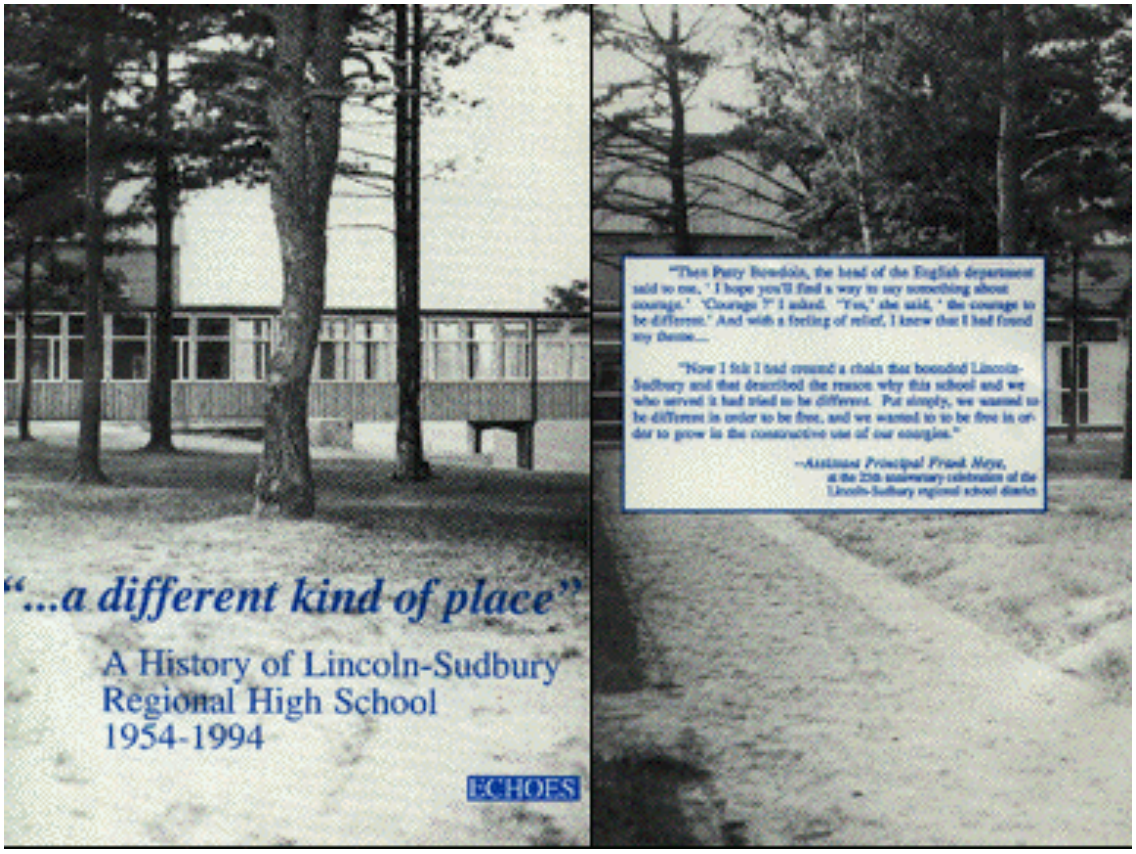
‘...a different kind of place’

A History of Lincoln-Sudbury Regional High School
1954-1994



Text from the back cover: "Then Patty Bowdoin, the head of the 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....

"Now I felt 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 wanted to be different in order to be free, and we wanted to be free in order to grow in the constructive use of our energies."-

–Assistant Principal Frank Heys,
at the 25th anniversary celebration of the
Lincoln-Sudbury regional school district

"***Let's just say, it's a different kind of place.***"
– an L-S faculty member

Table of Contents

Preface

"...a different kind of place" was written just as the Lincoln-Sudbury Regional School District approached its fortieth birthday in 1994. The book is the culminating project for *Echoes*, the school's history magazine, which will now disband after nine years of bringing history into the hallways of L-S via magazines, reprints, mock presidential elections, and various displays.

As we (the *Echoes* staff) set out to write this book about our high school, one of the first problems we encountered was how to periodize the history we were trying to relate. For convenience sake, we divided into three groups, each responsible for different "eras": the Heath Era, the Ruliffson Era, and the Levington/ Sargent Era. But soon after we had begun our research, we learned that L-S was shaped by a wide variety of factors, including the faculty, the school committee, the local communities, and various "larger" forces. In light of this, it seemed (even to us!) that we were contradicting ourselves in periodizing the book according to superintendencies, thereby implying that the school during any given period was defined solely by the superintendent then in-charge. We came to realize, however, that changes in superintendents often reflected social and economic shifts in the country as a whole. Breaking the book up by superintendent then seemed less arbitrary than we had originally thought, but we continue to think about the issue.

One thing the *Echoes* staff learned in working on this project is that it is difficult to write history accurately. It seemed that the more we learned about the history of L-S, the more complicated our task became. We did our best to capture the story of what went on at L-S over the years, and to present it as best we could. We were motivated by the conviction that there was an important story to tell here. We hope that this book will be considered a worthy start.

The book could never have been written without the help of the many people who were willing to be interviewed, to lead us to materials, and to read our drafts. Their names can be found on the following page. We are especially grateful to the school's librarians who have maintained an extensive archive of L-S history. These records served as our reference point throughout this project. Of course, any errors in the book are ours alone.

The appendix at the end of the book is not a systematic documentary history of Lincoln-Sudbury. Consider it rather an archaeological dig or an old trunk in a forgotten attic. Rummage through. You may find an interesting treasure or two.

Acknowledgements & Credits

This book is dedicated
to those citizens, school committee members,
teachers, administrators, and students
who had a vision

–and to all those
who have tried to sustain it.

Thanks to all those we interviewed, several of whom also helped us with our drafts:

Dean Aldrich, Barbara Athy, Katherine Barton, William Barton, Kenneth Bergen, Richard Berger, John Bowdoin, Patricia Bowdoin, Richard Brooks, Betty Busiek, Ellen DeNormandie Cannon, Mark Collins, Rosemary Colson, Miriam Coombs, Barry Copp, Jo Crawford, Jim Cunningham, Karen Davis, Jim Dusenbury, Howard Emmons, Nancy Errico, Susan Frommer, Don Gould, George Horton, Phil James, David Johnson, Dick Johnson, Phil Lewis, David Levington, Alec Marshall, Ray Martin, Paul Mitchell, Pip Moss, Jim Newton, Kim Nichols, Joe Pacenka, Connie Patten, Bill Plott, Judy Plott, Tom Puchalsky, Marcia Rarus, Steve Roderick, Bill Schechter, Pam Shreve, Rosalind Spiller, Karen Thomsen, Tommy Thomson, Frances Walker, Fred Walker, Brian Ward, Jean Wentworth, and Betsey Wood.

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Echoes, 1985-1994

With this special issue, Echoes ceases publication. Perhaps this venerable history magazine will be revived at a later date. For now, the current staff would like to salute those students and advisers who set the standards for this award-winning publication.

(Editors are starred.)

David Anderson

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Bill Schechter 1985-1994

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This Web version of the Echoes book was originally created by Jed Winer, 1997. Most of the online text was copied from the DYAD on Disc CD-ROM version collated by Joe Onorato, 1997. The Update and Stonewall articles were added in May 1997.

The Formation of L-S & The Heath Years: 1950's-1966

In the beginning, there were two towns and a chicken farm. Then, in the 1950's, these three seemingly unrelated things joined together, and Lincoln-Sudbury Regional High School was born.

The Old Sudbury High School

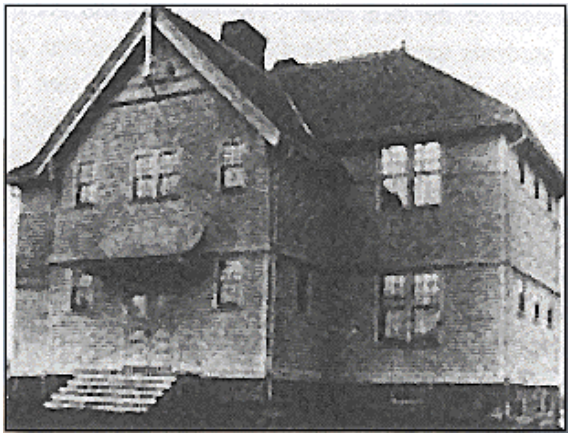
Before Lincoln-Sudbury came into being, each of the two towns had their own school systems. Sudbury had a two-room school house in North Sudbury, which is now a fire station, and two small school houses in South Sudbury for the lower grades. The Sudbury High School was located on the top floor of the Flynn Building, which presently houses town offices. Lower grades were taught on the first floor. The building did not have an indoor gym; instead, students used the Town Hall, which also was used for school assemblies. Each grade, from first to twelfth had one class and one teacher. There was one principal, who was also a teacher, for the entire school system and a three-member school committee. Class sizes were small: only fifteen to twenty students per class. There were fewer than one-hundred students in the Sudbury High School until the early 1950's. Because of the small numbers and the modest school budget, the high school program was limited.

Students took English, math, history, science, Latin or French, and civics, which was taught by Principal Alan Flynn. Home economics and industrial arts

did not exist, but there were sewing courses for girls. Physics and chemistry were taught on an alternating year basis only if there was enough interest from the students, and occasionally neither was taught. For sports teams, there were only field hockey, basketball, and soccer; though during the winter, hockey was played at an informal level. Besides sports, students participated in plays. There were few after school activities because most of the students lived on farms and had to do chores after their classes.

Sudbury High School had a family atmosphere about it. According to former student David Bentley, all the students knew the teachers very well. Bentley recalls, "Being a small school had its advantages. Everybody knew each other; there was more of a feeling of unity as a group for that reason."

After graduating from Sudbury High School, students did a variety of things. Approximately half of the students went on to college. Others went on to work in blue-collar jobs, on family farms, or joined the military. Some of the students married right away. Although it provided a good education and many of its graduates went on to become successful, the school was run on a very limited budget. Howard Emmons, who was on the Sudbury School Committee in the 1950's, remembers there was a janitor who was paid as much as the school's principal because the market determined janitorial salaries. No such controls existed for teachers, and as a result they were grossly underpaid.



The old Sudbury High School

Beginning in 1948, School Committee members in Sudbury, Wayland, Sherborn, and Lincoln would meet annually to discuss regionalization. Nothing happened as a direct result of these meetings, but as the postwar baby boom began to explode, and the populations of these towns grew, it became clear that a change was needed. Unlike the near-by town of Sudbury, Lincoln did not

have its own high school, and its students were sent to private schools, or to high schools in the neighboring towns of Concord and Weston. Lincoln students who attended high school in either Concord or Weston were required to pay tuition, and Lincoln did not have any representation on the school committees of those towns. The residents of Lincoln were not happy with this arrangement, but the population of the town was too small to warrant a separate high school. So, townspeople began to seriously consider the possibility of regionalization. Around 1950, Lincoln asked both Concord and Weston, whose populations were much larger and growing rapidly, to consider regionalizing. Though neither town would agree, both offered Lincoln the opportunity to have one school committee member to represent the students who paid tuition. Lincoln residents were not satisfied with this compromise, so they began to look for another town that also needed a high school.

At about the same time, population growth began to have a great effect on Sudbury as well. Until that time, the school system was so small that a "union" Superintendent was in charge of not only the Sudbury schools, but also those of Wayland, Natick, and Sherborn. Like Wayland, which left the union in the early 1950's because of its increasing population, Sudbury's population also began to outgrow this arrangement and its own educational system. The School Committee began to consider making changes to accommodate the town's growth.

Working out the Details

And so it came to pass that in the early 1950's Lincoln came together with Sudbury. Both towns were having problems with their current school systems and were looking for a way to change. In addition, the number of students in the two towns was about equal. According to Emmons, "They were an obvious match."

Meetings between the two towns began in 1953. The agenda included deciding on school committee members and determining just how much of the school system should be regionalized. Each town agreed that the committee would be made up of six people, three from each town. There was, however, some disagreement about what should be joined. Sudbury wanted to regionalize the entire school system, from elementary school through high school. Lincoln, on the other hand, wanted only a combined high school. After much debate, it was finally decided that each town would have its own elementary and junior high schools and only the high school would become regionalized. Originally, the

superintendent of Lincoln-Sudbury Regional High School was also to be the superintendent of the Sudbury Schools. This agreement was voted upon by residents of the two towns, and passed easily in Sudbury, 6:1, and overwhelmingly in Lincoln, 20:1. Lincoln-Sudbury became one of the first regional high schools in the state.

L-S vs. Newton in the WBZ-TV H.S. Science Contest, 1964

The next major issue concerned where the school was to be located. It was decided that it would be in Sudbury, but near Lincoln. Fourteen sites were considered, all of them between Rt. 117 and where the school now stands on Lincoln Road. It is at this point that the chicken farm enters Lincoln Sudbury history.

The land on which the high school now stands was once the home to a commercial chicken farm named "Featherland." It was mostly open land, with a barn, and many chicken coops. What is currently the White House Preschool served as a home to one of the farm workers who would later become the aunt of Richard Brooks, an L-S School Committee member in the late 1970's. The Building Committee decided the farm was the perfect spot for the new school. At first, the chicken farmer refused to sell his land and during discussions, fired his own lawyer and hired another. Finally, after months of negotiations with some very persistent lawyers for the town, he agreed to sell the farm for the appraised value of $28,000. This seemed strange because the Building Committee would have easily agreed to pay as much as $40,000 for the property.

The next step towards the formation of Lincoln-Sudbury was choosing the building design. The architectural firm of Anderson, Beckwith, and Haible was

hired, with Lawrence Anderson, a professor at M.I.T., being the principle architect. William Barton and David Johnson, along with two other architects,

The new Lincoln-Sudbury Regional High School

worked under Anderson on the original design. Frank Heys and Bram Arnold, who would later become heads of the English and science departments respectively, were responsible for the interior details such as the design of the classrooms, laboratory and library furniture. Once designs had been completed, the search for a construction company began. The committee received a number of bids, the lowest being $385,000 and the highest $425,000. By law, the Building Committee was required to accept the lowest bid even though it was not the one they wanted because the lowest bidder had a reputation for being unreliable and cutting corners. However, the lowest bidder forgot to include the cost of paving the parking lots in the estimate and reneged on the deal when the Building Committee informed him that the cost would have to come from his own pocket. This allowed the committee to accept the next lowest bid from a company that they liked better. Before construction could begin, the fine sand covering the lot had to be removed. As it turned out, the sand was perfect for casting metal motors, and it was bought by General Electric for that purpose.

From the beginning, the School Committee was a supportive and influential force within the school. Made up of men and women who believed in a high standard of excellence, they wanted the children of Lincoln and Sudbury to have the best possible education that the towns could give them. To them, "excellence" was to be achieved by hiring outstanding teachers and supporting them by giving them the freedom to run their classes and the school in the manner they thought best for the students. Among the early school committee

members were Ellen DeNormandie Cannon (Lincoln), Howard Emmons (Sudbury), a professor at Harvard University; and Elizabeth Harding, a prominent Sudbury citizen. Later Henry Morgan of Lincoln joined them and developed quite an amiable reputation among the students, teachers, and townspeople.

The next task facing the School Committee was hiring teachers. "They knew that the teachers would have to be excellent, because they would become department heads when the school began to grow," said Emmons. A public meeting was held with the School Committee and the superintendent to discuss information from Wayland, Weston, and Concord about the budget, class size, salaries, and the number of teachers that would be necessary. There was opposition to the prepared budget because it was more than many Sudbury residents were willing to pay. Even though acceptance of the budget wasn't unanimous, the School Committee enjoyed fiscal autonomy and had the power to draw up its own budget knowing that the towns would have to find the needed money. This power was not abused by the committee, but was used to develop the school to its potential.

Patty (Punchard) Bowdoin, a teacher at L-S who was hired in 1964 commented that "they, (the School Committee) went around to the best schools in the country and recruited faculty members." In hiring these people, the School Committee bombarded applicants with tough, unexpected questions. Alec Marshall, math teacher and head of the math department, recalls them asking, "Alec, who the hell do you think you are coming in here thinking you can meet our expectations?" Paul Mitchell, a history teacher and head of the department, remembers the School Committee as being terrifying at his interview. They asked him questions such as "What is it to teach?" and "What makes you think you can teach?" Through these questions, the School Committee was able to hire a self confident, independent, and innovative faculty.

The salaries that were offered, though low by today's standards, allowed the committee to attract excellent faculty. Economics teacher, Dick Johnson's starting salary was $4,000, which made him seek summer work painting houses in order to support himself and his family. Future raises would be based solely on the assessment of the department heads. Every year department heads observed each teacher to determine his or her salary, which depended upon performance. This system was referred to as "merit pay."

It was also decided that all of the teachers from the Sudbury High School would be asked to be teachers at Lincoln-Sudbury. In 1956 when the school

opened there were twenty-four teachers on the faculty. According to Miriam Coombs, a faculty member at the time, they were "absolutely fabulous," and created a great balance between age and experience. Bowdoin concurred, "You were in the presence of really fine teachers and you got the sense that you better know what you were doing."

Mr. Philbrick instructs a J.H.S. group in the library while LS students look for project material.

The principal of Sudbury High School, Alan F. Flynn, was not asked to become Lincoln-Sudbury's new principal. Instead, he was hired as a math teacher. Rexford S. Souder was hired as the superintendent of the Sudbury Schools as well as the Regional High School, and Dr. Leslie M. Tourville was hired as the first principal of Lincoln-Sudbury.

The faculty and the School Committee had a close relationship which was much more informal than it is today. They all knew each other and met two or three times a year for dinner. Both the faculty and the School Committee respected the long hours each other put in to make the school a great one.

The parents also had a close relationship with the School Committee and often made suggestions directly to the members. This relationship gave the school a sense of being a group project. Everyone felt they had invested much time and effort into creating an exceptional school. It was "a very healthy situation," recalls Bowdoin. For years, Ruth Buxton, a language teacher and the first woman department head at L-S, wrote a weekly column in the Sudbury Citizen, which was the town paper at the time, about happenings and issues at L-S.

The Grand Opening

Finally, in September of 1956, the school was ready to open, and the first Lincoln-Sudbury students entered the building. The Junior and Senior classes that year consisted of Sudbury students only, while the Freshman and Sophomore classes were made up of both Sudbury and Lincoln students. These students were already acquainted because the previous year (1955 1956) the 8th grade students from both towns attended the Lincoln middle school, and the 9th grade from Lincoln attended Sudbury High School. Lincoln-Sudbury was further populated by 7th and 8th grade students from Sudbury, while a larger elementary school was being built.

The school, although small, had an exciting sense of newness about it. The entire library was in one classroom, which later became the Language Office and South House, science was taught in the basement under the art and home economics rooms, and there was one small gym. Unlike the old school, the new one was surrounded by beautiful woods. Because students were excited to be in their new surroundings, they respected the school, and there was no significant vandalism until the 1960's. Students felt they had been given the task of making a name for Lincoln-Sudbury in the surrounding communities and for colleges.

That first year, L-S had twenty-four teachers, and a graduating class of 32. The school was so small that everyone could fit into the Little Theater (later renamed "Rogers Theater"). The relationship between the Lincoln and Sudbury students was, on the surface, pleasant. However, Sudbury students felt that the Lincoln students were snobs, and the Lincoln students felt that they had received a superior early education. Looking back, Barry Copp, a former student and math teacher, said, "We were all pretty much snobs at the time." Despite the tension, nothing ever came of it.

During the early years of L-S, the school's only African American students lived in Sudbury. Barry Copp remembers that students tried to be "too nice" to the two black teenagers in his class. When one began dating a white girl from Sudbury, it wasn't accepted, and their relationship was not spoken of openly.

Even though relations between the students were not perfect, most people were happy with the regionalization because it allowed for programs that would not have been possible if the towns had remained separate. Home Ec and business courses were offered. The Lincoln-Sudbury shop department was also especially strong under the school's second superintendent, C. Newton Heath, who himself was an ex-shop teacher from New Hampshire. The sports program was also expanded. Field hockey, basketball, and softball were offered to girls,

“Doc” Heath and Dr. Tourville.

and soccer, basketball, and baseball were offered to boys. Football, according to Howard W. Emmons, an original L-S school committee member, was intentionally kept out of the sports program because the school committee did not feel that there were enough "robust men" in the school to support a team. Paul Mitchell, a history teacher, remembers the decision as another attempt to maintain a private school atmosphere. "Public schools had football, this, L-S was to be a private school midst public school walls so 'soccer' was the game." The School Committee also made the conscious decision not to have a marching band for the same reason football was excluded.

The first two years of operation were educational ones for everyone. Community members often bypassed the school administration, and went directly to the School Committee with problems, despite the fact that the committee was only supposed to act only as a policy board. After the first year, Souder resigned, and the School Committee had to search for a new superintendent. At this point, C. Newton Heath, fondly known as "Doc Heath," was hired.

Doc Heath was described as being modest, low-key, and sincere. Miriam Coombs remembers Heath as a "pleasant, open personality, but a man hard to

understand." The faculty was in awe of him, and his decisions were final. When the faculty asked for five days, instead of three, for February and April vacations, Heath conceded to their requests. He also made it clear that if you didn't like the way the school was run, you could leave. When it came to the everyday matters of running the school, Dr. Tourville was in charge. Heath was both the superintendent of L-S and the Sudbury Schools, so he did not spend all his time at L-S.

Other enduring decisions were made during the school's first two years. Royal blue and white were chosen as the school's colors and the decision to have a yearbook was made halfway through the first year. The foreign exchange program also began, although the Student Exchange Committee was not founded until 1961. L-S students went to France in the summer of 1958 and the first foreign students came to L-S in 1961. Along with the new traditions and events, others came to an end. Sudbury High's traditional senior trip to Washington D.C. and the senior play ended after the first two years.

Life at Regional

This first era at Lincoln-Sudbury was characterized by both tradition and innovation, by the idea that it was a "public private school." Male teachers were required to wear jackets and ties, while female teachers had to wear skirts below the knee and stockings; they were not permitted to wear pants. Students also had a dress code. Girls were required to wear skirts below the knee and boys were not allowed to wear jeans or have long hair. In addition, teachers were required to lecture from a podium. Teachers, recalls chemistry teacher Ray Martin, had a "friendly but formal" relationship with students. Barry Copp, a student in the early 1960's, remembers that teachers did not talk about their personal lives or beliefs.

According to Martin, the faculty was required to stay in their classrooms until 4:00 p.m. every day to give students extra help. Certain days, teachers were allowed to leave early for school events. Martin remembers that announcements were heard over the loudspeaker granting teachers permission to leave their classrooms and watch school soccer games if they weren't helping students.

The structure of classes was also rather traditional. There were four levels to most classes with "1" designated as the honors level, and "4" being mostly vocational. Each student was placed in one of the levels, from 1-1 to 4-4, and

due to the tracking system, it was common for there to be little contact between students of different levels. Bowdoin remembers that the system was "not ideal for the kids who were less able." As one former student said, the students in level 4-4 were often referred to as the "rats" or "marfia." Emmons recalls that the teachers "tried to be tactful and make (the level-four students) feel important."

Students schedules were not flexible nor were they designed by the students. Instead students' classes were determined by the track in which teachers placed them. Each day students met before classes in their homerooms where attendance was taken. The day was divided into 7 periods of 48 minutes, five of which were dedicated to academic subjects which met five days a week. Every student took English, history, science, math, and a language, either French, German, or Latin. Periods were also set aside for gym, and an elective such as home economics or chorus. "The most confusing aspect of the schedule," Martin remembers, "were the three staggered lunch blocks of 20 minutes each, which often met in the middle of other classes."

One of the most popular courses from the late 1950's through the 1980's was a history class known as "Things Russian," taught by Paul Mitchell. Patty Bowdoin remembers little Mitchell disciples walking through the halls of L-S with ties over their shoulders and glasses on all of the time, just like their mentor. Students in the 1-1 track had the honor of being be selected for this course. During the first decade of L-S, a variety of teachers and courses made a large impact. Henry Zabierek was also an influential history teacher. In science, students enjoyed classes with Bram Arnold, Ouida Bailey, and Bob Millet. The most popular English teachers were Miriam Coombs, Martha Pappas, and Howard Sullivan. Students looked forward to math classes taught by Phil Lewis, Alec Marshall, and Terry Miskell. Latin was made enjoyable by Ruth Buxton.

Study halls were mandatory, and "free" blocks did not exist. During study hall periods, students were required to do homework silently in the cafeteria, with an open book in front of them, while supervised by a faculty member. Study hall periods were not popular among students, who were forbidden to socialize, or with faculty who had to make dozens of bored students remain silent and seated for an hour.

While Lincoln-Sudbury had the outward appearance of being a traditional high school, inside the classroom it was a different story. "Freedom amidst the bondage" is how Paul Mitchell remembers the privilege of being able to teach

whatever he wanted. Also, "The faculty was supreme" and there were no orders from the top down. Teachers could make their own curriculum, courses, and grading systems. In the math department, the teachers used this freedom to create their own text books; history teachers insisted on using only primary sources in place of text books; English teachers refused to use anthologies; and

Folk dancing in a girls' gym class around 1965.

the science department was known for the wonderful projects that the students were encouraged to create. It was the innovation and creativity of the early teachers that laid the foundation for L-S to become the unique place that it is today.

Discipline was not a big issue during the early years at L-S. Although there was some vandalism in the early 60's and the occasional fight, the biggest problems were smoking and gum chewing. Students caught smoking could be punished with up to five detentions. Holding hands in the hall was also strictly prohibited and would result in a note being sent home to the parents of the delinquent students. These issues were dealt with by Vice-Principal Roger T. Thurston, who was in charge of discipline. Thurston was an ex-military man who did not tolerate misbehavior. Hall passes were required at all times, and students who came to school late were turned in as "tardy" by their teachers.

The physical education program was traditional as well. No electives were offered, and classes were segregated by gender. Students had to wear uniforms. Girls wore jumpers and bloomers, while boys wore school issued shirts and shorts. Students had to take a shower after gym, again, supervised by a teacher. Many students found the shower system to be "humiliating" according to a former student. This was partly due to the fact that the towels were so small.

"You had the choice of covering the top or the bottom, not both," the student remembered.

From the beginning, there were a large number of extracurricular activities at L-S. Susan Winter-Frommer, a current teacher and former student, recalls that the "teachers got kids involved" and Bowdoin remembers that "kids were at L-S all day." Clubs ranged from the Baking Club to the Biology Club. There was also a student council and student publications. The school paper was named Tom Tom to go along with the "Warriors," the name of the sports teams. Ninth Notes was the freshman paper, and the Kaleidoscope was the literary magazine. The most popular activities at school were the drama and music programs. At one point, Bob Wentworth, the head of the music department, had over half of the school involved in chorus. During the early years, the L-S drama program centered around winning the Massachusetts High School Drama Festival. The productions of Liliom and Blood Wedding brought L-S first prize. As a result, the program became competitive and exclusive. Frank Heys felt that drama had become too elitist and wanted to get more students involved. Harriet Rogers, the school's second drama director, put this idea into action and kept hundreds of students occupied during and after school. Students were so dedicated to Ms. Rogers' drama program that one year there was even an alumni production.

Student life in the 1950's and the early 1960's revolved around the school. Few kids had after school jobs, and there was never a "hang-out" where everyone went. On weekends, some students went to Boston, or just biked around town. There were few out-of-school parties, and when there was one, it was very "straight." Parental supervision was common at these parties, and drinking was never a big problem. School dances in addition to the prom were popular among students, and many faculty also attended. William J. Edmunds, one of the early band directors, used to play the piano at these dances. The Junior Prom Committee even had the day off from school to decorate the gym. There was also the occasional student teacher hiking trip.

Sports were popular with students. Coach Mary Louise Roberts' field hockey team was excellent, and the boys' soccer team was phenomenal. There were cheerleaders for the soccer team, and it was common for the entire school to attend the games. The boys' basketball team, coached by Paul Volk, attracted a large crowd of dedicated fans during the winter season. Students who attended L-S at the time admit that although many of the girls' sports teams were good, they were mainly ignored. "No one was even aware of the girls' sports. No one went to watch," remembers Barry Copp. The hockey team came into existence when Richard Johnson, a college hockey star, was hired as a business teacher.

Once the hockey team was formed, many other teams formed such as lacrosse, track, and cross-country running. L-S even had a riflery team.

During the late 1950's and early 1960's students led seemingly sheltered lives and were fairly inactive when it came to national and global issues. No doubt, students thought about and spoke about issues that they heard of on the news or read about in the paper. However, aside from signing a few petitions, little action was taken. During this time, more emphasis was placed on fitting in, getting into college, and getting married, than on changing the world. Yet, this was not a phenomenon unique to Lincoln Sudbury. The nation was being ravaged by the idea that communists lurked around every corner, and "McCarthyism" did not help in making people want to be politically active. The apparent lack of political activity at Lincoln-Sudbury was due partly to outside pressures. It is difficult not to conform, when the government appears ready to prosecute you if you don't.

The Times They Are A Changing....

During the early years of L-S, there were few major changes, even though the times and students were changing. There were two additions to the building, one in 1961, and the other in 1966, because of the growing population of Sudbury. Sudbury had been mainly a farming community, but the younger generation began to reject their parents' lifestyle and find their own way. As a result, many families were forced to break up their farms and sell off parts of their land to developers. This made it possible for a large number of middle class families with young children to move into town, and the student population of Sudbury rose. Lincoln, however, was made up of mostly old estates that were not for sale, so its population, mix, and numbers did not change dramatically.

Along with the rejection of their parents' way of life, teenagers also began to get involved with the new ideas sweeping the country in the mid 1960's. Students at L-S would become involved in the Civil Rights Movement, as well as the Vietnam Antiwar Movement. Teachers and students would protest and march together, and consequently, student teacher relationships would become much more personal.

When the changes in the country caught up with Lincoln-Sudbury, it became clearer that the structure of the school was no longer as effective as it had once been. Although students still received an excellent education, school policies

were somewhat out-of-date and restrictive. The School Committee, administration, and towns decided that change was definitely needed. New faculty needed to be hired, and scheduling policy changes needed to be made; the school needed to be "opened up." The School Committee wanted a new superintendent with the imagination and initiative that would be necessary to make Lincoln-Sudbury the innovative, top-quality institution it had once been. Willard Ruliffson was hired as the person to transform Lincoln-Sudbury.

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In the spotlight

• Tom Tom

The first years at Lincoln-Sudbury gave rise to many activities and student publications. The Tom Tom, named in honor of the high school's team name, the Warriors, was the student newsletter. It was produced on a monthly basis, and had such features as performance reviews, reminders about school events like the prom, a teacher spotlight, and even a fashion advice column.

The Tom Tom boasted a large staff, most of which was female. The most popular section to work on was "Hi Fashions." This section offered opinions on styles such as the "chemise or sack look" in the late '50's and "the natural look" with false eyelashes and feathers in your hair in the mid- '60's. Whatever the current style was, the "Hi Fashions" section was very concerned with appearances and was a very strong reflection of the times.

Another popular feature was the gossip column. This was used to let the school know who was dating whom and where they had been spotted together. This column also worked occcasionally in conjunction with "Hi Fashion," to comment on which students were wearing the latest styles and looking great.

A large portion of the Tom Tom's pages were devoted to games. Students must have been endlessly amused by the crossword puzzles and fill in the blank word games. Also, a comic strip known as "Jennifer" was featured. It told of the monthly follies of a young girl named, you guessed it, Jennifer.

The Tom Tom was replaced in 1968 by a student newspaper known as the Promethean.

• Soccer

In the early decades at Lincoln-Sudbury, boys' soccer was the most popular and competitive intramural sport. Being a member of the soccer team was a highly regarded position among students. It was said that all of the "cool jocks" played soccer. The success that the soccer team had was due in part to the absence of a football team. With only one large team sport in the fall, the school's athletic talent was concentrated in soccer. Consequently, Lincoln-Sudbury quickly became a dominant force on the soccer field.

The first season the team excelled. The varsity record boasted a winning season of 7 wins, 1 loss, and a tie. The soccer team continued to succeed in 1958. In its second season of existence, the team produced an undefeated record at 5-0-0. The performance of the Warriors was impressive by any standards, and especially for a high school that was only two years old.

The standard set by those early athletes have endured to the present day. L-S's current soccer teams have proven worthy of this proud legacy. The boy's and girl's soccer teams continue to achieve the success that that first team did nearly forty years ago.

• Paul Mitchell & "Things Russian"

For many years, one of the most popular classes at Lincoln-Sudbury was Paul Mitchell's "Things Russian" history class. On the first day of class, Mitchell walked into the room, with his tie thrown over his shoulder as usual, and gave the class a lecture on Russian history. To the students' surprise, after scribbling down notes for the whole block, Mitchell announced that it was all garbage and made the point to the class that they should not believe everything that they hear or see in print. During class, Mitchell often filled his blackboard with circles and lines making it look more like a work by Picasso than notes for a student to copy. Many students sat through his classes mesmerized, trying to figure out both Mitchell and his world of Russian history.

Mitchell had a language of his own that was more poetry than prose. For this course, he created his own text, "Things Russian." His first priority was to make students love what they were learning and then to take the learning experience outside of the classroom. Every student kept a "common-place book," which was a journal of their thoughts on the books that they had selected to read. Thanks to Mitchell, L-S now has one of the largest Russian history collections at any high school library in the country. Also, there was a large film viewing component to the course. Tests were not given and grading was done in a somewhat unusual fashion. In the 1960's, every student in

Mitchell's class was given a B, and later his course became entirely self-graded, and A's became more typical. Another tradition of Mitchell's was to have his students create a Russian religious icon.

Mitchell was at Lincoln-Sudbury from 1958 to 1990. During this time, he developed a reputation for inspiring his students, and helping to spark careers in Russian Studies. Mitchell helped to create a high school and a department where teachers would have the freedom and autonomy in their classrooms to experiment, and to teach through unconventional methods. His legacy endures.

• Bramwell B. Arnold

Bramwell Arnold was both an excellent teacher and exceptional human being. Teaching at Lincoln-Sudbury for twenty-seven years, Arnold headed up the Science Department for much of that time. In his physics classes, he was innovative, creative, and maintained a high standard of excellence that set an example for the whole school. When school ended for the summer, Arnold was known for his policy of burning his notes. One of his major contributions to the school was working toward integrating computers into the curriculum. With his guidance, Lincoln-Sudbury became a leader in the use of computers to enhance the science curriculum.

Aside from being an excellent teacher, Arnold was an interesting man. He was well respected, modest and soft-spoken. He lived on a farm and it was common in the spring for him to come to school with sheep wool or goat hair on his clothing because he had just been helping an animal give birth. Another passion of Arnold's was sailing. He was sought after as a crew member and participated in several Newport to Bermuda races, and also sailed around Great Britain and across the Atlantic. Along with sailing, Arnold loved music and was an avid skier.

The tradition of excellence he helped establish is remembered each year at the graduation awards ceremony, when two awards are given in his memory.

• Katherine Barton

From the opening day of Lincoln-Sudbury, Katherine Barton and the home economics department had students cooking, sewing, and taking child development classes. At first, only girls participated but this quickly changed. The first year that boys participated in Mrs. Barton's classes, there was one

class specifically designated for them, "Food for Boys." After a few years, the home ec. department ended the policy of segregating by sex.

Home economics became so popular that two additional teachers were hired, and a variety of courses were offered, including "Foreign" or "American" cuisine which taught students history as well as culinary skills. Besides culinary courses, sewing, weaving, and clothing construction were offered.

Mrs. Barton also founded the White House Preschool. Students taking child development classes worked at the preschool as part of the course requirement. A diverse group of students took home ec. classes and, whether college bound or not, both male and female students enjoyed the classes. "The leather jacket guys all took the cooking program," recalls Howard Emmons, a School Committee member.

"Those were the good years," said Mrs. Barton, "I was sorry to see the home economics department cut."

• Bob Wentworth

The legend of Bob Wentworth lives on to this day as students pass by the Lincoln-Sudbury music room, now dedicated in his name. As the L-S music director from 1960 to 1981, "Wentworth was like a god," according to his former student, Barry Copp. Miriam Coombs, a fellow faculty member, remembers that Wentworth had no pretentions and began with songs like, "Over the River and Through the Woods" and worked his way up to the major works. Patty Bowdoin, another faculty member, watched as Wentworth "built and expanded the music program."

In addition to the small band he conducted, Wentworth directed three separate choruses. The Mixed Chorus was the largest of the three and was open to anyone interested in singing. The Select Chorus was smaller and more advanced and the Special Chorus, which was made up of around twenty people and met at night, was the most exclusive. Under Wentworth, chorus became the "thing to do."

Pip Moss, a former student who has since become a conductor himself, remembers that Wentworth "had a great sense of making music and that was why the students loved him." The students could tell that they had stopped merely practicing and had moved on to creating "real music" when Wentworth closed his eyes and cocked his head to the side as they were playing or singing.

As a result of his guidance, the choruses worked on some major masterpieces, performed with the Boston Symphony Orchestra, and toured the country.

Wentworth became more than an inspirational teacher to many of his students. He also became a dear friend. He was "warm and made you feel like he really liked you in a personal way," states Moss. Students found it easy to get close to him because he did not emphasize his position as an authority figure, even though he later became a Hall Director. Instead, he had a more informal way about him, and this was greatly appreciated by his students.

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Fragments

*· · · **1956** ... Bible and Lord's Prayer recited in class ... Seventh and eighth graders have classes at L-S ... **1957** ... Ninth Notes and Tom Tom begin ... Hall passes required in the corridors ... **1958** ... L-S becomes accredited ... **1959** Cum Laude begins ... **1960** ... First addition begun in June ... **1961** ... First addition opened ... Over fifty percent of students involved in the music program ... **1963** ... Paul Mitchell featured in Seventeen Magazine ... **1964** ... Bible reading no longer allowed by state law ... **1965** ... The METCO program begins in the Lincoln schools ... Second addition begun in July · · ·*

The Ruliffson Years: 1966-1972

Although the story of Lincoln-Sudbury is evolutionary, many consider September, 1966 to be the beginning of a new era. But even in his time of change, the school did not adopt a new character overnight.

L-S's students, faculty, structure, and philosophy were never static. In 1966 it was clear that Lincoln-Sudbury, reflecting the changes in American society, was not the same place it had been a decade before when it first opened. It had become a different school tugged in different directions by a different

environment. Hiring Willard F. Ruliffson as superintendent acknowledged L-S's metamorphosis and made the change irreversible.

There's Something Happening Here

By the end of 1964, after several years of quiet military involvement, the United States had become heavily involved in the Vietnam War. President Lyndon B. Johnson said the U.S. was there "to strengthen world order" and to avoid the further spread of communism. While there were some dissenters in America, most supported the President's decision at that time. As the war dragged on, however, more Americans came to question its validity. Tension escalated as protests on college campuses rocked both people's faith in the government's judgement and relationships between parents and their children.

Students not only protested the war, they also rallied against the values of society. A counterculture emerged, attracting youth who had lost faith in American culture. These young people sought new ways to assert their individuality and independence--most obviously through their clothes. To the dismay of many parents and teachers, young men grew long hair and beards, and they wore jeans and muslin shirts. Women wore long dresses, mini-skirts, and jeans. Young people became more sexually "liberated." Psychedelic drugs like LSD became common and marijuana was everywhere. A new kind of rock & roll blared from radios across the country.

While L-S students did not lead the youth rebellion, they were affected by it. Many wore the clothes, tried the drugs, and embraced the rebellious attitudes. The school was "a microcosm of the real world," and the goings-on at the high school cannot be understood outside the context of the times. A mood of individualism, increasingly relaxed discipline, and questioning what one had been taught to believe pervaded the Lincoln-Sudbury campus.

The new mood was not embraced by all, however. L-S in the late sixties and early seventies was both an exciting and a frustrating place. While young people were absorbed with new visions, the older townspeople had reservations. In the words of English teacher Tom Puchalsky, "the school was viewed as a hotbed of radicals." Conflicting views, tension, and lack of communication led to frequent standoffs between the school and the community, illustrated by countless overcrowded School Committee meetings full of angry citizens and defensive teachers.

The growing, predominantly young faculty, gave the L-S staff a liberal tilt that

L-S students gather on a cool fall day in 1969

was often closer to the students' beliefs than to those of their parents. When students asked if they could wear jeans (which was against the dress code), the faculty voted to abolish the entire dress code. The size of the school increased by approximately one hundred students a year for six years, forcing the administration to hire a wave of new teachers every fall. Many of the people hired were fresh from college campuses where most of the revolutionary ideas of the sixties were born and spread. There was a time when it seemed like many teachers at L-S had been fired from another job for being too radical. A few teachers were hired without certification, and the school was filled with young student teachers and teaching aides. At one point, the median age of the faculty was less than thirty--a statistic that contributed to much dating among faculty members.

The youthful faculty was always trying different things and experimenting with teaching styles. As the number of students increased to almost two thousand, teachers tried out new courses to relieve crowded classes and to strive for "relevance."

The number of students combined with the constant experimentation created a somewhat frenzied atmosphere. Some classes packed in thirty-five students. Large additions were under construction in an attempt to create more space. Beginning in 1965, the auditorium, a new library, the 600 wing, and the 500

wing were added to the building, allowing the school to accommodate up to 3000 students.

In addition to the crowding, the creative spirit, and the young faculty was the Superintendent/Principal Willard F. Ruliffson, described by English teacher Patty Bowdoin as a "firecracker." Born and raised in Fargo, North Dakota, Ruliffson taught at several schools in New Jersey and Delaware before moving to Sudbury with his wife and three daughters. He was a very intelligent person, but he was not a successful politician. The legend of Will includes the following story: Ruliffson was driving to work one icy morning in his second winter at L-S when he careened into an electrical pole knocking out power at the school which forced him to cancel school.

Willard Rullifson

Ruliffson was a man filled with new ideas about education and a person willing to take risks. Because he was more of a thinker than a good politician, he often got into trouble. Some of the faculty members considered him impulsive, due to his habit of implementing changes without consulting the faculty. But Bowdoin found virtue in his ability to see possibilities in students and teachers and to connect people with similar ideas to form new programs. He had a very liberal approach to education which earned him considerable public attention. Under his leadership, the elective system and modular scheduling were introduced and formal tracking and study halls were eliminated. He wanted students to learn to discipline themselves and to make their own choices. Ruliffson once commented that the legacy of Lincoln-Sudbury was "...recognizing teenagers as people in terms of their need to struggle with their own identity rather than a

sense that everyone has to fit a mold." Not everyone agreed with his philosophies, and even more had reservations about his spontaneous, almost whimsical way of implementing his ideas.

Faces in the Crowd

Though an essential personality in the changing times, Ruliffson was only one person in a crowd that exceeded two thousand. The students and faculty were the ones who filled the halls and the classrooms. The students tended to be more politically active, rebellious, and lacking in discipline than at any other time in the school's history.

Outside of school, the Vietnam protests, sexual revolution, and counterculture movement were all led and supported by youth. Students were absorbed by politics and incited by the spirit of rebellion. So it is not surprising that, as Puchalsky said, "the school was much more in touch and conscious of the outside world." Students applied their rebellious spirit to causes within the high school as well. Teachers challenged students to think and to question authority. (At the same time, some of those teachers got upset when students actually followed their advice.) Teachers and students would go to protests together, once filling a school bus to join an anti-war rally in Boston.

Students were given choices. They could choose their courses, their teachers, and the times of their classes. There was now a broad elective program allowing students to focus on what interested them. During the 1970-71 school year there were 72 English electives and 35 History electives. Students competed to get into the more popular classes, such as Ancient Greece and Rome with Don Gould, Anthropology with David Bronson, and Irish Literature with Tom Puchalsky.

As the school moved into the seventies, the rebelliousness of the previous decade continued, and even deepened. The students appeared more sloppy with long hair, ripped jeans, and sandals made out of old tires. Many began to experiment with more potent drugs. Parents became concerned that their kids were not learning enough because too many kids were spending too little time in a disciplined classroom. The communities criticized the school's loose class-cutting policies. In the eyes of many townspeople, the fine line between thought-provoking questioning and blatant rebellion had been crossed.

Despite the rebellious attitude and the excessive cutting, most L-S youth remained good students, good athletes, and good musicians. Some teachers consider the students of the era superior to those now because they were interested in "learning for learning's sake" instead of just getting an A on the next test. Science teacher Ray Martin says, "We expected more and got more."

When the student population reached almost 2,000 there were close to two hundred teachers, many of them just out of college but also many veterans. They were a diverse and dynamic mix of people. History teacher Paul Mitchell was one of the more eccentric faculty members, famous for his Things Russian class and his unique teaching style. In the words of former head of the Math Department Chair, Alec Marshall, "He would have been considered eccentric. If we had a whole school full of Paul Mitchells we wouldn't have survived, but he was one of our gems and every youngster should have been exposed to someone like him." Marshall continued:

Katie Barton [interdepartmental chair and home economics teacher] was certainly anything but eccentric, but like an awful lot of people on the faculty. She is rather typical. It's a person who brings a very vast background to a youngster. Students walked into home ec thinking they were going to learn how to bake bread they came out of there getting an appreciation of art and music that they never had in their lives!

Frank Heys was another dynamic faculty member who served as both teacher and administrator. He was both an extraordinary thinker and a tremendous leader. History teacher Jim Newton described the roles of Heys and Mitchell as "the dean and the guru of the faculty."

As in the Heath era, there was close student-faculty interaction. Because the faculty was so young and many were unmarried, however, they had much closer relations with students. Indeed, they had more in common with students than with parents. Some teachers felt they were expected to hang out with students in the lounges in each hall, and they did not find this expectation hard to meet. Said Gould, "The thing that made the school decent was the expectation that adults and kids would converge." A few teachers would join students in the courtyards during "free" periods to play a few innings of an ongoing softball game. Young teachers without a spouse to go home to would often attend sporting events, concerts, and plays with groups of students. For example, L-S sponsored an outward bound program called Nimbus, in which faculty and students built a sense of community together in the wilderness. When not spending the evenings with students, many unmarried teachers dated

other faculty members--at one point there were twelve faculty couples at Regional.

Big Changes at Regional

Will Ruliffson came to L-S full of novel ideas about education. The alternative "free school" movement had spread throughout the national educational environment. Buzzwords like "exploration," "relevance," "learning for one's own sake," and "respect for the individual," were constantly heard and read. Through Ruliffson, these ideas and the unsettled spirit of the time converged, creating a general expectation of imminent change.

In a CORE newsletter, Ruliffson commented on what he liked about the school: "I enjoy the sharing of ideas that goes on between people, not just teachers, everybody. I like the way that people come up with plans and proposals and have ways to work them out."

In 1967, the administration was searching for ways to personalize the school. Enrollment was rising and students were challenging and breaking the rules. There was only a Superintendent, a Principal, and an Assistant Principal who, with other responsibilities and 1300-plus students, could not possibly keep the school under control. A change was desperately needed just to maintain order.

The hall system was devised as the solution. The student body was divided into four sub-units called halls--North, East, South, and West--led by hall directors who were also teachers. The first year, students were organized by class and the hall system's main function was discipline. The second year, guidance counselors and secretaries moved into the hall offices and the students were arranged into halls randomly, not by class. In 1970, when enrollment was well above 1700 students, a fifth hall, Central Hall, was added. The main idea of the hall system was to establish stability and to decentralize the school. The administration thought healthy rivalries would develop between the halls, but that did not happen. Instead, the character of the halls developed based on the personalities of the staff in the hall.

In 1967, Ruliffson also initiated another structural change- the gradual phasing out of "leveling," the assigning of a student to a particlar track. During the 1967-68 school year, the lowest level was eliminated. Level four students were moved up to level three. These students were not receiving the same attention they had in level four classes, however, so they rebelled. Their protest climaxed

at a physical confrontation between an angry student and Ruliffson. Joseph Pacenka, a technology teacher, and Ruliffson spent a week talking with upset students in level four about how they could learn best and with whom they wanted to work. Out of this emerged the CORE program--separate classes for those students who needed more attention than teachers in the level three track could provide. The first year, teachers had full loads and the program only involved English. In the second year with the help of Pacenka and Patty Bowdoin, the program extended to all subjects and became known as CORE. Popular teachers such as Patty Bowdoin, Susan Winter-Frommer, Don Gould, and Bill Schechter all taught CORE classes for several years. The students involved came to these classes in the mornings and worked in the afternoons.

Along with the CORE program, the Career Exploration program was devised to give students opportunities outside the classroom. The program was co-directed by Martha Pappas and Pacenka, and allowed students to explore community life through direct experiences with people and careers in a variety of organizations. Through programs such as Work Study, Occupational Education, and Urban Internship, students spent semesters working at places such as public schools, hospitals, and industrial plants for school credit.

Ruliffson also revised the whole curriculum. With the help of the faculty (especially English teacher Frank Heys), he planned and brainstormed for a year before the implementation of the elective system in September of 1970. Both English and history changed from their standard four-year leveled programs to electives. Courses were offered for a quarter, a semester, or a full year. English developed the broadest range of courses and constantly experimented with new ones. Examples of the 72 English electives offered in the first year included Black Literature, Acting, Film Making, and Introduction to Philosophy. For a while, a student could even get English credit for taking photography. The biggest problem reported after the first quarter was class size. For example, Black Literature had 56 students, while Acting had only ten. Eventually even the science program branched from the traditional biology, chemistry, physics track to offer the first elective science class--Aquatic Biology.

In the late sixties, Ruliffson had several meetings with the faculty about a new schedule. He proposed Flexible Modular Scheduling, a system that divided the day into twenty twenty-minute periods to be combined into forty- or sixty-minute teaching blocks. The schedule would allow for a variety of course offerings and alternative programs like Work Study and Urban Internship. Classes could meet for varying periods of time--longer periods for science labs,

shorter periods for lecture classes--depending on the teacher, the subject, and the level. The new system would eliminate classes split by second lunch. In the old schedule, there were three lunch periods in an extended block. Classes with first lunch ate, then held class. Classes with third lunch did the opposite. Classes with second lunch, however, had half of class, went to lunch, then came back and finished class. Little was accomplished in the second half of class. The schedule would allow students and teachers more free time to meet with each other outside class. According to Ruliffson, "the idea was to make things as flexible as possible." In the 1969-1970 school year, however, the faculty voted against it.

The next year, with no warning--in typical Ruliffson style--Flexible Modular Scheduling was instituted. Classes started at different times--they sometimes even overlapped--and there were always students wandering in the halls. Newton said, "the school wasn't [physically] big enough to have everyone in a room at once. Kids had to be in the halls or outside." Gould said, "it added to the frenzied, chaotic atmosphere." For example, he taught a sixty-minute class in the morning and that afternoon he taught the same group of students for forty minutes.

In 1966, the METCO program was formed by black parents frustrated with the quality of education in the Boston Public School System. Two years later, in the fall of 1968, the first twelve METCO students enrolled at L-S as freshmen. The transition went smoothly without any notable resistance from the predominantly white L-S community. As Newton recalled, "given the size of the school and the fact that things were growing and changing so fast, [METCO] just didn't stand out that much." History teacher Karen Sargent and English teacher Thomas Hooper were the first advisors of the program. Each year another dozen METCO students would enter L-S, gradually increasing the size of the program.

In the early seventies, the Massachusetts Board of Education endorsed the Open Campus (also called Maximum Education) plan that would allow high school students to leave campus. With the recent implementation of Flexible Modular Scheduling, students had free time during the day, and L-S looked at the possibility of having Open Campus. Open Campus would relieve the overcrowding and make students more responsible for themselves. The Maximum Educational proposal argues that traditionally schools have served two functions: instruction and custody of the students. It reads:

Today's high school students can't understand why the school must be custodial when their out-of-school activities are so completely unsupervised during the school year and in the summer. They expect to meet their instructionally related commitments, classes, laboratories, etc., but they feel that the rest of the time should be self-directed to meet their individual and societal responsibilities. Teachers, too, wish for more time for instructionally related activities and time to talk with students on an informal, out-of-formal class basis.

The proposal was accepted and, during the 1971-72 school year, phase one of the plan was implemented. Faculty attended workshops and looked for out-of-school activities for students. In September 1972, juniors and seniors who had signed the Maximum Education contract were only required to be in school for classes. Though students were instant fans of the proposal, others had reservations and the plan was not instituted without a few glitches. The community did not think 16-18 year-old students could handle the responsibility. Student Mark Collins admitted, "A lot of students were driving drunk and stoned, so there were many accidents." The local press had a field day covering the controversy, giving Ruliffson an overdose of bad publicity.

In the fall of 1968, the student government was successful in changing the no-smoking policy. The new policy legalized student smoking in various areas outside the building, and was generally respected by the students.

Goings On At L-S

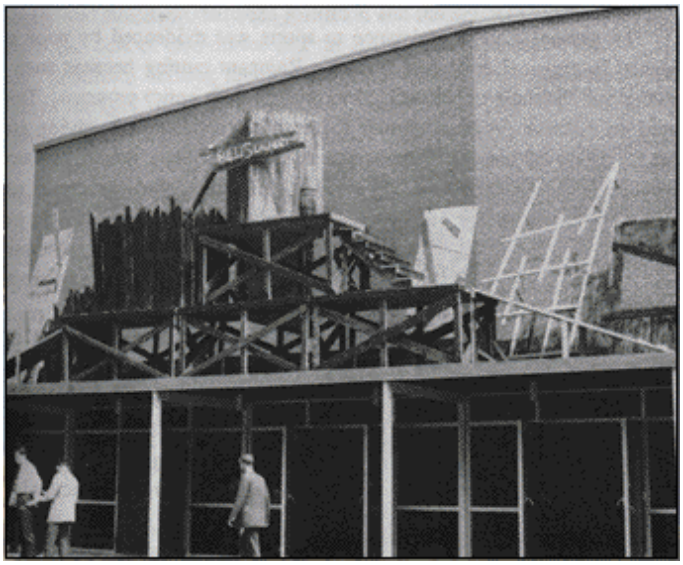
Things were always happening within the walls of L-S despite the mass exodus of juniors and seniors with Max Ed cards. Music and drama were outstanding. L-S also had numerous extracurricular groups including language clubs, Future Teachers of America, DYAD and the Math Contest Group. The school newspaper, the Promethean, was very politicized and liberal (some considered it radical). Crowds could always be found at L-S watching the big soccer game, the musical, or listening to the chorus.

Bob Wentworth created one of the strongest music programs in the state in the late sixties. The music department had four part-time staff members (including history teacher Dean Aldrich) and chorus was the "thing to do" for students. Wentworth put on Handel's Messiah every year during the holidays, and every spring a major choral/orchestral work was performed, including Carmina Berana, Schubert's Mass, and Vivaldi's Gloria. The chorus toured each year,

and every other year went to Europe. The select chorus once performed with the Boston Symphony Orchestra conducted by Harry Ellis Dickson. Music teacher William Rice spent time at L-S as a resident music teacher and composer.

During the late winter of 1968 the Boston Opera Company, under the direction of Sarah Caldwell, rehearsed in the L-S auditorium and the lower gym. Wentworth, on sabbatical from L-S, was working with the company and invited them to use the school's facilities. The group was preparing four operas--Carmen, Lulu, La Traviata, and Falstaff--to prepare for their Boston opening and their world tour. Students were able to watch the rehearsals and attend lectures given by members of the company.

A year before, the auditorium was built with seven hundred permanent seats, two hundred removable seats, and space for an orchestra pit. That May, the students performed the first play in the theater, South Pacific. Under the direction of Harriet Rogers, students were always performing. Rogers was a well-known actress as well as the L-S drama director, and the students loved and respected her. They put on one-act plays, student-written and directed pieces, and student-faculty productions. Each year, Bob Wentworth and Harriet Rogers combined their talents to produce a full-scale musical. English teacher Bill Plott recalled, "In my four years as technical director, Harriet Rogers put on twenty-two full-scale productions." It seemed as if productions were constantly in the works.



After the final performance of South Pacific, the cast moved the sets to the roof of the auditorium.

Students not on stage might be found on the fields. While L-S sports continued to rank top in the state, sports were not as popular as in later years in terms of the percentage of participating students. Collins hypothesized that a smaller percentage participated because, "sports were viewed [by students] as part of the establishment, and people were trying to move away from it." The sheer size of the school provided enough players for the teams, however. Boys' soccer remained undefeated in the DCL for years and always went to the state tournament. L-S finally started a football team in the fall of 1967 with just a freshman team. They added a junior varsity team the next year and a varsity team in 1969. The team lost every game that year.

The long-haired Fred Sokel

The general student resistance to sports was evidenced by poor attendance in physical education classes. Rampant cutting became such a problem that the department decided to revamp their entire program. They started an elective program similar to the other departments, giving students a variety of courses from which to choose. They taught practical skills that students could use outside of gym as well as enjoy in class, including tennis, cycling, Nimbus, and even bowling.

Though the athletes did not always receive the attention they desired, during the winter of 1970-71 the basketball team was the subject of virtually every discussion. English and German teacher David Orr was the junior varsity basketball coach. Fred Sokel was working at L-S as an intern and volunteered to help Orr coach. Sokel was a great basketball player, but was not very neat and had long frizzy hair. George Horton, the varsity coach, and Lewis K. Baldwin, the athletic director, did not approve. They wanted a clean-cut image

which Sokel did not convey. They wanted Sokel to cut his hair or leave, but Sokel refused. It became the controversy of the winter and eventually five varsity coaches threatened to resign if he didn't cut his hair. The winter ended without a clear resolution. Both Sokel and Orr left within a few years.

Town, Gown And Ruliffson

Lincoln-Sudbury in the late sixties and early seventies was an exciting and constantly changing place bursting with people and new ideas. Fun was not had by all, however. The chaotic and creative era was wrought with tension. There was tension between students and faculty, between faculty and Ruliffson, between Ruliffson and the School Committee, and between the School Committee and the town. Conflict, brutal meetings, and nasty headlines became the norm. In a recent interview Ruliffson said, "I always thought of us as a fast ship. We were cutting through the water with our sails trimmed."

The faculty had mixed reactions to Ruliffson. Most thought he was courageous and intelligent, but few could agree with him on everything. Many had reservations about his program of accelerated change and, at times, impulsive ways. Others disagreed completely with the direction in which he was leading the school. He was in constant conflict with the physical education department. In general, most of the faculty supported what he was trying to do, but didn't always agree with how he was trying to do it. Marshall commented on behalf of the faculty, "while we didn't agree with him...several times, there was no anarchy, and I don't think there was any open hostility on the part of the faculty in general...if we didn't agree, at least it caused us to question what we were prizing and perhaps what we had ignored."

Many townspeople were opposed to Ruliffson, to the faculty, and to the liberal direction in which the school was heading. Parent Maynard Marshall was quoted in a November 1970 Boston Globe article saying, "the teaching at the school is very one-sided. They are brain-washing our kids. They are slanting the teaching toward a very liberal point of view."

The nature of the late sixties led to parental and community concern over what was happening at the high school. They were worried about drugs, increased freedom under the Open Campus and Modular Scheduling systems, and students' reactions to the war. While many faculty members were criticizing the war, many of the students' parents were employed by defense contractors. Children protesting against a war that their families supported or indirectly

depended on, created an enormous amount of tension. Parents were worried their children weren't learning what they should.

Conservatives in the community launched censorship crusades, objecting to books found in the school library and those taught in the classroom. One incident involved Voices from the Love Generation by Leonard Wolf, a library book full of adolescent thoughts about sex and drugs and the sixties. When a student took the book home, her mother leafed through it and "hit the roof." She immediately demanded that the book be taken off the shelves. The issue was addressed at the next School Committee meeting on November 4, 1969, attracting over three hundred people. The meeting was long and brutal and full of the tension that characterized the era. The request to remove this and the previously mentioned books was denied. In favor of keeping the books in the library, English Department Chair Frank Heys said:

I submit that to shield students from these books is not to shield them from corruption but rather to shield them from healthy, moral points of view...Given the culture we live in, any attempts to "cleanse" the library and textbook collection represent a sincere but misguided effort to shield those who need no shielding from that which they should not be shielded from.

In November 1970, the clashing of the parents and the school became so intense that the reign of Ruliffson almost ended. On October 28th, teacher Andrea Beacock put a request in the "Morning Announcements" for food donations for the Black Panthers and volunteers to help her sell Black Panther newspapers. The Black Panthers were a black militant group based in California that frightened many white Americans, L-S parents included. The community was furious.

Two days later, another incident occurred. English teacher Karen Schoel went home sick, leaving Samuel Kafrissen, a practice teacher, with a lesson plan for her classes. Schoel forgot to give Kafrissen the room number, and when Kafrissen finally reached the classroom, he saw that tutor Dana Gardiner had stepped in. He helped Gardiner regain control of the class, and since it appeared that Gardiner had begun a discussion, Kafrissen left the students in his control. Gardiner, a 1970 L-S graduate who had been hired as an English tutor, wanted to start a provocative debate. He proposed that the U.S. government was dominated by big business and the Mafia and that the government was a fraud. Instead of seeing this thesis as a basis for a constructive argument, many students were offended. When the parents heard about the class, they went from furious to outraged.

Community members poured into the November 4th School Committee meeting and the committee postponed budget talks to discuss the two incidents. Five days later, after an unanimous vote, the School Committee informally asked Ruliffson to resign, saying in a statement:

The School Committee is strong in support of the educational innovations and programs that Mr. Ruliffson has brought to the school. These programs involve a good bit of faculty and student freedom in modifying the curriculum to make it relevant to today's times.

When such freedom exists, however, there are bound to be problems and incidents that are misunderstood in the community and possibly in the School Committee.

In the opinion of the School Committee, Mr. Ruliffson has done an unsatisfactory job in communicating with the committee and with the community about the problems that arise when a school is dedicated, and we think appropriately so, to a creative and innovative curriculum.

The town was launched into an uproar and November was filled with tense meetings, newspaper headlines, and passionate editorials. While the School Committee emphasized that they had asked Ruliffson to resign because of his "style of leadership" and poor communication, and not because of his liberal directions, conservative citizens took advantage of the opportunity to criticize the whole school. K-8 School Committee member, George MacKenzie, wrote in a letter to the editor of the Sudbury Citizen:

We have a serious educational problem in Sudbury. The problem centers around a high school now in chaos, seemingly by design. A few students (the naturally bright, academically inclined ones) are probably receiving a uniquely good education by public school standards. Many, perhaps most, are being denied an even moderate chance at any meaningful education at all.

The "pseudo-liberals" are crying witch-hunt, and the "liberal" press likens the present Superintendent to John Dewey, reincarnate. Dewey would indeed spin wildly in his grave if he viewed the so-call "innovative education" presently taking place at our high school...

Disgusted citizens collected over nine-hundred signatures in support of ousting Ruliffson. Those not outraged by Ruliffson were outraged by the School Committee's request and rallied in support of Ruliffson. Teachers gave up their Veteran's Day vacation to meet with School Committee members and to voice

their support for Ruliffson. They voted 70-1 to keep Ruliffson (34 teachers abstained or were absent). Faculty member Robert Wentworth stated in the Boston Globe, "There are parents who are simply after Ruliffson. Irrespective of some of the problems that the School Committee says there are, the faculty sees the school committee's action as a cop out." The Sudbury Association for Good Education (SAGE) praised Ruliffson as "...the architect of one of the most outstanding secondary educational programs in the country." Students started a petition in favor of Ruliffson.

On Wednesday, November 18, Ruliffson and the School Committee released a statement saying Ruliffson had declined to resign. It was time to bandage the wounds and continue with the Ruliffson era, but things never returned to the way they had been. Dick Johnson referred to him as a "lame duck" during this period.

By the end of 1972, the Ruliffson era was winding down. People had tired of the constant conflict. Everyone had been chafed by controversy one too many times. The school wanted stability and a time to recover from eight turbulent years of perpetual change and dispute. On November 28, 1972 the School Committee accepted Ruliffson's resignation effective January 1, 1973. They praised Ruliffson's contributions to the school, but at the same time acknowledged the glitches that came with the implementations. Perhaps Miriam Coombs best summarized the era, and Ruliffson's role in it, in her letter to him:

Dear Will,

It has been your lot to guide LSR during her adolescent years and I regret that you will not be physically present to enjoy her maturity, to which you have made such a splendid contribution.

Adolescence is a frustrating time with its highs and lows, its inspiration and desperation, its questions without satisfying answers, its doubts about both the past and the future, its clinging to what is known, while yearning to explore the unknown, and our school has reflected these confusions and hopes.

LSR is a spiritful, exciting place and you will experience a desolate feeling as your turn comes to leave (Terry Miskell calls it dying a little.) But as you have time to consider these years, I'm sure you'll realize that you expended your best efforts in the school's behalf, and you will be able to look back with satisfaction and ahead with anticipation.

~

In the Spotlight

• Tom Puchalsky

Tom Puchalsky has taught English at Lincoln-Sudbury since 1964 and has had a profound effect on both students and other teachers. Judy Plott, English Department Coordinator, describes him as a "mentor of teachers as well as students."

Former student Karen Davis (class of 1969) remembers Tom Puchalsky well. "He was cool because he was different. He was less conventional than other teachers at that time. He made me feel that what I wrote was important because it was my opinion. He taught me to write what I feel no matter what others think, because my opinion can't be wrong."

Judy Plott said that "Puchalsky transcends quotes. He's almost something that one has to experience. He's unique. He has never been accused of being lukewarm or indifferent about anything. He is a rare combination of passion and intellect."

History Department Coordinator James Newton adds that "those qualities are incredibly interwoven and virtually impossible to sort out. He is certainly one of the best educated, constantly educated people that I know. This education does not necessarily take place in a formal school, but he constantly reads and listens to stuff. He is someone for whom the life of the mind comes before anything else. This is very, very rare."

• Frank Heys

Marcia Rarus, an L-S librarian, put it best when she described Frank Heys as "an imposing and impressive man." A man of high standards with a temper when they were not met, Heys intimidated many of his colleagues. Though his personality succeeded in scaring many members of the staff, they, as well as the students of the school, all held the utmost respect for him. Teacher Bill Schechter remembers, "before you went into see Frank, you did a lot of thinking." Heys was impressive for the same reason many people referred to him as a "renaissance man." Not only did he have a tremendous amount of knowledge in academics, but he seemed to have a sixth sense about the

strengths and weaknesses of teachers and the needs of the kids. Despite his imposing nature, Heys was a considerate, fair, and caring man.

Heys first joined the L-S staff in 1957 as the English Department Chair. He was an excellent teacher and liked by his students. Part of the reason for his success was his deep concern with providing the best education possible for the students of L-S. In 1970, he was promoted to the position of Assistant Principal, but he continued teaching an occasional English class. He was extremely successful as the Assistant Principal due to his ability to lead. Katie Barton, the home economics director once titled him the "Dean of the Faculty," even though this was not his official position.

When Frank Heys died in 1979, school was cancelled and the entire faculty attended his memorial service. A remembrance of Heys states that "his greatest legacy has been his encouragement of our better selves and his insistence that students be the focus and measure of all faculty endeavors."

• Nimbus

In September 1968, a course unique to high schools in the country was initiated at L-S by Joseph Kleiser, the head of the Physical Education Department. The course, named after the cloud Nimbus, was directed at "lower-level kids" who seemed to lack self-confidence and motivation. The purpose of the course was to challenge the student both intellectually and physically in such a way that they would come away "with a better insight into themselves, and a better understanding of their capabilities and their potentials." Before long though, Nimbus had become so popular that the majority of the school was involved with it.

Nimbus entailed several distinct stages. First, the group of students would go through a series of games that required group interaction along with a basic training in orienteering. Once this was completed, the students were challenged in progressively difficult tasks, forcing themselves to cope with their fear. The third step consisted of spending 48 hours alone in nature with the barest essentials in hopes that the student would gain insight into himself/herself. The final stage was a four day expedition in which the group had to function together in order to succeed. One student commented on the completion of the course, "there are sides to people that you never realized were there and that you can really fall in love with that under a normal day-to-day setting would never have occurred to you."

• A Letter from Paul Mitchell

I had the task of finding names for the halls. The names had to connect to education. I propose that one hall be called Yasnaya Polyna (Tolstoy's estate where the anarchist writer started schools for peasants). Another one I named Kovalevsky Place (she was the first woman to teach in a Russian University--math). Another hall was to be named Valhallah (home of the gods). Finally there would be Pushkin Place (named after the great Russian poet). The staff said "yes" but Ruliffson, midst summer days, said "no," and so North-South-East-West.

-Quoted from a letter from
Paul Mitchell to *Echoes*

• Excuses, Excuses . . .

From their implementation, the halls were centers for advising, guidance, and hanging out. But the hall directors also took the place of disciplinarian. When students cut a class, the cut slips would go through the hall system to be signed by the hall director.

In 1970, several students circulated a blue mimeographed list of excuses a student could use if he/she got a cut. They called it "101 Ways to Beat the Hall System" (it was really only 55). Here are a few of their ideas, ranging from silly to stupid to gross:

#1 You just found the adoption papers.
#11 Your dogs had puppies at three A.M.
#18 You got involved in Siddhartha and time became meaningless.
#20 Start crying.
#34 You wandered up to the roof to admire the foliage and suddenly your acute acrophobie [sic] came back to you.
#43 You got tomain poisoning from the school lunches.
#50 You changed your name.

Students never change...

• Greatest Hits of the CORE Newsletter

When Will Ruliffson eliminated the fourth level in the tracking system, those students who could not adjust to the third level were placed in the CORE program. No one knew when the program began in 1968 that the CORE program would produce the most sought-after publication in the school for several years--The CORE Newsletter. Don Gould tells a story of a teacher who he was dating at the time. He had been providing her with a CORE newsletter each week (only 150 copies were printed). Soon after she broke up with him, she approached Gould: Are you still going to get me a CORE newsletter?

Here are some excerpts:

Retraction

In our last issue of the Core Newsletter, we had an article about the cafeteria food. We were approached by some of the cafeteria ladies and they reminded us that we forgot to mention the delicious donuts that Mary works so hard to make. We are deeply sorry, Mary.

Snow Makes Money

Anybody that has a couple of hundred of dollars go out and buy a truck with a plow. You figure, let's say you get ten dollars a driveway and you have 20 driveways - that's $200 dollars a storm. In four storms you can pay the truck off. I think the best truck is to get a jeep. They go far and even hold their value. The easy way for money is to snow plow.

Apology

In our last edition of the Core Newsletter, I wrote an article about our Outward Bound trip. In it I wrote Mr. Moretti's name wrong. He told me the day the paper came out that I spelled it wrong and he wanted an apology. Most people wouldn't care but Mr. Moretti likes his name in the paper, because it can't get in any other paper. From now on Mr. Moretti I'll try to spell your name right. O.K.

• Controversial Books at L-S

The Catcher in the Rye
by J.D. Salinger

Manchild in the Promised Land
by Claude Brown

The Grapes of Wrath
by John Steinbeck

Goodbye, Columbus
by Philip Roth

Brave New World
by Aldous Huxley

Voices from the Love Generation
by Leonard Wolf

~

Fragments

*• • • **1966** ... Library is open until 5 PM ... Lincoln-Sudbury joins the Dual County League ... **1967** ... Dress Code is voted out by faculty ... last is of Tom-Tom - school newspaper ... **1968** ... Women faculty are allowed to wear pants in cold weather ... Average age of staff is 25 ... White House Preschool opens ... **1969** ... Clubs: Thespian Society and the Fernald Group (works with the mentally retarded) ... **1970** ... Enrollment reaches 1500+ ... Women' basketball are champs in "5-man" tournament ... **1971** ... Urban Seminar - Students teach in the Boston Schools ... Students run paperback bookstore ... Ski trip to Switzerland ... Student Government is abolished ... Alternate Semester is instituted ... **1972** ... Total imersion program in French (TIP) begins ... Class rank is eliminated • • •*

The Levington/ Sargent Years: 1973-1988

As late as 1973, the rebellious tone of the 1960's still lingered at Lincoln-Sudbury Regional High School. To the community, it seemed that the administration and the faculty were struggling to control an active student body that refused to be contained. After the departure of Will Ruliffson in 1972, the community was looking for someone to bring order to a place they saw as chaotic. The man chosen to take on this challenge was David Levington. Throughout his superintendency, which spanned the rest of the decade,

Levington addressed the social evolution of the '70's and responded accordingly, rather than initiating drastic changes. As the nation grew more conservative, L-S was forced to adapt, but it remained, in the words of language teacher Karen Thomsen, "as radical as it could have been for the times." The main challenge of the Levington years was to preserve the innovation and spirit that had made L-S a unique place to teach and learn, while incorporating the concerns of a changing community.

"The Sixties" Live On...

Even as the Vietnam War was dying down, Lincoln-Sudbury was still feeling the effects of "the sixties." The phenomenon of activism and social awareness was filtering down to the high school level from colleges, as well as a more relaxed social atmosphere. Along with the nation, Lincoln-Sudbury students were questioning the society in which they lived as well as the values of their parents; teachers saw it as their responsibility "to make students wonder," as English teacher Brian Ward said, to think for themselves and take primary responsibility for their own education. The intensity of experimentation which made L-S unique was also the cause of many of its controversies. Widespread drug use, vandalism, and provocative demonstrations were among the most obvious outgrowths of the new "counterculture" that hit L-S.

The electric political atmosphere (e.g. Vietnam, the Women's Liberation Movement, the Boston busing controversy, Watergate) contributed to students' raised awareness of the world around them. What's more, they were confronted with the very real possibility of a tour of military duty for themselves or their peers upon graduation. As Bill Schechter observed, students of this period were "more worldly" as a result of this threat.

L-S Gets a New Super

After half a year of interim leadership by Bob Millet, Frank Heys and Tony Zarella, David Levington was hired as L-S Superintendent-Principal in the summer of 1973. He had just completed a program at Columbia University that trained businesspeople who wanted to enter the field of education. Levington was chosen for the job as much for his business acumen as for his educational expertise. Actually, he had no previous experience as an educator. As Dick Johnson commented, "they brought in a businessman to handle the financial aspects of the school." Johnson also noted that, "Another main focus was accountability." The towns wanted to bring in an outsider, someone who was

fiscally responsible and would be able to bring some measure of control to the perceived anarchy of L-S. Teachers also welcomed an outsider, as the role of Superintendent was viewed by then as one whose main purpose was to make things run smoothly for the faculty to teach, not to shape education from the top.

Many people inside the school questioned the motivations behind the hiring. Some members of the faculty wondered why Frank Heys, head of the English Department and one of the interim principals, was overlooked. Heys had applied for the position and, to many, seemed to be an ideal candidate.

However, there was no grudge held against Levington by the faculty. He was generally well-liked and respected. Though he was largely considered an amateur, the faculty appreciated the fact that he listened to and valued their opinions. "Levington had a democratic style of leadership. He actively brought in teachers and staff to take part in making decisions," Richard Berger said. "I think Dave cared a lot about Lincoln-Sudbury," remarked Don Gould.

The Faculty Influx Continues

During the Ruliffson years, the school's population had swelled rapidly. It continued to grow until it reached its peak at just under two thousand students in the 1974-75 school year. This necessitated the hiring of many new teachers, which included a core of young, energetic people who would eventually become the heart of Lincoln-Sudbury. These rookies learned well from an established faculty that was at once inspiring and intimidating. Several faculty members commented that they felt "peer pressure to be good." "When I came here as a student teacher, I wasn't sure whether I wanted to teach. I came back because of the people I met. I felt as if I needed to read constantly in order to be at the level of the others here," said Judy Plott, the current head of the English Department.

These new faculty members brought fresh ideas to an educational system that encouraged experimentation. Through the mid-seventies, many of the classes that would come to define the academic atmosphere at L-S were conceived and developed. Among these were Western Civ English and History, Postwar U.S. History, and Ancient Greece and Rome. The new classes were thrown into the mix with the existing classes that had already set the standard for creativity and quality, such as Russian Literature, Things Russian, and Anthropology.

The elective system, a growing school, and high levels of funding provided ample opportunity for teachers to design their own courses and teach them in their own individual styles. Said Tom Puchalsky, "This school has nurtured and protected its eccentrics." The fact that the curriculum was left entirely in the hands of the teachers "kept people from rotting," one faculty member noted. Teachers felt as if they "owned" their courses and their enthusiasm was passed on to their students. As Dick Johnson explained, "If you feel strongly about what you teach, you can generate that for kids as well." He also stated that, "every high school teaches U.S. history. We don't have to teach Postwar, Western Civ, Law and Society, Asian Studies, but we do, because these are the courses our department feels are important - it's what we care about."

There was a great deal of freedom and respect accorded the faculty on the part of the School Committee and administration. In addition to the pride they took in their classes, they took themselves seriously as a unified community of scholars with the common goal of educating the students. "I have always been proud to be a member of this faculty," one teacher said, "because the people here always stand up for what they think is right for the students and for the school."

The stimulating intellectual environment made L-S a desirable place to teach. "People never leave here," said Don Gould, currently a housemaster. L-S's competitive pay scale attracted a large pool of talented applicants. Thus, each department was able to choose those who they felt would make lasting contributions at the school. Being involved with students was an important consideration in the hiring of new people. When new teachers were hired, there was "an expectation that they would be integral parts of the school, that they would take an interest in what the kids do outside the classroom," Dick Johnson explained.

The Disco Generation

Among students, a kind of intellectual authenticity was in the air. As Tom Puchalsky put it, "students were interested in learning for its own sake." Out of this mentality grew some of the luxuries that came with being an L-S student; a few courses were self-graded, and teachers were generally excited to teach a class that was willing to work. Students continued to enjoy freedom and respect unique for a high school. Issues such as smoking, open campus, and cut policy, which were bitterly disputed at other schools, were never contested at L-S (except sometimes by parents!). Instead, the philosophy of the school was to

give students as much freedom and responsibility as possible, because these promoted the growth of the individual, even if they involved risk. They were seen as essential aspects of an L-S education.

By the mid-seventies, about 60-70% of L-S graduates were going to four-year colleges. Still, that left a significant minority who planned otherwise and so the curriculum at L-S had to fit the needs of the students. That meant courses which taught occupation-oriented skills, like shop (auto, wood, metal, and electronics), career exploration courses, and home economics, were important within the school in addition to the various academic offerings. These, along with the well-supported programs in art and music, allowed all L-S students to experience a diverse and "comprehensive" education, something the faculty felt was important.

The student body itself seemed fragmented. People generally stuck tightly to a core group of friends who were involved in their primary activity: "Rats," "Jocks," "AV-ers." etc... Several students who graduated in the class of '79 wrote in their Insider's Guide that "the student population, instead of living as a community, separates and lives as though it were a group of islands."

Although L-S had a reputation for being politically liberal, there were racial tensions among the students that could not be ignored. A de facto system of segregation had developed. Most of the African-American students at L-S were part of the METCO program and certain areas of the school became unofficially labeled "METCO hangouts," much as there were "all-white" tables in the caf. One METCO hangout was a bench outside the caf which was removed after being the site of several racially-charged confrontations. There was also a girls' bathroom that "you just never went into if you were white," as one former white student recalled. There were no violent incidents, but the bathroom remained a source of tension. In December of 1978, an incident in a gym class resulted in the administration shutting down the school for a day. Though it was questionable whether the root of the incident was racial, the ensuing conflict soon developed along racial lines.

The elimination of the "METCO bench" did little to increase social integration. City and suburban students remained separate not so much because of overt racism, but because outside of classes they had very few opportunities to interact and get to know each other. Though METCO faced many problems during this period, Levington and the school were committed to keeping it and

The Math Department, 1976

making it work, in spite of some calls for its elimination. Levington increased METCO enrollment and made an effort to increase support for those students having trouble making the transition from the city schools.

Like All Good Things

One of the most enduring legacies of the Ruliffson years was the modular schedule. The day was divided up into twenty 20-minute blocks, which could be stacked to form 20-, 40-, or 60-minute classes on any day of the week at any time. Beyond the near-constant activity in the corridors, the scheduling system contributed to the feeling that Lincoln Sudbury was an intense, if somewhat out-of-control, place to get an education. The flexibility of the schedule provided definite benefits for such subjects as science, art, and physical education Some teachers liked it, enjoying the flexibility, while others claimed it made their lives "chaotic."

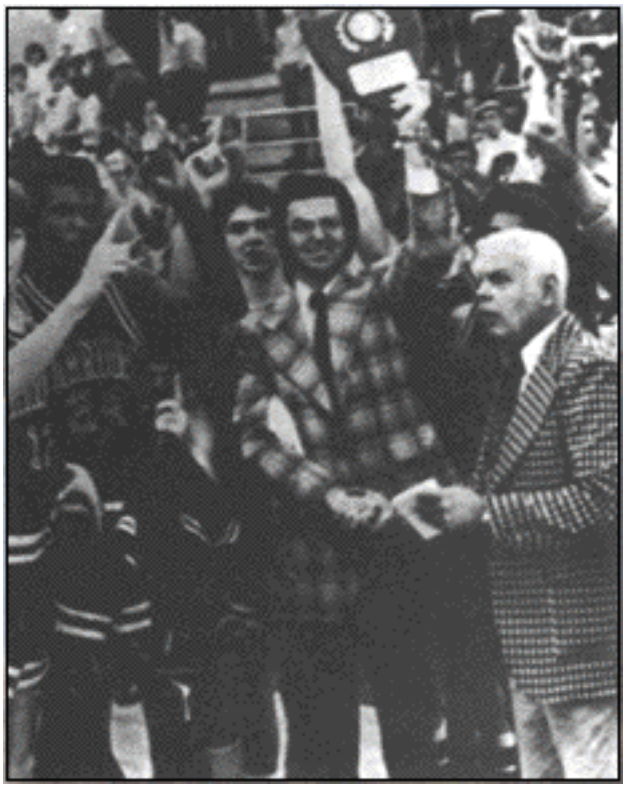
Indisputably chaotic was the system of choosing classes, known as Arena Scheduling. Twice a year, all students would gather in Gym I, and then went around to all of the tables in the gym, picking up a card for every class they wanted to take. When the cards for one class were gone, the class was full. "Kids would beg me to save cards for them," said Don Gould. "You'd make deals with kids." One former teacher recalled that Arena Scheduling "was a crazy way to do it, but it was great fun." Arena scheduling was eventually

replaced with a system that involved students registering for classes at teachers' offices. Brian Ward recalled students "lined up like cattle" outside office doors before 7:00 AM to secure a spot in their first-choice class. Occasionally, this set up an awkward dynamic, particularly for those teachers with the shorter lines.

In the mid-seventies, the administration first addressed the issue of whether to switch to a block-style schedule, where all the classes would be the same length and each class would meet at a regular time. As Marcia Rarus put it, "many parents didn't like the flexibility [of the modular schedule]. The schedule was ebbing and flowing all the time. It didn't provide structure as they could understand structure." Under pressure from the community to bring greater order to the school, Levington abandoned the modular schedule in favor of the more traditional block system in 1977.

Despite the adoption of a more "conservative" schedule, L-S remained a place where experimentation was encouraged and where students were entrusted with a considerable amount of freedom, including the freedom to fail. During the seventies, members of the community argued that L-S was ideal for students who were highly self-motivated, but that many others were allowed to slip through the cracks. Such students came to be known as "hall kids," who appeared to spend much of their time in the hallway instead of going to class. (Others claim the name derives from the glass hall, the designated area in the school where students were allowed to smoke.) Many residents contended that L-S did not provide t he structure and direction which was necessary for these students to succeed. One faculty member observed that at any school, at any time, there is a perception that some kids fall through the cracks, and "at a school that has free periods--unstructured time--that feeling is more pervasive." The perception that L-S was a great place for the self disciplined student, but difficult for those less academically driven was quickly becoming accepted as fact.

In response to these criticisms, L-S experimented with an "intensive studies" program. This was an attempt to give "underachieving" students (students who had the potential to do well but did not) the structure they needed to succeed at L-S. The "I.S." courses met five times a week, required nightly homework, and teachers in the program would, as a group, carefully monitor the students' progress. This program would continue into the Sargent years, but eventually would be cut due to budget constraints. L-S also experimented with a physically separate "alternative high school" (L-S West) that, again, provided students with more structure and personal attention.



The 1976-77 Boys Basketball Team won the Dual Country League, the Division I North Tournament, and advanced to the state finals. Final record: 23-3

For many years, Lincoln-Sudbury enjoyed a uniquely casual relationship between its students and faculty. Tom Puchalsky noted that, "this school is marked with a kind of amiable connection, a free connection between teachers and students." Many students were comfortable addressing a faculty member by his/her first name, and it was not unusual for teachers and students to spend time together outside of school or during free periods. Richard Berger remembered "breaking bread together in the morning" with students and other members of the foreign language department. But as the decade went on, an inevitable phenomenon was occurring: the faculty was getting older. As the age gap between students and their teachers increased, so did the level of formality. Students were less inclined to accept as a friend a teacher who was closer to their parents' age than to their own. Many of the young faculty members who once spent their weekends with groups of students now had family responsibilities. Nimbus came to an end. Instead of valuing Nimbus as an opportunity to get to know faculty members in a neutral setting, students began to regard it "as an opportunity to get away with certain things," commented one teacher who had been involved with Nimbus. "I think it goes along with the cultural receding of the sixties. These kids couldn't imagine being with their

teachers outside of the traditional context." Faculty members found themselves increasingly being forced to act as police officers instead of companions. Teachers quickly tired of this role and the program ended. It was clear that the relationship between teachers and students was, again, changing with the times.

Superintendent/Principal Dave Levington

"Back to Basics": The Late Seventies

As the seventies wore on, the economy turned downward and inflation began to gallop. Residents of Sudbury and Lincoln, and their children, could no longer feel as confident or optimistic about their future. Practical concerns of college and career were becoming foremost in the minds of students. The carefree atmcosphere that had spurred students to selfless concerns was disappearing. As people's sense of economic security was shaken, L-S came under increased scrutiny. Parents were becoming more nervous about the future, and about how L-S was preparing their children for it. One major issue was efficiency. Lincoln-Sudbury had fewer students each year (enrollment would bottom out at 850 in 1993), and the community was concerned that the budget should shrink commensurately. At the forefront of the community scrutiny was a growing "back-to-basics" movement, which held that students should be educated first and foremost for "the real world" through the teaching of basic skills and subjects. Esoteric electives were seen as expendable.

In 1978, a document known as the "Gearheart Petition" was submitted to the School Committee. It was signed by approximately 1,700 members of the community who wanted to see Lincoln-Sudbury return to "basic fundamentals,"

and to "establish a standard scheduling system for all subjects," complete with a lunch period and supervised study halls. Considering that, at the time, a candidate could win election to the School Committee with 1,200 votes, the Gearheart Petition was seen as significant. One year later, WBZ television aired a documentary type program on L-S, supposedly, exposing it for its irresponsible "liberalism." The program misrepresented the school by airing quotes out of context and put a decidedly negative spin on its academic programs. The TV show helped to deepen existing "back-to-basics" sentiment within the towns, and prompted many to wonder what was really going on inside the school.

In the late '70's, an ominous term crept into the Lincoln-Sudbury vernacular: RIF (pronounced "riff"), or "Reduction in Force." Riffing was an attempt to cut costs by decreasing the number of faculty on the payroll, in response to declining enrollments and budgets. Teachers became nervous as the community seemed less and less willing to support the school's faculty. "For eight years, I didn't know whether or not I would have a job," one teacher said. Susan Frommer stated that, "the faculty was split apart by RIF. People wondered, 'Am I going to get riffed, or are you?' It was very divisive." In '79, every member of the English Department who was in danger of receiving a RIF notice voluntarily went down to 3/4 positions so that all eight could keep their jobs, a sign of the faculty's mutual respect. Luckily, there was enough money available the following September to allow them to return to full-time positions and salaries. The fact that these teachers took such a risk to support their co-workers showed the remarkable solidarity that existed among the faculty.

In 1979, Levington put together a group of hand-selected faculty members to rethink the administrative structure of L-S. This group brainstormed ideas over the summer on a retreat at the Tara Hotel and presented the "Tara Report" to the rest of the faculty the following fall. Controversy erupted, not only over the proposals advocated in the report, but because of "the way it was handled," said one staff member. Why was the committee open only to certain individuals, not to the whole faculty? As a result, "a lot of the ideas never saw the light of day," one faculty member said. "They made a big mistake" by not making the group open to everyone, "a mistake so big that it obliterated the content of the report," another commented.

As one teacher observed, Levington was "trying desperately to preserve what really was a stellar school, during a time of great economic pressures." And so the Levington era came to a close, with the school being squeezed by financial pressures and criticized by a vocal minority in the towns that demanded to see

the school go "back-to-basics." Somewhere along the way, a shift had taken place. As Ray Martin observed, "the school was no longer leading the community [in terms of experimentation and direction]--the community was leading the school."

Enter Mr. Sargent.

L-S Enters a New Decade

In 1981, the School Committee did not renew David Levington's contract. The community had lost confidence in the school. It was time for a change. Brad Sargent, the number-two man under Levington, served as Interim Superintendent during the 1981-82 school year. As L-S moved into a new superintendency and a new decade, a new conservatism also moved into Lincoln, Sudbury, and the country at large. This new political outlook would shape the course of Lincoln-Sudbury's development throughout the eighties. The major challenge of the Sargent years was to preserve the integrity of the faculty and the school in the face of a shrinking population and intense financial pressure.

The New Conservatism

In 1980, Ronald Reagan swept the presidency on a wave of conservatism, with the help of Sudbury voters. Americans were sick of the inflation and perceived paralysis of the Carter years and they wanted someone who could strengthen America's image. Reagan promised to win the Cold War, get tough on crime, and get the government off people's backs. His deregulation and military spending prompted a white-collar boom in America, which had profound implications for Lincoln and Sudbury. Businesses such as Raytheon, Digital, and Wang attracted large numbers of executives to the affluent western suburbs, including Lincoln and Sudbury. "A lot of people moved into Sudbury because of the high tech businesses. They brought with them different attitudes about schooling, child-rearing, and values in general," explained one L-S staff member. The real estate market boomed, even doubling the values of some property in Sudbury. During this period, "Sudbury went from being a small town with traditional New England values to a more self-centered culture," said Career Center counselor Linda Hawes. "More and more people argued that excellence could be achieved with a more no-nonsense educational system."

Parents wanted their children to succeed--to be accepted into a prestigious 4-year college or university--thereby gaining access to a secure corporate future. As a counselor observed, "Most of the kids planned to major in business at college. I'd ask them why, and they would tell me 'because I want to make a lot of money.' For them, money equaled success."

Proposition 2 1/2

Quite simply, education in the eighties was defined by Proposition 2 1/2, enacted into law in 1981. Its ramifications were twofold: School Committees lost fiscal autonomy, and town budgets (and consequently their schools' budgets) were capped. This had devastating effects for Massachusetts schools, and meant harder times for Lincoln-Sudbury.

Proposition 2 1/2 was in many ways a statewide referendum on education. The concept of education as a sound and necessary investment was lost in the face of the "taxpayer revolt." As Richard Berger pointed out, people were frustrated with the government and its taxes, but were powerless to change it on a national level. "People couldn't exactly vote on the federal budget, but they could act locally." All programs supported by taxes were stigmatized and degraded, and encountered severe difficulty in raising funds. Susan Frommer asserted that from the outset of the '80s, "people were not thinking in the long term about education." Said Berger, "It was a depressing time [for teachers], mentally and economically."

L-S Feels the Impact

Until Proposition 2 1/2 took effect, the School Committee retained fiscal autonomy. In other words, it had the sole authority to set the budget for the school, and the educational portion of tax rates. Under 2 1/2, the School Committee had to answer to the towns' Finance Committees in setting the school budget. If the School Committee could not get sufficient funds, it would have to ask the towns to override 2 1/2. This created a sense of animosity between L-S and voters, to whom it seemed as if the school was constantly complaining about a lack of funds. People without a direct tie to Lincoln-Sudbury generally resented what they perceived as a relentless campaign on their money.

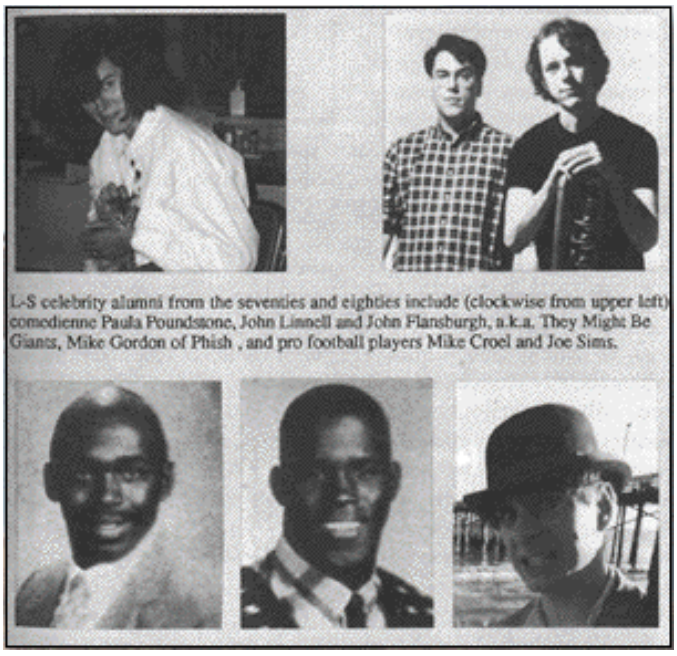
L-S came under constant fire for what was perceived as inefficient practices, especially considering that the enrollment at L-S was shrinking. By the end of the '80's, L-S had 500 fewer students than when it entered the decade. One of the reasons the number of teachers did not decrease at the same rate as the number of students was class size. In the mid-seventies, it was not uncommon for a class to have as many as thirty-five to forty students, an "unconscionable" number, according to Jim Newton. He went on to explain that a teacher could not reasonably be expected to have enough time to give personal attention when carrying a total student load that could reach 150 or more. "I'd give credit to Brad Sargent for not cutting faculty, and to the people on the school committee for standing up for smaller classes." He added that the towns supported this view, stating "most of the people moving into Sudbury readily regarded smaller classes as a virtue."

The harsh reality of 2 1/2 was that, even with an override, there was less money available. The lack of money took its toll on such educational supplements as guest speakers and teacher workshops. Though such things were not essential to the day-to-day functioning of the school, they were important factors in creating the intellectual atmosphere of L-S. One teacher recalled that "when the money dried up, some of this stuff dried up too, which is really too bad." In addition, building maintenance suffered. An English teacher shuddered as she remembered having to wear a winter jacket and gloves to class because the building lacked adequate heat for an entire winter.

Over time, it became clear that L-S could not afford to maintain its level of programs, either. The L-S administration was forced to make a philosophical decision regarding the school's curriculum. Brad Sargent felt strongly that the core academic departments should be preserved at all costs. But in order to keep these departments intact, cuts had to be made elsewhere; the very existence of such "extras" as music, art, shop, and academic support was debated. Susan Frommer observed that Sargent was "forced to start lopping away at the smaller departments...business, home economics, music." As a result of the pressures to cut back on "non essentials," Lincoln-Sudbury "became a less comprehensive high school," according to Dick Johnson. Tom Puchalsky lamented that "if there ever was a time when my students needed art and music and to do something with their hands, it was then." Sargent had a long association with the faculty and was uncomfortable having to fire people he had worked with for years. He did his best to keep the L-S faculty intact. "For years and years, we tried incredibly hard not to fire any tenured staff, and we were very successful," said Don Gould, who became a housemaster under Sargent. According to Tom Puchalsky, "he kept, through all kinds of

machinations, as many jobs as he could." In the eyes of some, though, Sargent lacked a clear vision for the school. It seemed at times that he could be indecisive or arbitrary, as if he himself was not quite sure in which direction to lead the school.

The fact that there was less money available had a direct impact on students. Most obviously, this came in the form of the elimination of teachers, classes, and even whole departments. Music, art, home economics, shop and business courses were either less available or not available at all for the average student. In spite of these subjects being labeled "non-essential," many students, in fact,


L-S celebrity alumni from the seventies and eighties include (clockwise from upper left) comedienne Paula Poundstone, John Linnell and John Flansburgh, a.k.a. They Might Be Giants, Mike Gordon of Phish , and pro football players Mike Croel and Joe Sims.

Alumni celebs.

said feel that they were being deprived of something important. There was even a student protest against a proposed elimination of shop. The cuts, in home ec. and shop particularly, conveyed a clear message to students: those courses which were not part of a "college track," and consequently the students who took them, were of lesser value--a direct affront to the Ruliffson ideals.

The Cosby Generation

All over the country, a veritable college admissions industry and culture was created. SAT prep courses, college guidebooks, application tutors...all these became standard equipment for the college-bound student. Lincoln-Sudbury students were not exceptions as the school embraced the trend. Also, guidance

Student cartoon, 1981

counselors became college advisors. Several members of the faculty pointed out that although there had always been the assumption that most Lincoln-Sudbury students would go on to college, the growth of the new "admissions industry" made the student environment at L-S a more intensely college-centered one. Susan Frommer commented that "the letter grade seemed to have become the most important thing, instead of what one has learned." Tom Puchalsky said, "The thing I didn't like about the students is the kind of chilly pragmatism with which they looked at everything. 'Well, I'll take this because it will get me here.'" To many, it seemed that the students of the eighties were less interested in learning for its own sake, not because they didn't care, but because of the increased pressures on getting into college that existed due to the times. This pressure resulted in what Brian Ward dubbed "the fatigue factor." Another teacher elaborated, "If I were to pull out some old assignments that I used to give, the kids would cringe." Still another added that "their potential has not changed," but the times had.

In the 1980's, sports became "the thing to do" for the average L-S student. At a time when the school was pinching pennies, the parents revitalized a foundation devoted specifically to augmenting the sports budget, the All-Sports Boosters Club. "The Super Bowl of '85 changed the culture here," said Don Gould. "We never had publicity like this." Finally, the Middlesex News could report positively about Lincoln-Sudbury. Gould also commented, "You go to Haskell field now, or the ball field in Lincoln, and all the kids are playing organized sports." Sports were a central part of kids' lives. The social scene at L-S

"developed into a more traditional pyramid structure, with football at the top," said Susan Frommer. L-S looked more like other high schools across the country, with sports undisputed at the top of the social hierarchy.

For better or for worse, sports gave the student body something to rally around. Students wore uniforms to school on game days, and even the social life centered around regular post-game parties. As much as the sports themselves, these parties helped to unify the student body. Students who otherwise might not associate with one another were able to mingle, the most important example being METCO students and suburban students spending time together in a social setting.

In addition to the growth of the athletic program, the creation of such student groups as Students Against Apartheid, the appointment of a human relations coordinator and the diversification of the English and History curricula helped to break down some of the barriers between METCO and suburban students. One other important factor was that METCO students now had the opportunity to attend the elementary and middle schools in Lincoln and Sudbury, rather than coming only for high school. They now had ties to Lincoln and Sudbury kids from an early age, which allowed them to make a more comfortable adjustment to L-S.

The rise of the college and sports cultures created a clear social matrix for the typical L-S student, something that had not existed after the mid-sixties. The fact that an L-S student now had a common culture to fit into, one in which she or he would feel comfortable and accepted, made L-S students look and act more alike.

Sargent's Orders

In 1982, Brad Sargent was hired as superintendent. In his many years at L-S, he had served as a history teacher and hall director, as well as an assistant principal under Levington. As Richard Berger said, Sargent was "an incredible combination of superb educational values and a superb fiscal mind." He was the natural choice to move into the highest position of power. Sargent was faced with a formidable task: preserving the integrity of the school he loved in the midst of severe financial problems.

Sargent made waves when, with no prior warning, he reorganized the hall system in 1983, and then completely overhauled the administration of the

school. He got rid of the permanent position "department chair," replacing it with a rotating "department coordinator." This stripped department heads of their power to hire and fire and to evaluate members of their departments, and lessened their curricular autonomy. These powers were given to the administration. Sargent also re-evaluated each housemaster position. His motivations for the reorganization are still debated, and had both supporters and detractors within the school when it was implemented.

Most faculty respected Sargent, partly due to his history at L-S, but also because he did his best to defend L-S in tough economic times. Like Levington, he gave the faculty a large voice in running the school. He was personal and approachable, but, like his predecessors, did not succeed well in community relations. Said Bill Schechter, "No one outside the school ever knew of the many great things that happened here."

Teach Your Children Well...

The core of the Lincoln-Sudbury faculty remained more or less intact through the eighties. The young, energetic teachers who arrived in the seventies had grayed a bit and had kids, had fully developed their own distinctive teaching styles, and had turned these into the hallmarks of the L-S experience. They were very much analogous to the group of experienced teachers who had greeted them at the beginning of their careers. Due to demographics and economics, there did not seem to be a group of teachers analogous to what they had been. Hence, the graying of the L-S faculty. "There was very little fresh blood flowing into the school, which means fewer fresh ideas," said Tom Puchalsky. One of the things that had always characterized the uniqueness of the L-S faculty was its sense of commitment and community, a legacy that one generation of teachers inherited from the previous one.

Towards the late eighties, it seemed as if some of this had been lost, for several reasons. First was the economic reality of the times. The talented college student of the eighties was not inclined to become a teacher. Teaching was neither prestigious nor glamorous, and did not pay well, and, besides, the zeitgeist of the generation was "me-centered." Second, teaching was not a very appealing profession, even to someone interested in entering the field of public service. Finally, because schools all across the country were focusing on downsizing and cutting back, there were not very many job openings for teachers.

L-S was handicapped by the loss of capable teachers who were not replaced. Talk of "who got riffed" was daily conversation among teachers. Many sensed that it was only a matter of time before they too got their pink slip. Teachers felt they were not respected as professionals and resented having to justify themselves to every resident. Many were frustrated that what they had worked so hard to build could be so easily ripped apart, that their peers were considered so expendable. Teachers were being asked to assume a greater workload without compensation. For many, the fulfillment of teaching they had once felt had been lost and they wondered why they should continue in such a hostile environment. "We continued because we loved teaching, we loved the school and the uniquely important role it accorded the faculty. We felt this was our school," said Bill Schechter.

Still, Prop. 2 1/2 had long-term implications for the hiring of new teachers. Fiscal restrictions often prevented the hiring of the best prepared or experienced teachers in favor of those with lesser qualifications who were also lower down on the salary scale. Because of Prop. 2 1/2, departments could not always select the most experienced or able applicants.

L-S at a Crossroads

Brad Sargent left L-S for good in 1988. The school he left behind was at a crossroads. Sargent had defended the faculty and the school as best he could, but it was clear that L-S could no longer avoid its financial pressures. Deep cuts would have to be made, and Sargent was not the one to carry this out.

Thirty-one years after its inception, Lincoln-Sudbury was a vastly different high school from the one it had been. It had undergone sweeping changes in size, budget, and town makeup. What had remained constant was the unyielding commitment to a rigorous academic education and to the students who were to receive it. L-S was truly unique in the bonds, both academic and personal, formed between teachers and students, in its stubborn insistence on treating everyone in the building, including students, with respect, as a community rather than a hierarchy. L-S did not develop without its share of controversy and debate, but most will agree that L-S would not have been the same place without the teachers, administrators, school committee members and parents who cared enough about this school to fight about it--and for it.

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In the Spotlight

• L-S Faculty says ‘I do!’

In the early 1970's, Lincoln-Sudbury gave new meaning to what would normally be considered a close-knit faculty. Not only were teachers united by friendship and by their common desire to educate students, but several teachers were united in marriage. The years 1972 and 1973 proved to be the most prolific for faculty marriages, as the school was populated to a great extent with bright, young, single teachers. By the end of the decade, twelve marriages had developed from the L-S faculty: the Roupps, the Newtons, the Wentworths, the Goulds, Mr. Hooper and Mrs. Athus, the Kaditzes, the Bergers, the Plotts, the Moyers, and others.

Students "found it [the marriage phenomenon] interesting, but they wanted to know more about the dating scene," recalled Don Gould. Can we blame them? Although faculty marriages sparked curiosity, Mr. Gould notes, "the most controversial relationships were teacher-student relationships."

• Jim Newton

Jim Newton has been an active and popular teacher at Lincoln-Sudbury since 1966. Known best for his art history course, Intro to Western Civ, which he teaches in conjunction with Judy and Bill Plott's Western Civ English class, he has also taught American History and ninth-grade history classes. He has been active in the Teachers' Association as a negotiator, and has coordinated L-S's ten-year evaluations.

Newton's upright manner and meticulous taste in neckties belie his sense of humor, which, like his taste in art, is well-developed. He is renowned for his portrayals of "the butler" in student-faculty plays. In the classroom, he is animated, jumping on tables, and wriggling out of his sport coat to contort himself and drive a point home. All of this in an effort to teach not only the history of art, but also to "make students see in a new way." Judy Plott notes that Newton has "produced a lot of art history majors," and reports that most find comparable classes in college "not as difficult, and not as good." Whether he is traveling to Italy with students, or exploring Celtic knotwork in the far reaches of the history hall, Jim Newton remains one of the most vital and respected people at Lincoln-Sudbury.

• Judy Plott

Judy Plott has been described by her colleagues as "kind of a legend," a teacher who cares as much about students as she does about the material she teaches them.

Plott came to L-S in 1969 as a student teacher and was then hired as a member of the English Department. She helped develop the popular course Introduction to Western Civilization with Bill Plott and Jim Newton, all of whom teach the course as a team. Western Civ attempts to give students a broad overview of western thinking through art, history, and literature. Her specialty, however, is Shakespeare. Her frank, unpretentious manner has enabled many students who were previously intimidated by Shakespeare's writing to understand and appreciate his work. She also became Department Coordinator in 1985.

Plott's students appreciate that "she really knows what she's talking about" and that she takes a genuine interest in their lives outside the classroom. She is dedicated to the drama program and has built strong relationships with many student actors, many of whom hang out in her office.

• Human Relations

From Human Relations Day...

In the spring of 1981, Lincoln-Sudbury held the first of its four annual Human Relations Days. The idea for Human Relations Day came from faculty concern over ongoing social tensions among students, especially racism. Gaynelle Weiss, L-S's new human relations coordinator, and David Apfel, a history teacher at L-S, took charge of the organization and direction of the programs. No classes were scheduled. Instead, students could attend two lectures or workshops on such varied topics as Nicaragua and third world issues, medical ethics, surviving in Nazi Germany, and minorities in American culture.

There were over fifty speakers in all, some famous, some drawn from the Lincoln, Sudbury, and Boston communities, some controversial, and others not. The first year, in addition to the lectures and demonstrations, every student attended the keynote speech, given by civil rights leader Dick Gregory, who was certainly controversial. Most felt, however, that whatever one thought of Gregory, his speech forced students to confront ideas and issues they might not normally have, and fostered discussion among students about serious issues in their society. In the years that followed, keynote speakers included Midge Costanza, late of the Carter cabinet, trumpeter Dizzy Gillespie, and TV news reporters Liz Walker and Bob Lobel.

...to Human Relations Controversy

The most controversy and attention ever created by Human Relations Day was in 1982, the infamous Bill Baird affair. Bill Baird had been a controversial figure throughout the fight for women's reproductive rights, shocking people with such actions as giving a can of contraceptive foam to a woman in public at a time when unmarried women weren't even allowed to have contraceptives in Massachusetts, much less discuss such a thing in public. Baird was asked to present a lecture outlining the pro-choice position, while a pro-life speaker was invited as well. Students were encouraged to attend both speeches, not just one or the other. The invitation of Baird, however, sparked an uproar of condemnation within the community, including an attack from a local religious organization. Baird was disinvited, then asked back after more bitter debate. Human Relations Day was cancelled due to snow that year.

Human Relations Day represented a small piece of the ongoing struggle on the part of the L-S community to foster real understanding and communication between different groups at school, particularly to break down the invisible wall perceived around the METCO program. As early as 1977, Apfel wrote in a letter to the faculty:

We do not live in a value-free culture and intelligence in and of itself will not create a better world. Intelligence must operate within moral boundaries. Our school should be judged in part by the extent to which we aid our students in developing a sense of these moral boundaries, a sense of social responsibility.

• Murals at L-S

L-S owes much of its character to its many colorful murals. The first L-S mural was a painting of Russian life in the History Lounge done by Paul Mitchell in his own expressionistic style. In 1982, a group of students from the Lincoln, Sudbury, and Boston communities created a mural known as "Education Our Way" under the leadership of Paul Goodnight and Rudy Robinson. The mural depicts the unity between students of different cultures and shows various aspects of students' lives.

Other murals at L-S commemorate historical events. In 1983, Bill Schechter's Postwar class embarked on a major mural project. Re-enacting the mural movement of the 1960's, the students depicted events such as the Vietnam War, anti-war protests, and singers like John Lennon and Jimi Hendrix on the walls

surrounding the History Lounge. A Twentieth Century History class also created a women's history mural near the library.

A few of the murals serve as memorials. One inside the history lounge is dedicated to a former student; another between the history and the English departments contains the first lines of Dickens' A Tale of Two Cities and honors three civil rights workers who were murdered in Mississippi in the summer of 1964.

A mural of Holden Caulfield, which examined the 1960's, was painted across from the large Sixties mural. A large mural was also painted in response to the 1992 Los Angeles riots and the acquittal of the police officers who beat Rodney King.

The newest mural at L-S was painted by Cassi Foster, ‘94, for her English independent study project. Murals remain a creative way of bringing history into the hallways of the school.

• Harriet Rogers

Harriet Rogers directed theatre and taught acting classes at Lincoln-Sudbury at various times through the sixties and seventies. Universally liked and respected among her peers and students, her nickname, "The Lady," reflects the unassuming, unegotistical manner in which she worked. Slight and grey-haired, she looked "like everybody's grandmother" upon first impression. This impression belied the energetic, intelligent woman whom "no one would cross," according to Don Gould.

As a director, she was "very talented and incredibly patient, and did the best plays ever seen here," recalled Bill Plott, who worked with Harriet on a number of productions as technical director. She was known for her Shakespeare productions and her musicals, which she produced with music director Bob Wentworth. She also organized a yearly "Collage," composed of one-acts and monologues produced in her classes. She put on plays which were exceptionally mature and unusual for amateur actors, including ones by George Bernard Shaw and Arthur Miller. One former student recalls that these plays were always "amazing," and even more remarkable in light of the diversity of students whom Harriet attracted to drama.

An equity actress in her own right, Rogers is well known in professional theatre cicles in Boston and New York, and was a founding member of the Theatre Company of Boston. Among her many acting accomplishments was a role in a

Tony Award-winning Broadway show, Mornings at Seven, and her role as Margaret to Al Pacino's Richard III both in Boston and on Broadway. Students who were there will not soon forget when she brought Pacino to L-S to lead an acting workshop.

• L-S Mascot Controversy

Ever since Lincoln-Sudbury launched its sports program, the teams have been known as "the Warriors." Many uniforms displayed an American Indian Warrior insignia; the sports newsletter was called "The Pow-wow."

But as the American Indian Movement grew as a political force, the depiction of American Indians as mascots came under attack. Many people began to question the right of a majority to appropriate the symbols of a living minority group. In the early seventies, Bill Schechter raised the issue in a letter to David Levington, which sparked considerable debate at L-S. Those who defended the Indian Warrior symbol argued that the teams' use of the logo meant to honor Native Americans for their bravery and dedication and that no offense was intended. Others thought that regardless of the school's intentions, the use of Indian symbols reduced Native Americans to the level of mascots--animals and objects--and stereotyped them as belligerent.

It seemed that the issue had been resolved: the administration decided to do away with American Indian symbols, but nothing was ever put into writing. Consequently, the symbols began to find their way back, as caricatures of American Indians once again appeared on jackets and sweatshirts sold at local sporting goods stores. In 1987, the controversy was resurrected when a cheerleader arrived at the football Superbowl dressed as an American Indian. A group of Native Americans who happened to be in the stands that day found the girl's display objectionable and wrote a letter to the school expressing their views. Again, Schechter raised the issue with the school committee, this time in concert with Human Relations Coordinator Nia-Sue Mitchum, herself part Native American. Supported by the Boston Indian Council and the American Indian Parents of Minnesota, their position prevailed. The School Committee discussed the issue and decided that because the Indian Warrior symbol was indeed offensive to some people, the school would no longer use images of any living cultures as mascots. The name "Warriors" would no longer refer to an American Indian warrior, but to a generic fighter.

• Virginia Kirshner

In her three decades of association with Lincoln-Sudbury, Virginia Kirshner was a constant, vital force within the community. More important than her role at any one time, be it as parent, school committee member, teacher, hall director, drama director or anything else, was the spirit and life she injected into L-S. Tom Puchalsky remembers her as "a fighter for students," and Susan Frommer's lasting impression of her was as a person "fully engaged in life."

"Ginny" was always a leading creative force within the school. Over her fifteen years in drama she directed hundreds of students in such disparate productions as Little Shop of Horrors, A Shayna Maidel, and Ah Wilderness! She organized the L-S Bicentennial Oral History Project in 1976, and wrote a book entitled Directing Community Theater. Perhaps her most enduring legacy to Lincoln and Sudbury is "SpringThing," a yearly scholarship fund-raising event, and the L-S Scholarship Committee. Ginny left Lincoln-Sudbury with a vision for a one million dollar scholarship endowment, which is now nearly fulfilled. Lincoln-Sudbury graduates receive money for college every year as a result of her leadership.

Ms. Kirshner passed away in 1992, leaving a legacy of warmth and energy, and a sea of well-wishers. Those who attended her Funeral Mass read her husband's words:

Her life and work--learning, teaching, writing, traveling and organizing--touched thousands...She had gentle ways and robust courage, was indefatigable, possessed invincible enthusiasm and ebullience. She lived in harmony with herself.

• Ray Martin

Ray Martin has been a central figure in the L-S community since he came to the high school in 1960. A chemistry teacher by profession, he has also served as a hall director, Science Department Coordinator, and president of the Teachers' Association. He has earned universal respect through his gentle manner and his commitment to the students he teaches.

As biology teacher Betty Busiek noted, Martin "has given a great deal to this school and to this department." Martin worked extensively with the Syracuse University Project Advance to enable L-S students to take college level chemistry courses. Students appreciate his depth of knowledge. "It seems like he's seen everything," observed one former student. In addition, Martin has given his time to students outside of the classroom. His colleagues marvel at

how he always manages to attend games and other student activities. Even as emeritus, he looked for new ways to get involved with students, taking up the job of kicking coach for the varsity football team.

Martin retires this year as the most senior faculty member at L-S. He will be remembered by his peers and his students as a truly decent human being, a knowledgeable chemistry teacher, and, in the words of Busiek, "our greatest pyrotechnic."

• The Martin Luther King Action Project

In 1987, the Martin Luther King Action Project was created as an opportunity for members of the Lincoln-Sudbury community to commemorate King's ideals of a more just America through social action. The project was designed to sensitize students to the reality that existed beyond their suburban borders and provide an outlet for people to live in accordance with their social values.

Jo Crawford, a Lincoln resident and mother of three L-S graduates, volunteered to oversee the project as its administrator and coordinator. History teachers Sandy Crawford, Phil James, and Bill Schechter formed a coordinating committee, which students would later join. This group of people organized the project, and Brad Sargent contributed money from his discretionary fund to pay for expenses.

The MLK Project kicked off with an "alternative vacation" in April of 1987. Students and faculty could sign up on a bulletin board to spend each day of the week serving food at various soup kitchens and homeless shelters, salvaging goods at the Boston Food Bank, helping to build affordable housing with Habitat for Humanity, or volunteering with other organizations dedicated to social justice. As Jo Crawford recalls, "Thirty people signed up that first week. By the following fall, we had sixty-five, and by 1989, nearly two hundred people were involved."

In only a few years, MLKAP had become one of the most vital student activities at L-S. As Phil James and Sandy Crawford wrote, "If the mind of the school is located in its departments, and its body in our athletic teams, surely the soul of the school is to be found in the cramped offices of MLKAP and in the thousands of hours volunteered every year." The creation of the Martin Luther King Action Project provided a unique means through which students, teachers, and members of the community could interact with one another, while working to "fulfill the dream."

The MLK Award

In addition to social action, MLKAP holds an annual assembly on Martin Luther King's birthday at which it presents an award to someone who has dedicated his/her life to the goals of Martin Luther King. The hope is that the honorees will serve as role models for students thinking about the purposes of their own lives. Past winners make up a distinguished list. They are:

Kip Tiernan (Rosie's Place) , 1988;
Barbara Arwine (Lawyers Committee for Civil Rights), 1989;
Lewis Finfer (Mass. Affordable Housing Alliance), 1990;
Themba Vilakazi (Fund for a Free South Africa), 1991;
Steven J. Swanger (Sudbury Housing Authority), 1992;
The Carol DiMaiti Stuart Foundation, 1993;
Henry Hampton, Jaqueline Shearer & the Staff at Blackside, Inc., 1994.

• The Boosters Club

The Boosters Club was created by Bruce Campbell in the early seventies to enhance the sports programs at L-S. During its first decade, the money it raised was dispersed in a rather unorganized manner, until Andy Oleski became its leader in 1984. As Jim Dusenbury explained, "Oleski was instrumental in trying to kindle the flame."

In the late 1980's, the Club changed its name to the All-Sports Boosters Club. Rather than focusing only on football, as it had in the past, the Club began to contribute to every sport at Lincoln-Sudbury. The money it raised helped to finance sports photography, scoreboards, new uniforms, varsity letters, and first aid supplies.

At this point, L-S was enjoying phenomenal athletic success, with nearly every sport coming close to winning state titles. The football team's Superbowl wins in 1985 and 1986 garnered wide recognition for the school. L-S was also the winner of the Dalton Award for overall athletic excellence in four out of five consecutive years. Sports at Lincoln-Sudbury had clearly taken off.

After the enormous fifty-percent cut in the athletics budget in 1989, L-S became the first school to require a user fee of $100 per athlete, per sport. The user fees, however, paid only a fraction of the $30,000 needed to maintain the sports program. The Boosters took on the responsibility to pay for the rest by creating the annual Save Our Sports fundraising campaign in which students

canvassed their neighborhoods for donations. The athletic budget was eventually restored under Dr. King.

The L-S All-Sports Boosters Club enabled the sports program to survive what could have been a devastating budget cut. The Club continues to thrive, due to the active involvement of many parents and local businesses. The continuing excellence of L-S athletics is in large part due to their efforts.

• Don Gould

Don Gould is an easy person to spot--he's the guy who says "hi" to nearly everyone he sees in the hallway. Every year, Gould makes a point of learning the names of as many students as possible, his way of helping students to feel comfortable at L-S.

As a history teacher, Gould was best known for his Ancient Greece and Rome course. Through this course, which included topics not usually dealt with in depth in high school, Gould prompted students to contemplate the classical world and its present-day relevance. One of the most eccentric things Gould did in this class was the "Spartan Run," when he and his students would run a mile through the snow, barefoot, like Spartan warriors (a practice curtailed after several students got frostbite!). He also taught a "mish-mash" of a class known as Interdisciplinary Studies, a seniors-only, self-graded course. Even after becoming a housemaster in 1984, Gould would occasionally resurrect Greece and Rome.

Don Gould has committed his life to Lincoln-Sudbury. Since his arrival in 1968, he has served as a history teacher, housemaster, president of the Teachers' Association, as well as advisor to various student activities. As both students and faculty will tell you, Gould cares immensely about the school and its students.

• Echoes

Echoes, the school history journal, was created in 1985 for the purpose of giving students the chance to publish exemplary history papers. The incentive behind founding *Echoes* was to rekindle student interest in the social sciences, and to present history as a phenomenon that was not limited to the classroom. This publication would give the whole community the chance to see efforts that would otherwise only be recognized by a single teacher. In publishing work that displayed true academic excellence, the magazine hoped to impose a

standard that would be, as advisor Bill Schechter said, "contagious" in the school.

While *Echoes* began as a printed forum meant for highlighting students, it went through many incarnations during its ten years of circulation. Eventually, the "student work" format was replaced by issues that were staff-written, each with a different historical theme.

Over the years, *Echoes* has explored such topics as Sex in History, Humor in History, and tabloid history. As one of the only high school historical journals in the country, it has received special recognition, and even won an award from the American Scholastic Press Association in the Fall of 1992. One issue, which was published in the spring of 1991, took on the challenge of covering the previously uncharted territory of gay and lesbian history and homophobia. Both the negative and the positive attention that it received became the topic of articles in newspapers ranging from the Sudbury Tab to the Boston Herald and the Boston Globe.

Along with publishing its magazine, *Echoes* has served as the school's historical watchdog for important holidays and anniversaries, putting out pamphlets on Lincoln's birthday and Thanksgiving, to name two. *Echoes* ceases publication with this history of the school, its final project. Maybe.

• Teacher Emeritus

In the late '80's, L-S established the teacher emeritus program for faculty with a record of long and distinguished service at L-S. An honor, this had the additional benefit of helping to ease L-S staffing crises and budget problems. Honored teachers taught one course, usually their specialty, for a few years after officially retiring. L-S would make up the difference between their pension money and full salary. Among the teachers who have received this distinction are Paul Mitchell, Bob Millet, Bill Galvin, Ray Martin, Phil Lewis, Tom Puchalsky, and Dick Johnson.

• Dick Johnson

Dick Johnson has long been a member of the L-S faculty. He is considered "a role model among teachers" and a much beloved figure among students. For years, Johnson was the heart and soul of the business department and later joined the history department. In these capacities, he has taught his pet courses Law & Society and Economics & Finance to generations of L-S students.

Johnson is a firm believer in "whole picture education." In his Law & Society class, students enact mock trials, learning as much about how to think on their feet as about the law. Johnson's passion for teaching is evident in the energy he brings to his classes, the time he spends giving extra help to students who need it, and in the personal relationships he takes the time to develop with his students. As History Department colleague Bill Schechter said, "after more than thirty years at L-S, Johnson is still as enthusiastic as he was the very first day."

DOD Note: *Mr. Johnson has now retired and has joined the teacher emeritus program*

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Fragments

*• • • **1973** ... Black faculty increased (1 to 4) ... **1974** ... Faculty Senate established ... Teacher Ellen Glanz plays "student" for a semester ... **1975** ... Executive Internship begins ... **1976** ... Girls' volleyball and soccer start ... **1977** ... Cutbacks for oil crisis ... **1978** ... Blizzard closes school for one week ... **1979** ... L-S 25th Anniversary Celebration ... School's first Computer Center established ... **1980** ... L-S West (alternative high school) opens ... **1981** ... Human Relations Coordinator hired ... **1982** ... Radio station WYAJ on the air ... **1983** ... SADD chapter founded ... **1984** ... Smoking allowed only in courtyard ... **1985** ... Alternative National Guard book covers ... **1986** ... Students watch Space Shuttle Challenger explode during mid-year exam week ... First Black & White Night ... Peer counseling begins ... **1987** ... MLKAP begins ... First Annual Oratory Contest held ... **1988** ... Trees cut down in front of school • • •*

Epilogue: The King Years, 1989-present

by Bill Schechter, *Echoes* adviser

Brad Sargent completed his service as Lincoln-Sudbury superintendent in the spring of 1988. The precise circumstances of Mr. Sargent's departure are probably irrelevant. Eight years of leading L-S through trying times of

declining enrollments, budget cuts, layoffs, downsizing, internal reorganization, 2 1/2 override battles, faculty meetings, and community tensions had taken its toll. Brad was ready to move on, and the School Committee was ready to search for new leadership. Mr. Sargent's nearly thirty years of dedicated association with Lincoln-Sudbury--as history teacher, Hall Director, Assistant Principal, and Superintendent--had come to an end. It is enough to say that when he left, Lincoln-Sudbury was still an outstanding, innovative school.

The Search For A New Superintendent

In advance of Mr. Sargent's departure, the School Committee had initiated a search for a replacement. By March 1988, there were two leading candidates, one of whom dropped out of consideration for personal reasons. The remaining candidate was introduced to the entire faculty (representatives of which had played an extensive role in the search process). He was the superintendent of schools from a well-known college town in New Jersey. It all seemed but a last formality before the contract was signed. The meeting took place in the library and it would be an understatement to say that things did not go well. The candidate spoke of redesigning transcripts to better "market" students, of increasing tracking in classes, and of making certain curricular decisions, even when the faculty might disagree. He was candid, but his words served only as a red flag waved before a suspicious, proudly independent faculty. Words were said, voices were raised, and the temperature of the room climbed. The intense displeasure of the faculty was communicated to the School Committee. The candidate withdrew, under faculty fire, as it were.

It is not entirely clear that School Committee members, even those who had shared faculty sentiment, completely appreciated the faculty's outspoken role. Perhaps they feared that the public would wonder (not for the first time in L-S history!) "who was running the place." At any rate, this unexpected turn of events left the school without a leader for the following year and the School Committee with nothing to show for its extensive efforts. As an interim measure, the School Committee hired a provisional superintendent (called out of retirement), Dr. Robert Gardner, of Garden City, New York. Having previously served in more conventional schools, Dr. Gardner seemed somewhat baffled by L-S, and was not able to provide the leadership the school required during this time of continuing financial crisis. That the ship of state was able to navigate the currents of that time at all was due to the sheer momentum of tradition, as well as the stabilizing roles played by the School Committee, housemasters, and department coordinators.

Dr. King Is Hired

For several months, the School Committee had explored the possibility of hiring a single superintendent for the regional high school and the two town systems. (Interestingly, this proposal had surfaced at the very beginning of L-S's history and several times since, most recently in the early spring of 1994. In all cases, Lincoln has demurred). By April 1989, it was clear no such arrangement was acceptable to all parties. Realizing that time was growing short, the School Committee accelerated the search process, though this time with less intense faculty involvement. Again two candidates emerged, with Matt King--the superintendent/ principal of the Carlisle elementary and middle school--receiving the strongest support of the search committee. He would soon be hired and would begin his tenure in July 1989. This time around, the School Committee decided to forego the formality of any further introductory meetings with the faculty.

Though Dr. King took the customary time to get to know the school and its staff, it was clear from the start that he would be a "hands on" superintendent who believed in an enhanced role for the administration. The role of administrators had already been strengthened during the Sargent era when, with School Committee encouragement, responsibility for evaluation was transferred from department chairpersons to housemasters. But the important area of hiring, as well as curriculum, was still reserved for the departments. With the adoption of affirmative action hiring policies in the late 1980's, lone administrative representatives were placed on departmental hiring committees to help ensure that school-wide employment goals were met. Over time (during the Sargent era), the housemasters came to play a more assertive role, but departments still held the balance of power. Under Dr. King, hiring committees would henceforth consist of the department coordinator, a few teachers, and two administrators. They would then pick the top three candidates, with Dr. King making the final decision. Also, curriculum (another traditional area of departmental autonomy) were now to be scrutinized by review committees initiated by the administration. Some veteran teachers were concerned by what they perceived as an erosion of traditional faculty prerogatives. After all, was it not the independence of the faculty that had made L-S, from its inception, such an unusual place?

Still, there was also considerable respect for Dr. King. Many staff members found him affable and personally supportive. Moreover, he brought to the job a sharp mind, a sense of order, an ability to articulate his position, and a clear moral compass. The latter was evident in the case of the "METCO girl's

bathroom," a situation he had inherited from his predecessor. It had developed that a certain bathroom, centrally located, had become a hangout for girls in the METCO program. Some students felt intimidated from using the facility. Nothing was done for many years, however, perhaps out of a fear of reviving racial tensions. Dr. King found the situation to be completely unacceptable and moved decisively to solve the problem through simple administrative fiat. Though the "bathroom incident" may not be remembered as a major event in his administration, his action provides insight into his modus operandi when he feels that a core value of the school has been violated, in this case the perceived intimidation of one group by another.

King acted decisively in other situations as well, in some cases treading in areas that superintendents elsewhere have preferred to avoid. He supported the inclusion of the Martin Luther King Action Project in the budget at a time when monies were scarce. He eliminated prayer at graduation in advance of the Supreme Court ruling that mandated this policy. He provided a place on the agenda for an examination of homophobia and for a consideration of the needs of gay students. He would later approve the creation of a student-faculty group, The Gay/ Straight Alliance. (The Echoes staff greatly appreciated his support when it published an issue on gay history, the first such effort for a high school publication. News of the issue was carried far and wide on the AP wire and earned a commendation from the Governor's Commission on Human Rights). Finally, it was King who devised a community process through which the idea of condom distribution--originally proposed by the Student Senate--won approval, as well as a supporting health education/ HIV prevention program.

Town(s) And Gown Together

If King was able to take on these controversial issues, it was both because he possessed certain convictions and because he enjoyed a high degree of credibility in the community. He was and is seen by the public as a capable manager, as an administrator who can run the school on a daily basis, and plan for its future. Shortly after assuming his post, he made some tough decisions that had only been nibbled at previously. In order to protect the academic programs from further attrition, he terminated L-S's once-popular home ec. program, and curtailed certain components of the technology program (the wood and auto shops, for example). He made the revitalization of the music and art programs a priority. The town communities noted and generally approved these examples of crisp decision-making.

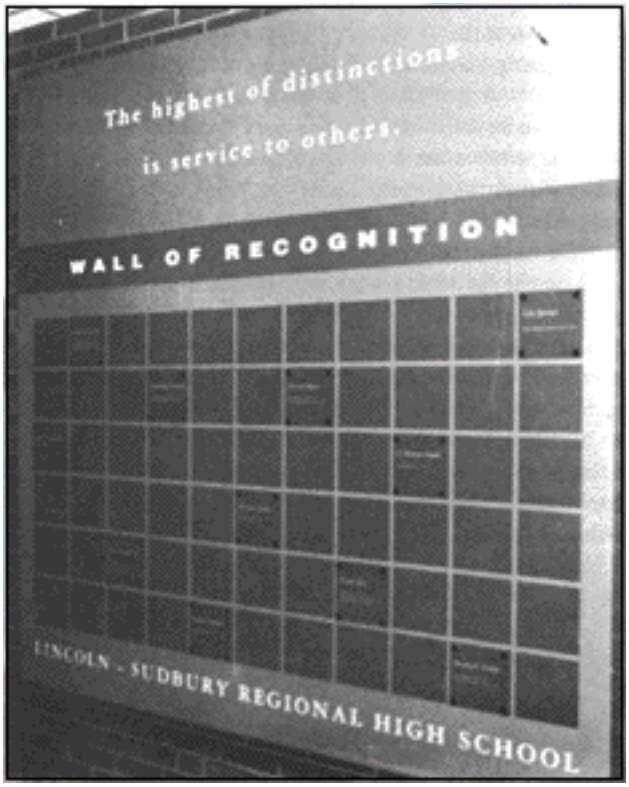
Although "freedom with responsibility" had long been a fundamental aspect of the school's philosophy, many parents (and teachers) applauded his support for Directed Studies, which moderated the amount of free time enjoyed by students with academic problems. So too, he received support for his articulation of the "Core Values" of the school, and, with the help of the new L-S Council (the creation of which was required by state law), a proposed new disciplinary code for the school. In addition, the community witnessed the creation of the METCO Mentor program, and King's support of proposals for math and science computer labs, a moot courtroom, peer mediation, and an alumni association--all within a few years.

The community credibility that King established has translated into the most serene relationship between towns and school in memory. As always, most parents appreciate the excellence of L-S, but there seems to be a new confidence in the high school. While these improved relations have not always translated into the budget levels desired by the school, there appears to be a greater willingness to consider the school's requests, whether for new boilers or for a new Rogers Theater (Lincoln voted its approval, and Sudbury may reconsider next year). The school's overall financial situation seems more stable, no doubt also reflecting a resurgent economy and an end to declining enrollment.

The Future Beckons: L-S 21 and the State Education Law

At the time of this writing, Dr. King is finalizing proposals that may be of great significance to the school's future. The proposals emerged from a two year-long effort called "L-S 21," the goal of which was to prepare the school for the twenty-first century. The process was initiated by the administration, and the faculty was invited, along with community and student representatives, to join various committees that would shape provisional proposals. After a presentation of these to the entire faculty, much discussion followed, as well as staff voting. Dr. King would then make, as he had previously announced he would, his own decisions about the final shape of various proposals and a determination about which ones would be forwarded to the School Committee. The provisional proposals dealt with a wide range of issues including a new direction for Physical Education, a language requirement, student government, service requirement, new forms of academic assessments, an advisor program, and a new schedule. The latter proposal--involving eighty-minute classes meeting every other day--generated the most controversy and concern, because

of its significant implications for learning and teaching. Though the vote on this proposal could be (and was) subject to varying interpretations, suffice it to say that the school staff was deeply split on the question. Work on refining the proposal was planned for the summer of 1994.



Wall of Recognition

The inaugural inductees: Bramwell Arnold, Katherine Barton, Miriam Coombs, Ellen DeNormandie Cannon, Howard Emmons, C. Newton Heath, Frank Heys, Paul Mitchell, Alexander Marshall, Harriet Rogers, Lily Spooner, and Robert Wentworth.

Apart from the specific proposals emerging from L-S 21, most staff seemed to agree that the process afforded a good opportunity to reflect on the school, on its present and future, and to explore a host of educational issues. It provided a context for a good community conversation.

If the school was looking ahead, it was also taking more than a passing glance backwards. In late May 1994, a "Wall of Recognition" (another King idea) was dedicated near Rogers Theater to commemorate those outstanding women and men who had helped to found and to develop the school.

Honored at a beautiful ceremony were twelve inaugural inductees, including memorable teachers, administrators, and school committee members. If the

recognition was belated, it was also in another sense well-timed, serving as a prelude to the regional district's 40th anniversary year which begins in September 1994.

This concluding chapter can offer no conclusion. "The King Years" are still going strong. This book, celebrating and recording the history of a school, is written at a time when the outlines of powerful changes are appearing on the horizon, precipitated both by L-S 21 and by a new state education law. It is doubtful that these innovations will overwhelm the school community. After all, across the landscape of its history, change has been the one constant.

But alighting on that same horizon are also important questions. Over the course of its unique history, Lincoln-Sudbury has been significantly shaped by an independent faculty and a tradition of "grassroots change." Out of this experience has come a unusually committed staff. The questions ask: Will an intelligent, highly-organized, dynamic administration, employing a more directive style, inevitably shift energy away from rather than toward a faculty? Or, will such leadership help to invigorate the institution, moving it forward toward new frontiers of experimentation and academic excellence?

The answer to these questions? In the words of Robert Frost, "the secret sits in the middle and knows." One can safely predict that L-S will remain an excellent school, though perhaps one with a different character, whether because of new management approaches, an evolving faculty, or simply changing times. But with this, as with all other such questions, it is wisest to trust history--now sequestered somewhere in the future--to reveal what the present stubbornly hides.

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Fragments

*· · · **1989** .... The Fountain, a new literary magazine, makes its debut .... School observes Sudbury's 350th birthday; a 35-year time capsule buried somewhere on L-S grounds ... L-S West moves back into building, becomes "L-S Central" ... **1990** ... Paul Mitchell retires 6,000,000 zeroes line school walls in annual Holocaust commemoration ... Home Economics cut from curriculum ... DYAD now produced by computer in-house ... Students rise to salute release of Nelson Mandela ... Student Against Apartheid is disbanded ... Moot Courtroom is dedicated ... **1991** ... Lincoln and Sudbury vote 2 1/2 override, partially for schools ... L-S athletic program wins yet another Dalton Award ... **1992** ... Bill*

Plott debuts as director of drama program ... Protest against Rodney King case verdict leads to L.A. Riots and L-S "walkout" ... Echoes publishes issue on "Gay History" ... Clinton carries Sudbury (47%) and Lincoln (56%) ... After two years, the big xerox machine hits 5, 451, 284 copies ... Condoms are distributed at L-S ... ***1993*** *... Gay/Straight Alliance forms ... L-S AIDS Quilt is dedicated ... Teachers' Association "gives back" 3% pay incease for one year "to help out" ... They Might Be Giants fill auditorium for MLKAP benefit concert ...* ***1994*** *... Language Dept. goes "total immersion" ... School commemorates 50th anniversary of D-Day ... Boys' lacrosse team wins state championship · · ·*

Update: 1994-1997

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 reexamination 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 publication in the country to produce a CD-ROM supplement to the yearbook. 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 it 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 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 lightening: 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.

Bill Schechter, History Dept.

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Fragments

*· · · **1995** 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 Maagazine Poll ... Echoes history of L-S is printed and distributed ... 7th Jimmy Mack March Against Aids...1st coffehouse 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 ... ***1996*** *... 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 ... Latin Club holds 3rd Roman dinner ... Several students expelled for drug use...Dick Johnson retires ... 1st Annual George Horton Memorial Gold Tournament ...* ***1997*** *... Clinton wins mock election with 70% vote (Dole gets 18%) ... state removes phys. ed. requirement ... Seniors will go to six classes next year ... L-S launches internet Web page...Students gain role in hiring procedure ... L-S student caught scanning currency.*

The Stonewall Story

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

May 1995
Bill Schechter

Last year, I suggested that the senior class start a tradition of building a small section of stone wall 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 Taskforce," 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 relegate 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 grandkids "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 1/2 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 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 and 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 one not 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 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.

Appendices

School Committee Members

Malcolm L. Donaldson 1955-1956

Luther M. Child, Jr. 1955-1957

John G. Woods 1955

William A. Wilson 1955-1956

Robert S. Childs 1955

Victor A. Lutnicki 1955-1962

Elizabeth B. Harding 1956-1962

Howard W. Emmons 1956-1966

John W. Carman 1957-1958

Ellen DeNormandie Cannon 1958-1969

Donald J. MacRae 1958-1963

Kenneth W. Bergen 1959-1962

Henry M. Morgan 1964-1977

Joseph E. Brown 1963-1965

James M. Jagger 1963-1968

Virginia K. Kirshner 1964-1969

Robert W. Bierig 1966-1969

Richard F. Clippinger 1967-1969

Frederick P. Walkey 1969-1974

Lawrence H. Homan 1970

William T. Maloney 1970-1976

Walter J. Salmon 1970-1972

Ernest C. Bauder 1971

Norman C. Rasmussen 1971-1972

William Haas 1972

Joan W. Wofford 1973-1981

J. Roger Flather Jr. 1973-1975

Martha C. A. Clough 1973-1975

Richard H. Davison 1975-1980

David M. Ford 1976-1978

Cameron H. Eiseman 1976

Robert L. Blecher 1977-1982

Dante Germanotta 1977-1983

Richard F. Brooks 1978-1989

Alan L. Grathwohl 1979-1986

William F. King 1981-1985

Alan W. Cherish 1982-1984

Lynn B. Donaldson 1983-1988

Raymond P. Clark 1984-1987

Neil Hickey 1985-1987

Geraldine C. Nogelo 1986-

Phyllis Rappaport 1987-1993

Sarah Cannon Holden 1988-

David S. Pettit 1988-1990

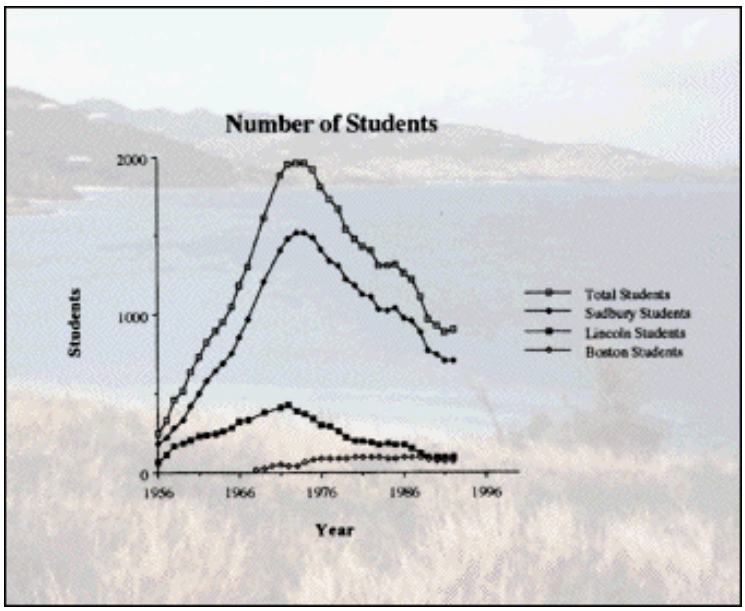
William C. Hewins 1989-

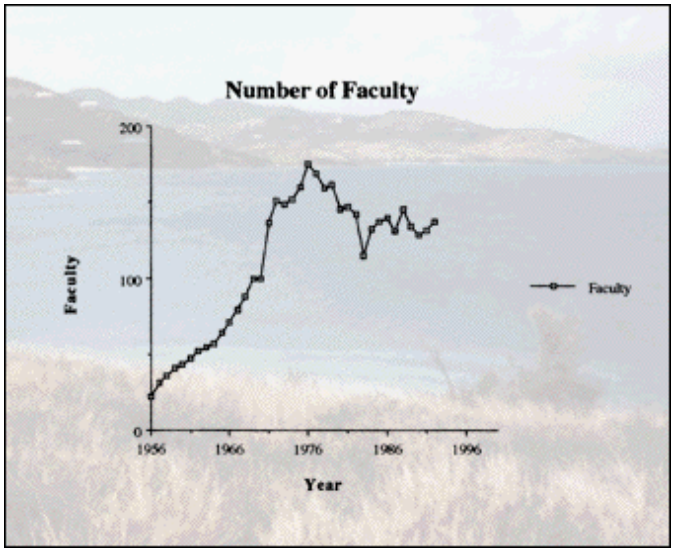
Joanne Fraser 1990-1991

Frederick Pryor 1991-

David P. Wilson 1992-

Janet Miller 1993-





Debt Service History at Lincoln-Sudbury

1954	$1,500,000	Original borrowing for land purchase and construction, included main hall, kitchen, gym 1, 100 and 400 wings, and Little Theatre.
1960	$1,000,000	2nd Building Phase Added the lecture hall, music room, A.V. area, extension to 100 wing, wood and metal shops.
1965-1966	$2,485,000	3rd Building Phase Added the auditorium, library, 500 wing, 600 wing, and gym 2.
1970	$25,000	Plans for the 4th Building Phase
1972	$2,210,000	4th Building Phase Added gym 3, art rooms, student/teacher dining area, extension of 500 wing, math department, and auto shop.
1974	$150,000	Improvements to the Athletic Fields
1985	$240,000	Roof Repairs
1989	$750,000	Building Renovations and Track
1994	$2,080,000	Boiler Replacement, kelwall panel installation, gym 3 floor replacement, electrical upgrades.
TOTAL	$10,440,000	

Courses Taught at Lincoln-Sudbury
For Five Years or More

Art

Art 1, 2, 3, 4

Art History

Photography

Introductory Art

Drawing

Sculpture

Crafts

Painting

Printmaking

Pottery 1 & 2

Jewelry 1 & 2

Leathercraft

Enameling and Silversmithing

Gem Cutting

Elements of Design (Design Workshop)

Watercolor

Silkscreening

Calligraphy and Bookbinding

Stained Glass

Business

Business Survey

Typewriting 1 & 2

Personal Typewriting 1 & 2

Bookkeeping 1 & 2

Shorthand 1 & 2

Office Practice

Business Law

Transcription

Gregg Notehand

Accounting 1 & 2

Economics and Finance

Law and Society

Consumer Mathematics

Business Principles

English

English 1, 2, 3, 4

Advanced Speech & Drama

Journalism

Reading Improvement

Words and Their Ways

Shakespeare 1, 2

Yearbook Production

Prep. for the College Boards/SAT

Vocabulary Development

Mythology

Reading for College

Transformational Grammer

Creative Writing

Expository Writing

Stagecraft

Drama Workshop

Black Literature

Great Books

The Bible as Literature

Demons In Literature

Film Making

Different Kinds of People

American Life and Literature

Individual Writers

English 9

Comparative Literature

Russian Literature

Short Stories

The Novel

Psycholinguistics

English Skills Workshop

Meet the Guests

Mystery and Suspense

Americana

Introduction to Poetry

Sign Language

Biography

American Literature

British Literature

Major American Voices

Writers' Council

Intro to Western Civilization Literature

Continental Literature

Dante and Milton

Nine Novellas

Adolescents in Literature

Themes in Literature

Heroes

Bible and Classical Literature

American/British Authors

Forms of Writing

SUPA English

Heys Seminar

Individualized Reading

Narrative

Forms of Writing

Critical Thinking/Reasoning

Shakespeare In Production

Foreign Languages

French 1, 2, 3, 4, 5

Spanish 1, 2, 3, 4, 5

Latin 1, 2, 3, 4

German 1, 2, 3, 4

Russian 1, 2, 3

Italian 1,2,3

French Total Immersion

Language

Languages of the World

French Conversation

Spanish for Travelers

Cosas Espanolas

Global Perspectives

History

U.S. History

Sociology

Russian Studies

Modern Europe

American Problems/Issues

Introduction to History

Humanities 1, 2

Ancient Greece and Rome

Medieval History

Chinese History

Comparative Religion

Black History

Psychology

American Crafts and Culture

Economics

Topics in U.S. History

Africa

Interdisciplinary Studies

Anthropology

Town Government

Things British

Contemporary World Cultures

20th Century American History

A.P. U.S. History

Freshman U.S. History

U.S. History Lab

Post War America: 50's & 60's

Modern European Lab

Model United Nations

World Crisis

Trials in U.S. History

Trends in U.S. History

Trends in 20th Century

Asian Cultures

Things Russian

Home Economics

Home Economics 1, 2, 3, 4

Food for Boys

Clothing Construction

Child Development

Fibers and Fabrics 1 & 2

Foreign Foods

Outdoor Cookery

Foods 1 & 2

Textile Printing

American Regional Foods

Coed Clothing

Weaving, Spinning and Dyeing

White House Preschool

Designer Fashions

Sewing With Patterns

Joy of Cooking

Gourmet Cooking

Mathematics

Basic Math 1 & 2

Math 1, 2, 3, 4

Intermediate Math 1, 2, 3, 4

Basic Algebra 1 & 2

Computer Math

Number Theory

Plane Geometry

Applied Math

Perspectives in Math

Algebra 1 & 2

Geometry

Trigonometry

AP Calculus AB & BC

History of Math

Math Review

Probability and Statistics

Pre-calculus

Advanced Math 1 & 2

Computer

Computer Programming 1 & 2

Keyboarding

Pascal

C Programming

Macintosh Applications

Intro to Computer

Logo Programming

Calculators and Computers

Computer Literacy

Music

Music Literature

Music Theory 1 & 2

Theory and Composition

Music Appreciation

Mixed Chorus

Select Chorus

Special Chorus

Concert Band

Dance Band/Stage Band

Jazz Band

Instrumental Music

Vocal Music

Freshman Chorus

String Ensemble

Civic Orchestra

Introduction to Music

Piano Lab

Western Civilization Music

American Musical Theater

Girls' Chorus

Physical Education

Flag Football

Soccer

Basketball

Volleyball

Gymnastics

Speedball

Softball

Archery

Dance

Badminton

Lacrosse

Handball

Golf

Tennis

Fencing

Self-Defense

Rocks and Ropes

Care for Athletic Injuries

Weight Training

Backpacking

Cycling

Floor Hockey

Outdoor Pursuits

Yoga

Trampoline

Alternate Credit

Racquetball

Fitness Fundamentals

Tumbling

Science

Earth Science

Health and Human Biology

Biology

Chemistry

Physics

Advanced Biology

Advanced Chemistry

Advanced Physics

Anatomy and Physiology

History and Theory of Science

Physical Science

Advanced Science

Unified Science 1, 2, 3

Aquatic Biology

Ecology of New England

Meteorology and Climatology

(Challenges for) Human Health

SUPA Chemistry

Horticulture

Technology and Industrial Arts

Technical Drawing

Mechanical Drawing/Drafting 1 &2

Wood 1, 2, 3, 4

Metal 1, 2, 3

Electronics 1 & 2

Introduction to Technology

Architectural Drafting 1 & 2

Metals Technology 1 & 2

Wood Technology 1 & 2

Electronics Technology

Career Metalworking Technology

Auto Mechanics

Small Engines

Canoe Building

Sports Championships

As of June 1994, banners were hanging in the gym for the following state championship teams:

Dalton Award

Given for overall sports excellence.
1975, 1986, 1987, 1989, 1990, 1991

--

Football

Superbowl 1985, 1986, 1989

Girls Gymnastics

1978

Girls Lacrosse

1985, 1989

Boys Lacrosse

1978, 1991, 1994

Girls Alpine Skiing

1985,1986, 1987,1988

Boys Alpine Skiing

1990

Girls Nordic Skiing

1991

Boys Swimming

1987

Boys Tennis

1986, 1987, 1988, 1990, 1991, 1992

Boys Indoor Track

1985

Girls Indoor Track

1985

Golf

1996

Plays

1956

Incognito

1957

Infanta

Life of the Party-Senior play

1958

Lucifer at Large

The Third Day

The Man in the Bowler Hat

1959

Liliom - Won the

Mass. State High School Drama Festival

1960

Blood Wedding

- Won the Mass. State High School Drama Festival

1961

Harvey

1962

Inherit the Wind

Finian's Rainbow

Misalliance

The Glass Menagerie

1963

John Brown's Body

Inherit the Wind

1964

Arms and the Man

1965

Madwoman of Chaillot

Medea

Rhinoceros

1966

Barretts of Wimpole Street

Plain and Fancy

The Sandbox

1967

Touch of a Poet

South Pacific

First show done in the Auditorium

Wild Nell of the Prairies

1968

Admirable Crichton

A Satire on War

Arsenic and Old Lace

1969

Gold in the Hills or the Dead Sister's Secret

Guys and Dolls

The Italian Straw Hat

1970

The Good Woman of Setzvan

Stop the World

Thorns of Life

The Sand Box

1971

With Their Heads in the Clouds

The Taming of the Shrew

The Lady's Not for Burning

The Wizard of Oz

1972

Country Wife

Frogs

Fumed Oak

As You Like It

Cavalleria Rusticana

Peter Pan

1973

Sheep on the Runway

Zoo Story

Camelot

Oktoberfest

Misalliance

1974

Oklahoma

The Plough and the Stars

Macbeth

Liliom

1975

Nuts in a Stew

Sam Stiller Private Eye

Liliom

Winklehawk

1976

Three Penny Opera

The Me Nobody Knows

The Crucible

1977

The Teahouse of the August Moon

The Man Who Came to Dinner

1978

Prime of Miss Jean Brody

Bullshot Cummond

Once Upon a Matress

Madwoman of Chaillot

1979

How to Succeed in Business Without Really Trying

Count Dracula

1980

Oh Dad, Poor Dad, Mamma's Hung You in the Closet and I'm Feelin' so Sad

1981

Ah, Wilderness!

1982

Fiddler on the Roof

Our Town

1983

Kiss Me, Kate

Hello, Dolly

1984

Dirty Work at the Crossroads

Tales of Trickery

Take a Giant Step

1985

The Effect of Gamma Ray on Man-in-the-Moon Marigolds

Midsummer Night's Dream

1986

Crimes of the Heart

The Little Prince

1987

West Side Story

A Winter's Tale

The Miracle Worker

I Didn't Know That

Peter Pan

1988

Scenes From American Life

1989

Miss Firecracker Contest

1990

House of Blue Leaves

Tempest

1991

Little Shop of Horrors

'Night Mother

The Dining Room

A Shayna Maidel

The Importance of Being Ernest

1992

Episode in the Life of an Author

As You Like It

The Real Inspector Hound and The Dog it was that Died

All's Well that Ends Well

1993

The Man Who Came to Dinner

Antigone and Medea

Measure for Measure

1994

Measure for Measure

Episode in the Life of an Author

The Visit

Ten Little Indians

1995

Taming of the Shrew

Anything Goes

A Doll's House

1996

Guys & Dolls

Romeo and Juliet

Lady Windemere's Fan

Venetian Twins

1997

Midsummer Night's Dream

Six Characters in Search of an Author

Marching for Fausa

The Importance of Being Earnest

Unknown Years

The Life and Death of Sneaky Fitch

Annie Get Your Gun

Lady Gregory

The Third Day

The Man in the Bowler Hat

Mock Presidential Election

1984 Mock Presidential Election Results

Regan(R) vs. Mondale (D)

Nation Wide

R: 59%

D: 41%

Commonwealth of Massachusetts

R: 51%

D: 49%

City of Boston

D: 64%

R: 36%

Town of Sudbury

R: 59%

D: 41%

Town of Lincoln

D: 54%

R: 46%

L-S Community Grand Total

1203 votes cast

Mondale: 50%

Regan: 49.3%

Other: 0.7%

an 8 vote difference

The Breakdown

Students

R: 52%

D: 48%

9th Grade

R: 61%

D: 39%

10th Grade

R: 52%

D: 48%

11th Grade

D: 51%

R: 49%

12th Grade

D: 55%

R: 45%

Faculty and Staff

D: 88%

R: 12%

Custodial Staff

R: 82%

D: 18%

Secretarial Staff

R: 60%

D: 40%

Cafeteria Staff

D: 61%

R: 39%

The Gender Factor

Nation-wide figures are in parentheses

Female

D: 56% (45%)

R: 44% (55%)

Male

R: 56% (62%)

D: 44% (37%)

1988 Mock Presidential Election Results

Bush (R) vs. Dukakis (D)

Nation Wide

R: 54%

D: 46%

Commonwealth of Massachusetts

R: 46%

D: 54%

City of Boston

R: 35%

D: 65%

Town of Sudbury

R: 51%

D: 49%

Town of Lincoln

R: 43%

D: 57%

L-S Community Grand Total

1015 votes cast

Dukakis: 57%

Bush: 39%

Other: 4%

The Breakdown

Students

R: 54%

D: 42%

O: 4%

Curtis JHS

R: 55%

D: 45%

9th Grade

R: 48.8%

D: 48.0%

O: 3.2%

10th Grade

D: 57%

R: 37%

O: 6%

11th Grade

D: 57%

R: 39%

O: 4%

12th Grade

D: 57%

R: 41%

O: 2%

Faculty and Staff

D: 86%

R: 12%

O: 2%

Custodial Staff

R: 55%

D: 45%

Secretarial Staff

R: 53%

D: 47%

Cafeteria Staff

D: 91%

R: 9%

The Gender Factor

Nation-wide figures are in parentheses

Female

D: 63% (50%)

R: 34% (49%)

O: 3%

Male

R: 51% (41%)

D: 44% (49%)

O: 5%

1992 Mock Presidential Election Results

Bush (R) vs. Clinton (D) vs. Perot (P)

Nation Wide

D: 43%

R: 38%

P: 19%

Commonwealth of Massachusetts

D: 48%

R: 29%

P: 23%

City of Boston

D: 63%

R: 23%

P: 14%

Town of Sudbury

D: 47%

R: 33%

P: 20%

Town of Lincoln

D: 56%

R: 28%

P: 16%

L-S Community Grand Total

887 votes cast

Clinton: 56%

Perot: 26%

Bush: 16%

Other: 2%

The Breakdown

Students

D: 54%

P: 28%

R: 18%

9th Grade

D: 54%

P: 30%

R: 16%

10th Grade

D: 56%

P: 30%

R: 16%

11th Grade

D: 49%

P: 31%

R: 20%

12th Grade

D: 58%

R: 21%

P: 21%

Curtis JHS

D: 48%

P: 27%

R: 25%

Brooks School

D: 52%

P: 35%

R: 13%

Faculty and Administration

D: 85%

R: 8%

P: 6%

Custodial Staff

D: 40%

P: 40%

R: 20%

Secretarial Staff

D: 80%

R: 20%

P: 0%

Cafeteria Staff

P: 71%

R: 29%

D: 0%

L-S Voters By Town

Sudbury

D: 50%

P: 31%

B: 19%

Lincoln

D: 61%

B: 22%

P: 17%

Boston

D: 83%

P: 16%

B: 2%

The Gender Factor

Nation-wide figures are in parentheses

Female

D: 66% (46%)

P: 19% (17%)

R: 14% (37%)

Male

D: 44% (41%)

P: 34% (21%)

R: 20% (38%)

Faculty Plaque

Awarded to the senior who best exemplifies the qualities of scholarship, character, and service that are representative of the Lincoln-Sudbury Regional High School.

1958 Sheila Moynihan

1959 Douglas Donaldson

1960 Pamella Blake

1961 Francis Bellivia

1962 Woodward Cannon

1963 Nancy K. Davis

1964 Peter L. Hathaway

1965 Philip Noel Moss

1966 David P. Palmer

1967 John C. Becker

1968 James F. Bair

1969 Stanton L. Gerson

1970 John Philippe Kelty

1971 Andrew Kramer

1972 James Lincoln Duffy

1973 Jillian Costa

1974 Matthew Caras

1975 Jonathan Leape

1976 William B. Gail

1977 James Ross

1978 Walter Jacob

1979 Lorraine Dudley

1980 Diana Golden

1981 Ellen Velie

1982 Jonathan Keevil

1983 Edward Lockery

1984 Julie Wu

1985 Stephen Espinola

1986 Lynn Garth

1987 Robin Espinola

1988 Henry Spindler

1989 Jennifer Gonnerman

1990 Timothy Dolan

1991 Kathleen Dolan

1992 Rahsaan Burroughs

1993 Veronique Latimer

1994 Brodie Welch

1995 Johanna Nikula

1996 Jessica Berry

Frank Heys Memorial Award

Awarded to a senior who is an outstanding scholar.

1982 Charles Friel

1983 Lee Garth

1984 Harold Small

1985 Laura Heijn

1986 Charles Hadlock

1987 Priscilla Whoolery

1988 Cecily Morgan

1989 Andrew Willis

1990 Lynne Berry

1991 David Art

1992 Douglas Wood and Keith Wood

1993 Jonathan Dakss

1994 Elizabeth Carlton

1995 Dasa Pejchar

1996 Rony Kubat