsibility, it believes that academic excellence can best be realized by combining the finest elements of a rigorous, challenging and traditional education with innovative and experiential methods of learning

Lincoln-Sudbury's concern for democracy is based on a recognition of the diversity of the school community and the worth of each individual in it; and it is based on the belief that a public school has an obligation to prepare its students for the democratic processes of the free society in which we all live. The school believes that educational policy should be the product of a dialogue among school administrators, teachers, students, parents, and the communities served by the school. Moreover, since a vital and progressive free society can only result from concerned and enlightened citizens, the school regards itself as

sharing responsibility with the home and other social institutions for the development of conscientious, self-reliant citizens.

Lincoln-Sudbury's concern for the individual is demonstrated by its encouragement of self-respect and personal dignity. The school believes that individual growth is facilitated when the particular student values and cherishes his individuality. At the same time, the school holds that valuing one's own individuality logically implies the importance of all other individuals; accordingly, the school vigorously upholds the worth, rights, and welfare of all individuals and groups comprising the school, and of the school community as a whole.

Finally, Lincoln-Sudbury believes that an educational program that stands for excellence, and that maintains a proper balance between respect for the individual and respect for society, will best prepare its students for successful and responsible involvement in our changing and challenging world.

TEN-YEAR EVALUATION STATEMENT, 1988

Lincoln-Sudbury Regional High School strives for a challenging academic program which promotes a questioning and independent spirit through a diversity of course Offerings and other kinds of learning experiences. Since its founding in 1954, the school has worked to create a sense of community while maintaining individuality.

Students from the two towns and from our METCO program bring a variety of abilities, interests, and needs. Since about 80% of the students go on to further formal education, Lincoln-Sudbury has a strong college preparatory emphasis. Lincoln-Sudbury runs L-S West, a special education high school for forty students; hosts four to six foreign students each year; and provides a small English as a Second Language program. The administration, faculty and community have created and supported programs to meet the special needs and varied learning styles of the student body. Our effort to find the best ways to address these different needs continues.

To exist with diversity implies a degree of understanding and tolerance on the part of the entire school committee and of the communities of Lincoln and Sudbury themselves. Every day we work for an atmosphere in which conflicting ideas about education can coexist and flourish--a dynamic atmosphere which allows for maximum academic growth for each student. Lincoln-Sudbury has always recognized that every member of the school community is an individual as well as part of a whole. In our attempts to maintain unity while encouraging originality, we understand that individual needs, perceptions, and talents should not be lost in or overwhelmed by what seems to be the majority view.

As a natural outgrowth of our concern for the individual, Lincoln-Sudbury encourages humane relationships between faculty and students. Teachers' and students' schedules allow out-of-class time for discussion and conversation. This access of students to faculty is a unique quality of Lincoln-Sudbury, one which promotes self-confidence and mutual respect between teachers and students. In striving to become adults with integrity, compassion and intelligence, students learn through contact with adults who share those values

Since an adult is one who makes choices and assumes responsibility, our curriculum is designed to allow students some choice in pursuing their educational goals and personal interests. In order to insure a balance between freedom and order, the House system and the faculty provide guidance to the students in planning their education. A newly-established career center also offers specific information about academic programs and careers.

The rich and varied curriculum is supplemented by an abundance of extra-curricular activities: music, drama, athletics, school publications, the radio station and clubs. Engaged in such activities, students learn to understand that they are part of a larger community which reaches beyond the confines of the building. Organizations such as Key Clubs, Work Study Program, METCO, Metropathways, and Executive Internship provide students with suburban and urban experiences. Student exchange programs within the country....

Encountering new experiences and ideas in and out of the classroom, students learn to understand the complexity of themselves and of others--to be aware of the ethical implications of their actions, to study their cultural and historical context, to develop an appreciation of the arts and sciences, to understand the new technology, to work with and respect others, and to see learning as an integral and continuing part of their lives. Thus the goal of our program is not

only to equip students with the skills necessary for further work and study but also to encourage them to become responsible human beings capable of contributing to their world.

TEN-TEAR EVALUATION PHILOSOPHY STATEMENT, 1998

Statement of Purpose

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place"- a place that not only tolerates but truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the development of a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the L-S community, American society, and the world beyond.

The school's Core Values - fostering of cooperative and caring relationships, respect for human differences, and the development and maintenance of a purposeful and vigorous academic program - constitute the foundation of the operation of Lincoln-Sudbury. In addition, in 1993, L-S defined five general areas of student performance, which serve as the underpinnings of the longer list of student expectations which follows. These areas are:

A. A strong knowledge base in the various disciplines and program areas

- B. Proficiency in problem-solving and critical thinking skills
- C. The ability to express ideas - both simple and complex - in many modes
- D. A knowledge of, and an ability to participate in, the democratic process
- E. An ability to assess one's own progress in learning

L-S STUDENT EXPECTATIONS

The L-S Student :

1. Learns to participate actively in, and make important choices about, his or her learning.
2. Understands, appreciates, participates in, and contributes to affairs of the community - be it the school, the nation, or the world.
3. Reads carefully and critically, and has read both English/American and representative world literature.
4. Writes and speaks carefully, thoughtfully, and effectively.
5. Understands, and is able to use, a variety of mathematical methods to solve problems.
6. Is able to use technology appropriately to help create, investigate, *and* communicate.
7. Understands and applies the concepts of personal physical fitness, health, and nutrition.
8. Understands, and communicates in, at least one language in addition to English, with additional understanding of different cultural characteristics.
9. Has studied the major events, themes, and scope of U. S. History, and has explored in some depth the history of other parts of the globe.
10. Is familiar with basic scientific methodology and principles, and has a background in biological and physical sciences.
11. Is encouraged to develop artistic and creative ability, and to explore

how aesthetics can enlarge understanding of all disciplines.

12. Is able to work cooperatively with others.

13. Behaves in a manner that, while it may be individualistic and perhaps non-conformist, is decorous, civil, and attentive to the needs and feelings of others.

L-S PERFORMANCE EXPECTATIONS:

Lincoln-Sudbury Regional High School :

1. Focuses on teaching and learning as central and indisputable missions.

2. Promotes and maintains an atmosphere where students will learn to do their best work, and make their best effort.

3. Encourages and allows students to participate in decisions about their learning.

4. Presents a meaningful curriculum that builds on fundamental skills, but is creative and adaptable in its delivery.

5. Finds ways to recognize and honor students for a variety of achievements.

6. Continues to celebrate the school's history and mission, and nurture that which has made

L-S a special place for over forty years.

7. Insists on a non-violent school climate, and provides students with the skills to deal with conflict effectively.

8. Fosters close relationships between students and staff members.

9. Provides a variety of counseling services for all students to help them cope with and overcome difficulties, problems, and stresses that may impede their learning

10. Provides a broad range of athletic and extracurricular opportunities for students.

11. Promotes an atmosphere within the school where civil and thoughtful debate, dissent, and disagreement are not only permitted, but encouraged without fear of retribution or censure.

12. Finds ways to make the school experience a joyful as well as rigorous one.

13. Maintains facilities that are appropriate to the school's many purposes.

14. Understands, values, and attends to the educational needs of a diverse and multicultural student population.

15. Provides opportunities to explore and understand personal issues and relationships.

16. Fosters creative thought and expression.

L-S CORE VALUES
(from TA Agreement, 1990-93)

Lincoln-Sudbury Core Values are:

- a. Promotion of cooperative and caring relationships between adults and students;
 - b. Respect for human differences;
 - c. Satisfaction with excellence only, particularly in athletics.
-

L-S DISCIPLINARY CODE

2/97

(Subject to revision by L-S School Council)

Self-discipline, the ability of a student to behave appropriately, is the desired outcome of the Lincoln-Sudbury disciplinary code. Proper school and classroom atmosphere, in which considerate and caring behavior toward others is expected and modeled, supports in a positive way this discipline code. School personnel are committed to ensure compliance with this code in a fair, consistent, and judicious manner.

Expectations for Lincoln-Sudbury students are clearly stated L-S students have the privilege to make decisions regarding the use of their free time. The consequences for infractions of the rules will be.

I Detention

1. Loss of free time
2. Exclusion from areas in the school. e.g. cafeteria
3. Not leaving campus
4. Not attending athletic events and extra-curricular activities
5. Suspension
6. Expulsion

By state law, use of tobacco products by students, staff and visitors is prohibited in school buildings, on school property and at school functions. Students who are in violation of this policy will be disciplined accordingly.

I. First Offense:

A. Parents will be informed.

2. Second Offense:

A. Parents will be informed.

B. Students can choose between smoking cessation classes or loss of free time or detention.

3. Third Offense or more:

A. Parents will be informed.

B. Students will lose free time.

CATEGORY III

ARSON AND PULLING FIRE ALARMS: Pulling fire alarms and arson are violations of state laws. If students set a fire or pull an alarm, the school

will file a court complaint against them. In addition, they will receive a minimum of ten days suspension. If a second offense is committed, the school administration will recommend that the student be expelled from school.

DRUGS AND WEAPONS: Based on Chapter 71 of the General Laws of the Commonwealth, any student who is found on school premises or at a school sponsored or school-related event, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife, or in possession of or under the influence of a controlled substance, as defined in Chapter 94 C, including but not limited to marijuana, cocaine, and heroin, may be subject to expulsion from the school district. Students who are part of a group which is using or in possession of illegal substances may share in the responsibility and may receive the same penalty as all members of the group. The expulsion hearing takes place before a tribunal comprised of three housemaster, whose decision may be appealed to the Superintendent/Principal.

ALCOHOL. Use, possession, or being under the influence of alcohol are all strictly prohibited in school, on school grounds, or at any school events. Students who violate the prohibition against alcohol use will be subject to an immediate three day suspension from school. In addition, depending on the nature of the offense, it may be determined by the administration that violators will not be allowed to attend future social or athletic events at the school, This prohibition may be modified if the student is willing to participate in an alcohol education or treatment program. Students should realize that being part of a group, in school or at school events, in which alcohol is being used puts them in jeopardy, and that they are likely to receive the same punishment as all members of the group.

FIGHTING: If students are involved in a fight, they will be suspended for up to ten days. The punishment given will depend on the circumstances surrounding the fight. In addition, any student who assaults an adult who is an employee of the school district on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school district. An expulsion hearing takes place before a tribunal comprised of three Housemaster, whose decision may be appealed to the Superintendent/Principal.

HAZING AND INITIATION: Hazing and initiation of one student by another

student or group will not be tolerated. Any form of hazing or initiation will result in a student being suspended for up to ten days.

PHYSICAL, VERBAL, OR SEXUAL HARASSMENT. Students who physically verbally or sexually harass another person can be suspended for up to ten days, depending on the circumstances. The consequences for physical, verbal or sexual harassment may include anything from a warning to expulsion from school depending on the severity of the offense. For a second offense, the school may take action to expel them from school. In cases in which such harassment takes place outside the boundaries of the Lincoln-Sudbury campus, the school administration reserves the right to issue consequences as though they had occurred on campus. If, and only if, the administrators deem that the harassment in question was connected to school, such consequences will be independent from any criminal charges brought against the student(s).

Physical harassment will include pushing, hitting, punching, or other unwanted contact between students. It will also include any case of one student not permitting another student freedom of movement by blocking the way or otherwise hampering passage.

Verbal harassment will include any threats or negative remarks based on another's race, gender, physical appearance, sexual orientation, religion or national origin.

Sexual harassment is any unwanted sexual attention: physical or verbal. This attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity and/or unwanted physical contact. If a student feels that he/she has been the victim of sexual harassment, he/she should report this to his/her counselor or Housemaster.

A student who is filing a complaint of harassment should use the following procedure.

1. A student shall meet with his/her counselor or housemaster to discuss the complaint. The counselor/housemaster will write up the complaint.
2. The complaint should contain as much information as possible about the alleged incident (names, addresses, phone numbers, location, date and description of incident).

3. The complaint will be investigated by two administrators (male and female). Together they will interview all parties involved in the complaint and will respond in writing within fifteen days of the interview.

4. If the administrator's response does not satisfactorily resolve the issue, the complainant may request a hearing before the Superintendent/Principal to be held within ten school days of receipt of the administrator's report.

The student complainant is entitled to have his/her counselor present at every meeting.

SEARCH POLICY: Students' lockers are assigned to them for the period of the academic year. We recognize that students have a reasonable expectation of privacy in their lockers, as well as of their persons. However, lockers are provided only for uses consistent with legitimate school functions. Storage of contraband (e.g. weapons, narcotics, alcohol, stolen property) in school lockers is not permissible, and lockers are subject to periodic inspections to ensure compliance with these policies. Likewise, since possession of contraband is illegal and inconsistent with school policy students may also be searched if they are suspected of having such contraband on their persons.

THEFT: Theft is absolutely unacceptable at Lincoln-Sudbury. Students responsible for theft will be responsible for repaying the amount of the theft. Theft includes loss of personal property, including anything taken from vehicles parked on school property. Students may also receive additional disciplinary action up to and including expulsion from school. Thefts will be reported to the local police. In cases in which such theft takes place outside the boundaries of the Lincoln-Sudbury campus, the school administration reserves the right to issue consequences as though they had occurred on campus if, and only if, the school administrators) deem that the theft in question was connected to school. Such consequences will be independent from any criminal charges brought against the student(s).

Currently, many of the thefts at L-S occur in the locker rooms. In order to ensure that your possessions are safe on school property, we recommend the following:

Do not bring unnecessary cash or valuables to school.
Either lock up your belongings, or carry them with you.
Ask your coach to lock up valuables, for extra protection. if necessary.
Make every effort to look out for one another.
Faculty, coaches, and staff members are concerned about theft, and will continue to supervise areas as best as possible.

VANDALISM.- if students vandalize school or personal property. they will be punished and expected to pay for the damage. writing on walls and defacing property are considered acts of vandalism. In cases in which such vandalism takes place outside the boundaries of the Lincoln-Sudbury campus. the school administration reserves the right to punish such instances as though they had occurred on campus if, and only if, the school administrator(s) deem that the vandalism in question was connected to school. Such consequences will be Independent from any criminal charges brought against the student(s).

DEFINITION OF TERMS

AFTERNOON DETENTION - Students are expected to stay after school for 45 minutes.

SUSPENSION OUT-OF-SCHOOL - If a student is suspended, he/she may not appear on school grounds for any purpose during the school day or participate in or attend any extra-curricular activities during the period of suspension. His/her parents will be notified by telephone or by letter.

EXPULSION - if a student is expelled from school. he/she loses his/her right to a public education. Expulsion is a legal procedure which requires action by the Superintendent/Principal.

APPEAL PROCEDURES - If a student believes a disciplinary action is unjust. he/she may appeal before the penalty goes into effect. Appeals may be undertaken. beginning with the person imposing the original penalty. continuing through the Administration. in each situation, the student may have the opportunity to present facts and may be accompanied by other people to assist. or offer other information.

L-S COMPUTER NETWORK

The Lincoln-Sudbury Computer Network consists of a First Class-mail and bulletin board system (Quantum network access to file servers and shared electronic resources, and Internet access via the network through a 56Kb

phone line administered by MecNET.

GENERAL PHILOSOPHY OR RATIONALE - Connection to the Internet is a logical extension of the e-mail and bulletin board system and offers an unprecedented opportunity to widen educational horizons. The word "connect.ion" implies more than a digital link to computer networks worldwide for fact-finding and data-gathering purposes..The ability to freely communicate and exchange ideas across geographical and cultural boundaries will expand the sense of community and promote greater understanding of the world around us.

Once the province of university researchers and the military, the Internet has evolved into an accessible, diverse, and information-rich educational medium with enormous potential to enhance the present curriculum. Education as we know it will not be transformed overnight, but L-S has often been on the forefront of educational innovation and it is now appropriate to begin the thoughtful integration of Internet resources into the curriculum. The Internet is becoming the standard for disseminating information and exchanging ideas particularly in educational institutions. It presents opportunities to develop the distinct difference between knowledge and information and learn the critical skills to construct understanding. It is a forum in which one can "publish" ideas to which other individuals can respond.

GUIDELINES AND RULES - The use of the Lincoln-Sudbury Computer Network is a privilege. The user is responsible for what he/she says and does in the on-line community.

All users are expected to behave appropriately while using the network. Consistent with the CORE VALUES of Lincoln-Sudbury all users should treat each other with respect and courtesy. Given the public nature of on-line communication, common decency should be practiced. The network should not be used to disseminate obscene or indecent material. The network should not be used to intimidate or harass any individual. On-line harassment includes all forms of verbal and sexual harassment as stated in the Discipline Code of Lincoln-Sudbury. If you feel that you are a victim of on-line harassment you should contact a Network Administrator and your housemaster immediately.

Network accounts may be treated like school lockers. In general, L-S

respects the privacy of user accounts. but reserves the right to access user accounts to determine whether specific uses of the network are inappropriate. L-S makes no guarantee as to the security of an individual's files.

Students must use only their own user I.D. and passwords. They should not allow other users to use their user i.d. or password. and will be held responsible for any use made or their accounts. Using any means to obtain anyone else's user i.d. and password is expressly forbidden.

NETIQUETTE - Users should delete unwanted messages and save messages to disk. Parents/guardians and students should understand that access to e-mail and the Internet is designed for educational purposes. It is difficult for LS to restrict access to controversial materials and therefore the school does not attempt to channel or filter electronic information. Consistent with the L-S's core values, the responsibility of ethical and appropriate use rests with the individual.

**THE T.A. STATEMENT CONCERNING
THE SEARCH FOR A NEW SUPERINTENDENT
March 1996**

*The T.A. agrees that the core values and heritage of this high school
would be best served by a Superintendent/Principal who.*

-respects the traditions and philosophy that have made L-S an effective and distinctive high school;

-values learning for its own sake, critical thinking, and a diversity of teaching and learning styles and goals;

-values a school that demonstrates the highest respect for the needs of the individual student and his/her intellectual and social development, which includes the exercise of "freedom with responsibility";

-is happy to work with a strong faculty in a collegial manner, and invites the

continuing participation of the faculty in all major decisions affecting the educational philosophy and programs of the school;

-recognizes the importance of a broad curricular and extracurricular program, and supports student participation in choosing courses, within the framework of departmental requirements;

-appreciates that the extraordinary commitment of the faculty to this school can be best maintained by preserving the tradition of teacher autonomy in the classroom and the departmental design of curriculum;

-acknowledges that education is more than what goes on in the classroom. that time during the school day for reflection, for independent study, for discussions and conversations between/among students and faculty is essential to our students' social and educational development;

-understands the civic importance of a meaningful student government and a free student press; -is a thoughtful educator, who fosters the discussion, implementation, and evaluation of new ideas and technologies; and who encourages and empowers teachers with ongoing opportunities for professional growth inside and outside our school;

-will seek out, listen to, and respect a spectrum of opinions, but who is also able to arrive at informed decisions and stand by them unless there is a compelling reason not to;

-makes himself/herself available to students, as well as to faculty, staff, and parents;

-embraces diversity and is committed to maintaining a respectful, welcoming environment for all;

-is an effective advocate for the school, faculty, staff, and students;

-is a good financial manager and can work well with the business office, and with the elected officials of the towns;

-is not afraid to laugh at him/herself, to admit mistakes, or to tolerate occasional creative disorder.

*Respectfully submitted to the School Committee, March 18, 1996, by
unanimous vote of the membership of the Teachers' Association*

V

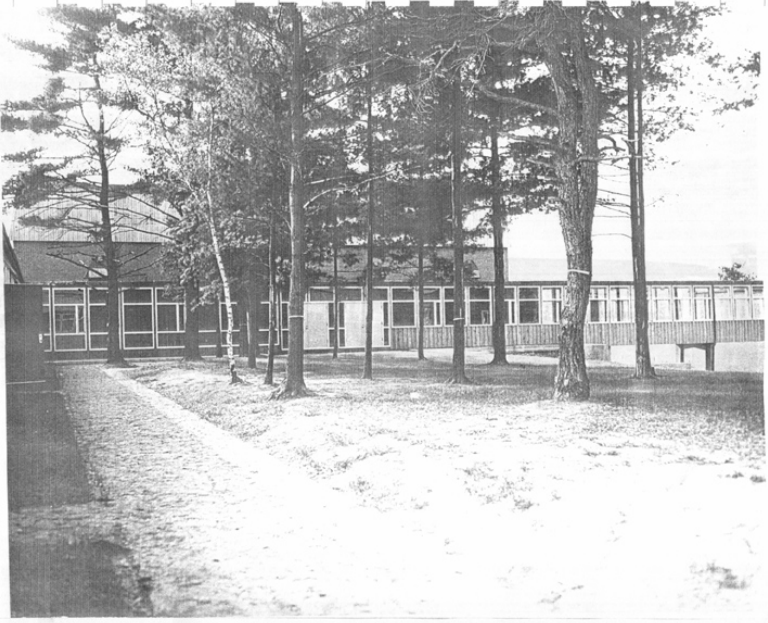
PHOTO SCRAPBOOK

From the school archives

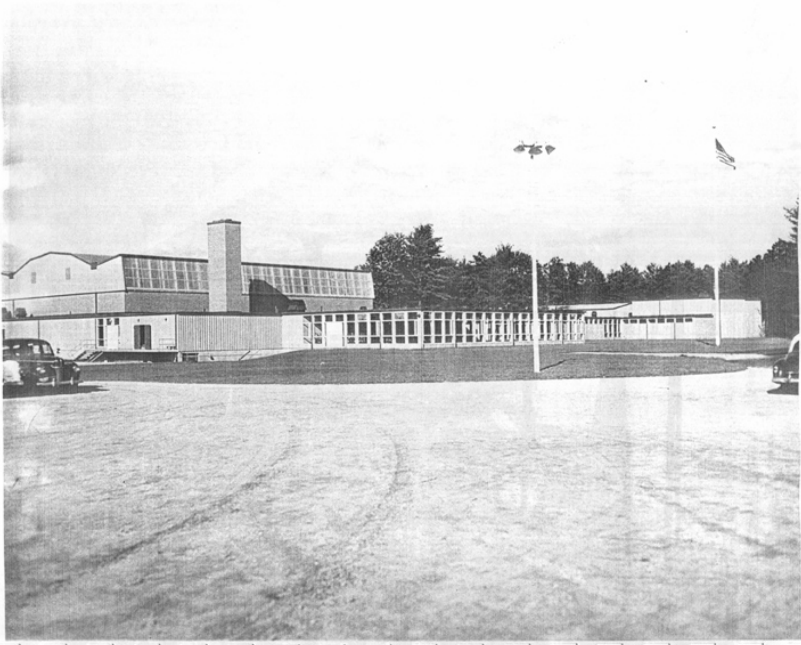
Then....



One of the earliest photographs of the school.
Note the courtyards. Can you find blue hall?



Nice shot of an I-S courtyard. This picture served as the *Edwards* history book cover. The computer proved very effective in eradicating the evidence of a catapillar problem (undated).



Another view of the early I-S. Can you tell what's missing?

All of these photo's were shot for the first yearbook



An early art class.



Looks like science.



"The Cutler brothers
in chemistry."

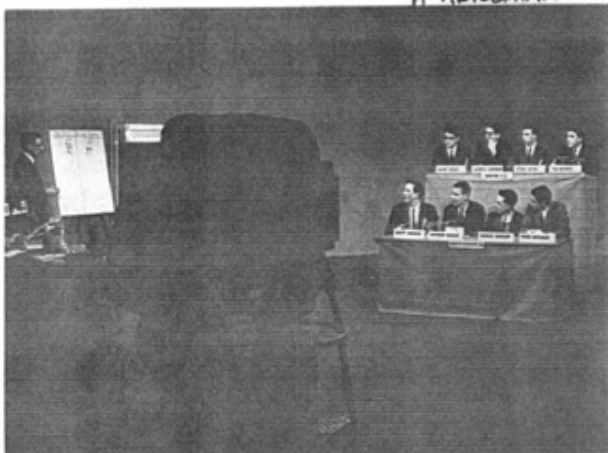


"Probably a history class."
But where in the building? (undated)



Early cafeteria vista (undated)

A-PHOTOGRAPHS



WBZ, "Science Contest,"
L-S vs Newton High (1964)



West Point or L-S?
(Undated)

The School Committee at Commencement. Note the location (and that's Ginny Kirshner in disguise, second from right). (Undated)

A - School Committee



The 1961 class photo





Is that Peter Pan about to take flight? (undated).

A - Photos by me



The 1958 senior play (undated).



Is that Peter Pan about to take flight? (undated).

A - Photos by [unclear]

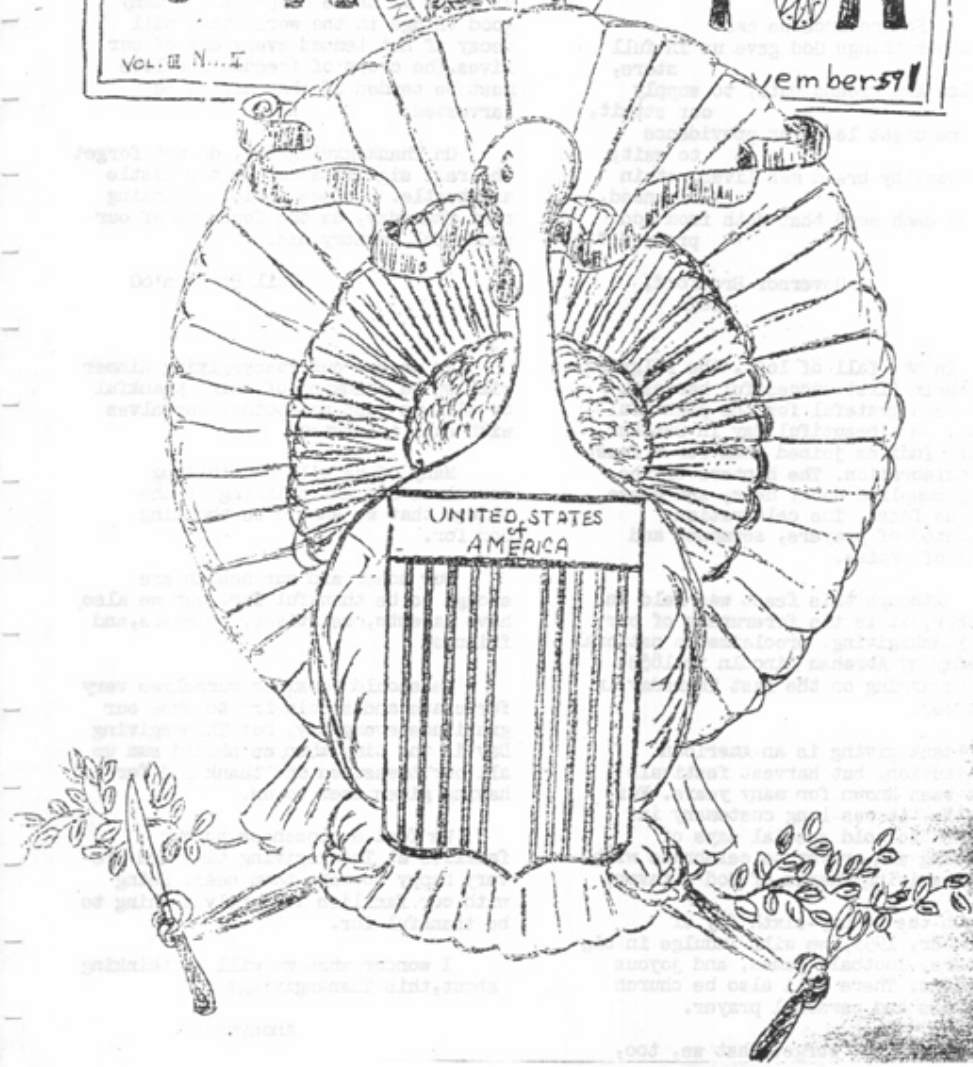


The 1958 senior play (undated).

LINCOLN SUBURBAN REGIONAL HIGH

TOM TOM

Vol. II No. 4 November 1951

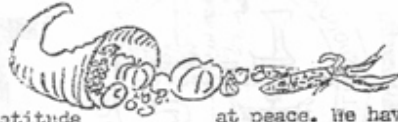


A sample of *The Tom Tom*, the first school newspaper.



THANKSGIVING

A Day of Prayer and Gratitude



"Famine once we had-
 But other things God gave us in full
 As fish and ground nuts, to supply
 That we might learn on providence
 And know, by bread man lives not in
 But by each word that doth from God
 proceed."

Governor Bradford,
1621

In the fall of 1621, the Pilgrims had their first successful harvest. They were grateful for the plentiful crops. On a beautiful day in October, eighty Indians joined them for a feast and celebration. The hunters of the group supplied duck, deer, and geese for the feast. The celebration consisted of prayers, sermons, and songs of praise.

Although this feast was held in October, it is the forerunner of our own Thanksgiving, proclaimed a national holiday by Abraham Lincoln in 1863 and occurring on the last Thursday in November.

Thanksgiving is an American institution, but harvest festivals have been known for many years. For example, it was long customary in England to hold special days of feasting and prayer to celebrate with "thanksgiving" marks of God's favor.

On the twenty-sixth day of November, 1959, we will indulge in big dinners, football games, and joyous reunions. There will also be church services and personal prayer.

Let us not forget that we, too,

at peace. We have plentiful crops. Let us think of these crops as the many good things in the world that will decay if not tended every day of our lives. The crops of freedom and love must be tended if they are to be harvested.

On Thanksgiving Day, do not forget the real significance, in the hustle and bustle. Do some serious thinking next Thursday, as the founders of our wonderful country did.

Gail Brisson '60

As we eat our Thanksgiving dinner will we be thinking of being thankful or will we just not bother ourselves with such thoughts?

Many of us will be stuffing ourselves and not thinking of the things that we should be thanking God for.

Our homes and our health are enough to be thankful for, but we also have parents, relatives, teachers, and friends.

We should consider ourselves very fortunate and should try to show our gratitude every day, but Thanksgiving Day is the time when we should sum up all our treasures and thank God for having given them to us.

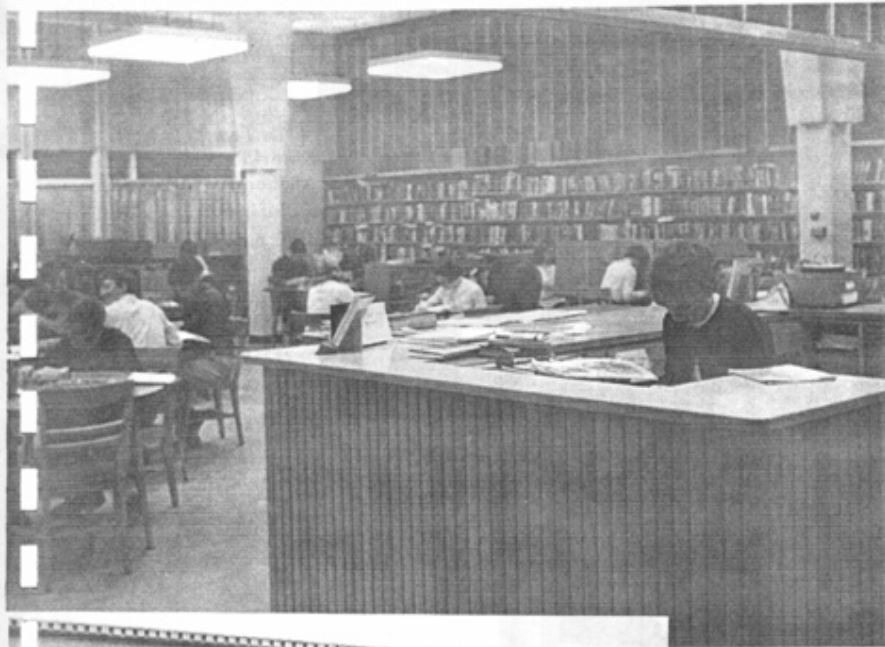
We feel a closeness to our families at Thanksgiving time and are very happy to have them near. Being with our families is surely a thing to be thankful for.

I wonder what we will be thinking about, this Thanksgiving?

Anonymous



There were many senior pranks over the years, not all of them appreciated by town residents --for example, when they lost all of their signs. *Inserts above:* One year, the flag pole was bedecked with tires. In another, the cast put the sets for "South Pacific" on the roof after the final performance.



The L-S Library
-but where? (undated)



"Greek theater in the
Home ec courtyard"
(undated).



*The Tom Tom staff,
working on the first
school newspaper
(no date)*

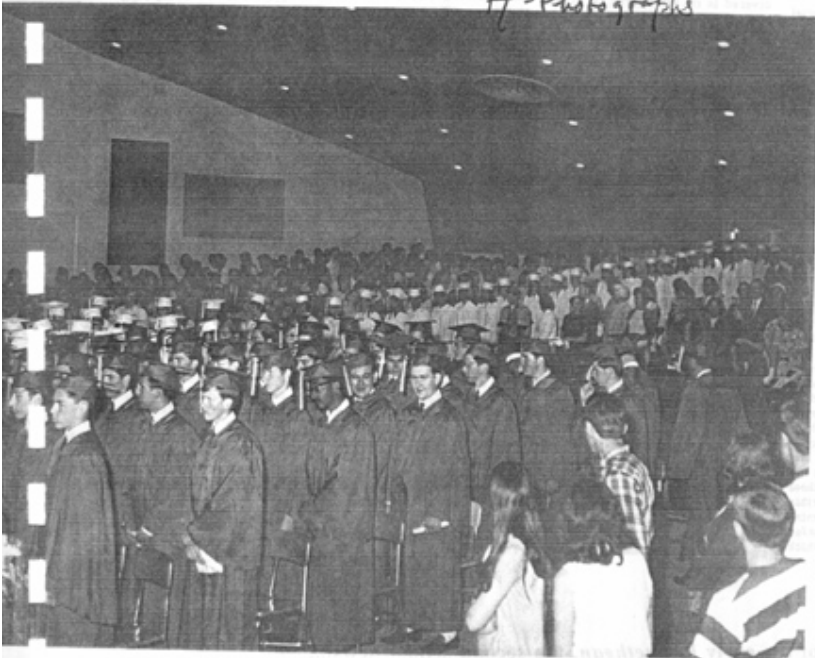


Late sixties controversy
on the dress code,
spearheaded by
student government



Ol' Sudbury High
used Town Hall
facilities for
assemblies.

A - Photographs



Cum Laude
assembly in
the auditorium
(Undated).

PROMETHEAN

VOL. 1 NO. 4

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL

FEBRUARY 28, 1968

AVATAR SALE BANNED

Dissidents Resign From Promethean

In the wake of resignations by several editorial staffers on the PROMETHEAN, the selection of a new board of editors has been announced.

The new editorial chiefs of the paper are Curt Smith, a senior, and Ava Olsen, a junior. Ava will assume editorial responsibility next year.

Barbara Booroff, former editor in chief of the PROMETHEAN, has resigned. She plans to organize an underground journal which, she says, will be called PROMETHEAN UNBOUND.

The PROMETHEAN will continue to be the official newspaper of Lincoln-Sudbury Regional High School. It will appear at regular intervals during the remainder of the school, and will cost \$10 per copy. It will contain school news, features, editorials and sports articles.

Curt Smith, who will direct editorial policy for the rest of the year, has been managing editor of the PROMETHEAN since its inception. Ava Olsen has served as feature editor and advance issue editor.

Kay Ellis has been named editorial page director. Jim Bair, a senior, will serve as news-editorial consultant, and Chris Gould, a sophomore, will be news editor. Helen Sims will serve as a roving reporter and staff artist. Rob Grabill will continue as sports editor. George Angell will write a regular drama column, and Cheryl Huzar will remain Business Manager.

Those who have resigned from the PROMETHEAN say that objective-reportage of school activities was not of interest to them as editors. Instead, they sought a platform on which they could express their own views by means of essays on a variety of subjects, some of which had little relevancy to LSR, or, indeed, to Sudbury.

The new editor pointed out that those who have resigned deserve high praise for their role in getting The PROMETHEAN started this year. Their contributions to the publication have been appreciated and their presence will be missed. As a matter of fact, several of those who have quit The PROMETHEAN approached the administration as early as last spring, proposing a new format for the TOM TOM, then the official school newspaper. However, even before this suggestion was advanced, the administration had been reviewing plans for the creation of a newspaper, one which

cont. on page 4



Professor Jerome Y. Lettvin

Regional To Host MIT'S Lettvin

Superintendent-Principal Willard Ruliffson announced this week that Jerome Lettvin of MIT, who recently attracted the attention of area teenagers by his outspoken views on LSD, will spend Wednesday, March 20, at Regional. Dr. Lettvin will speak at two assemblies Wednesday morning and participate in small group discussions afterward. The Lettvin-Leary LSD debate has already been covered in the PROMETHEAN. (MIT officials made special note of this coverage.) Following is an article reprinted from THE TECH, the MIT newspaper, describing Lettvin, the man.

Dr. Lettvin has been associated with MIT since 1951, when he started working for the Research Laboratory of Electronics at the suggestion of Norbert Wiener. Originally, however, Dr. Lettvin's ambition was to be a poet; at his family's insistence, he enrolled in the University of Illinois Medical School. After the advent of World War II he emerged as a neuro-psychiatrist. For the next few years

he worked for the Veterans Administration as a psychiatrist while being enrolled at MIT as a special student in the mathematics department.

In 1947, he obtained a position as physiologist at the University of Rochester, but a year later became senior psychiatrist at Manton State Hospital where he continued physiological research in his spare time until becoming a research associate at MIT in 1951. A few years ago Dr. Lettvin was designated Associate Professor in Biology, but in his words, "I resigned because I felt incompetent." Evidently, this opinion was not shared by the department, for three years ago Dr. Lettvin was awarded a full professorship in both the department of Biology and the department of Electrical Engineering. Interestingly enough, he claims "I don't know why they did it."

Yet Dr. Lettvin's interests are not confined to physiological inquiry, but are sufficiently amorphous to include

cont. on page 3

Boston Opera Rehearses Lulu, Carmen In School Auditorium

by JOE PAGE

The Regional has never been noted for its great "guest celebrities" prior to this month, but now, through a combination of careful planning, hard work and a good deal of luck, all that is changed. The Boston Opera Company, under the direction of Miss Sarah Caldwell, came to our school on February 16 and will remain until March 15. There will be rehearsals for four operas in our auditorium and in the lower gym, in preparation for their Boston opening and their nationwide tour in April.

This rare opportunity to observe a professional company of singers and actors was made possible through the efforts of Mr. Robert Wentworth. Mr. Wentworth, Regional's vocal music teacher now on sabbatical leave, is working with the opera company. Very few people realize his preparation for this event goes back to September 1966; were it not for Mr. Wentworth the opera would surely have never come.

As of this writing, the company is rehearsing "Carmen" in the auditorium.

Cont. on page 3

Senior Is Reproved By Administration

A 17-year-old LSR senior has been reprimanded by school authorities for selling copies of the controversial publication, AVATAR, on high school premises.

THE PROMETHEAN has decided to withhold the name of the student since AVATAR, which is edited by the so-called Hippie element in Cambridge, is now involved in a number of court cases involving charges that it is obscene. More than 50 AVATAR peddlers in the Cambridge area have been arrested for selling the publication.

LSR authorities took action against the student after receiving complaints from Sudbury parents--whose children had bought copies of the publication from the high school student. The paper has been banned from

cont. on page 2

Lecture Series On Suburban Concern Planned

A "Suburban Institute of Concern" will be sponsored by the Sudbury Methodist Church on five Sunday evenings, beginning March 3.

The programs, which will start at 6:15 p.m. and conclude by 7:30, will be held in the church sanctuary. Edward W. Logue, farmer head of the Boston Redevelopment Agency and now professor of Urban Problems at Boston University, will speak March 3 on "Urban Renewal and Human Need."

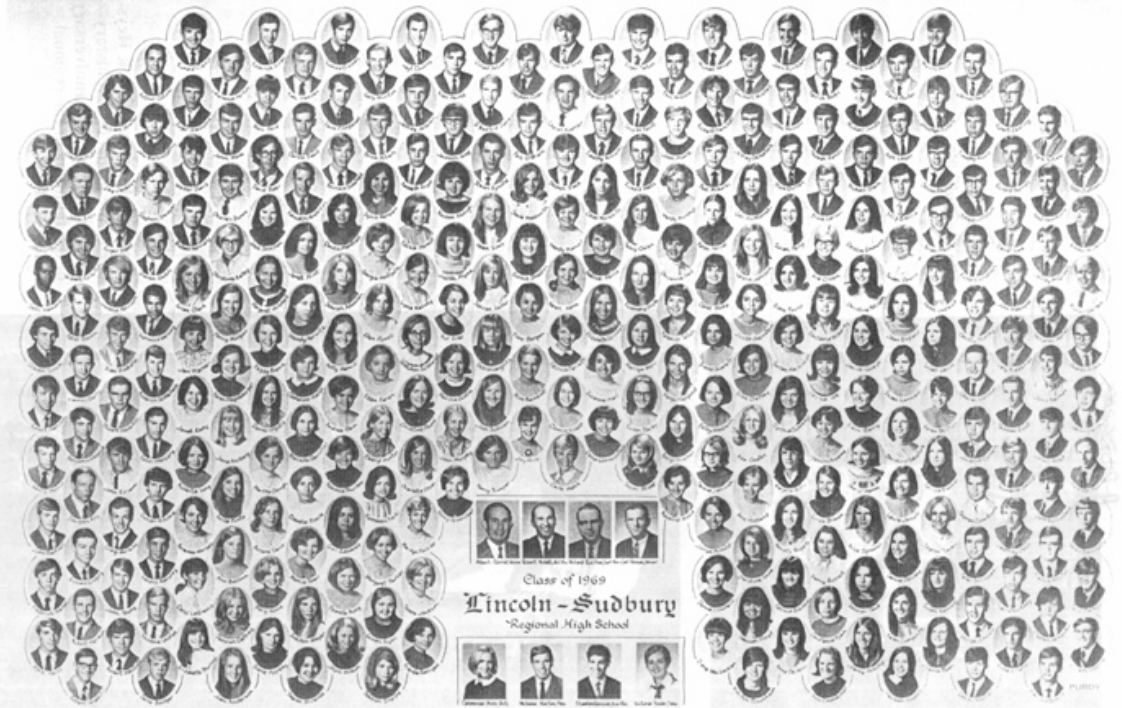
"Politics and Public Morality" will be the subject of the March 10 speaker, Attorney General Elliot Richardson. Bert W. Cohen, State Senator from Brookline, will speak on "Welfare and Poverty Programs and Problems" at the March 17 sessions of the institute.

The Executive Director of the Urban League of Greater Boston, Melvin H. King, will speak March 24 on "Life in the City World."

Concluding the series on March 31 will be the Rev. John L. Bryan, Chaplain and Director of Industrial Relations and Social Concerns for the Methodist Church in New England. Rev. Bryan will speak on "The Suburban Church and the Inner City." All five programs are open to the public.

A sample of the early Promethean, the second school newspaper.

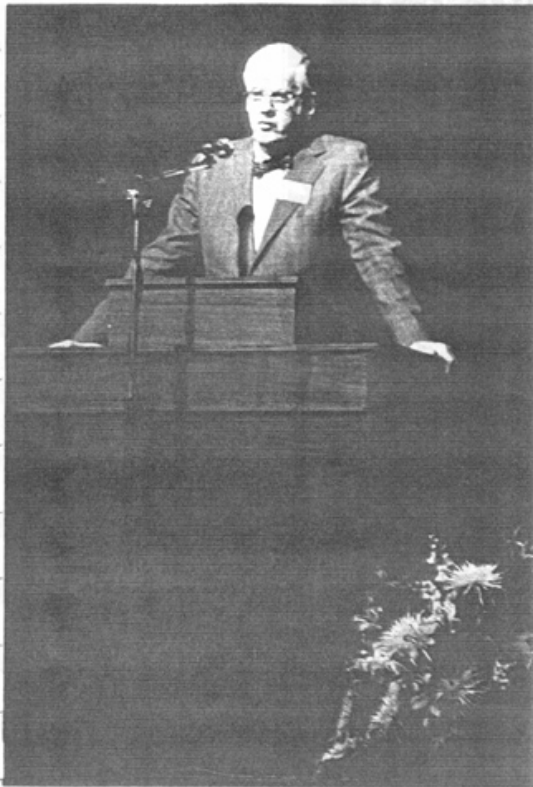
The 1969 class photo. Note the population explosion. But the hair is still short.



A-**PHOTOGRAPHS**



A drama production
in the mid-60's.



Assistant Principal Frank Heys--
one of the giants in L-S history--
speaking at the 25th anniversary
of the founding of the regional
school district.



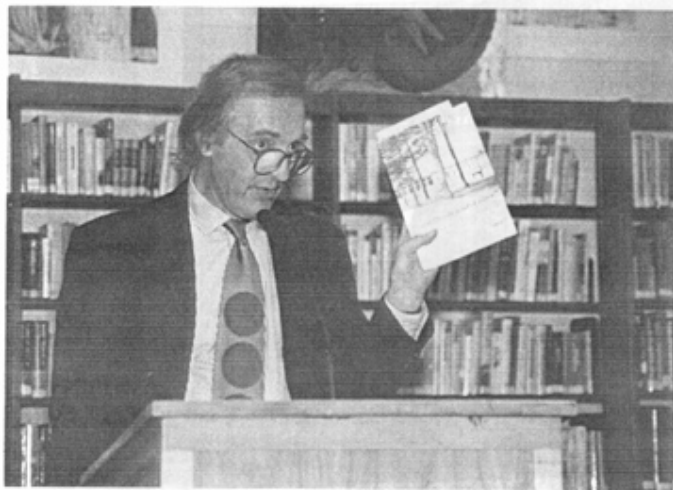
There's a treadmill where this machine used to be (1970's)

There's a treadmill where this machine used to be (1970's)

Now....

Images from the 40th anniversary, 1996-1997

An evening with Sarah Lawrence-Lightfoot, author
...introduced by Tom Puchalsky.



'Wall of Recognition' ceremony

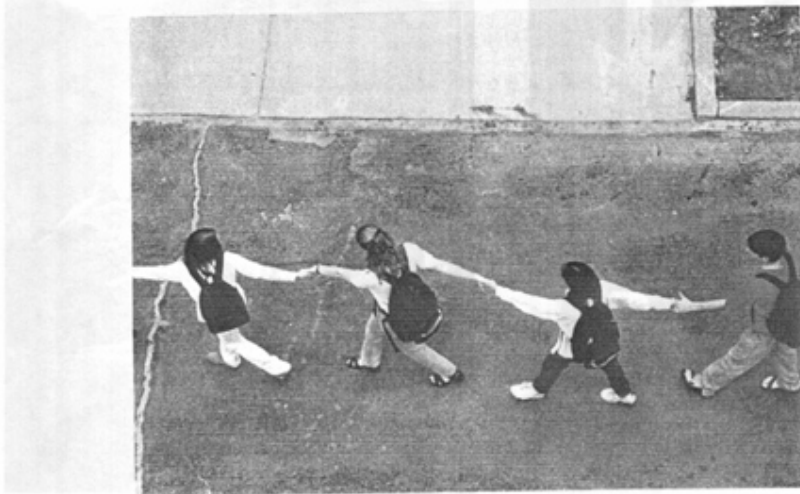


School-wide party in the science courtyard



Giving the school a hug, May 13, 1997

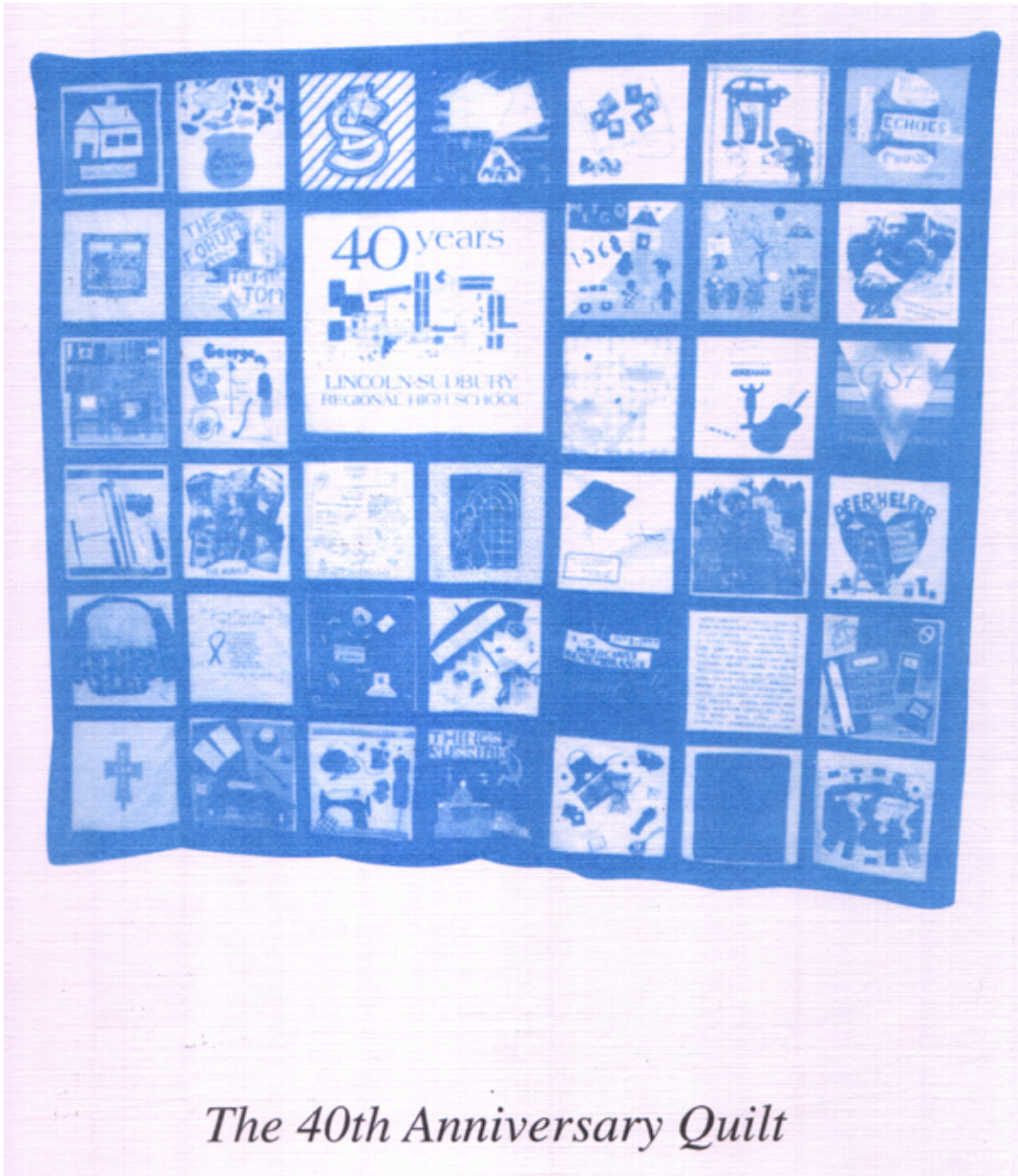
Students in the science courtyard



Naming of auditorium in honor of Virginia K. Kirshner



Back Cover



The 40th Anniversary Quilt